

Gateway to Guidance



A Gateway to Guidance - A Leonardo Da Vinc i-pilot project funded by The EU –
Commision





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CHAPTER 1 - INTRODUCTION

1.1. Introduction

After an initiative from the Project Manager, Mr. Terje Lönnebakke, in 2004, Telemark County Administration in Norway decided to apply for a Leonardo Da Vinci pilot project called «A Gateway to Guidance». The application was accepted and the project carried out in the period 01.10.2005 – 30.09.2007.

Based on professional research and political actions we refer some of the core elements from our proposal in 2005:

«The information and guidance needs of adults are almost solely being addressed through the public employment services across Europe»

«Given the emphasis now being placed on lifelong learning it is still surprising to note that guidance services are still mostly available to only one particular group of adults»

«Less is being done to cater to the information and guidance needs of employed adults or the non-registered unemployed adults. Today we can detect some signs of cultural change underway in many counselling offices/managements towards a more supportive and facilitative role. Nevertheless, this is still a fragmentary system with great challenges to solve»

«Few have been concerned with how one can reach workers with good, preventative career guidance so that they can be prepared for the structural changes and avoid unemployment during change–overs»

«The main aim is to make a comprehensive regional system for vocational Lifelong Guidance and counselling in a society of Lifelong Learning»

The project objectives were ambitious and an effort to try to «meet» the challenges integrated in these statements.

Expectations and impact after the project.

The matrix below shows what kind of results we expected to achieve during the project period.

Work Packages	Type of results	Target group – Final users	Medium
1. Coordination	<ul style="list-style-type: none">- Complete an organizational model for national and international use.- Try out a new model for cross-sector cooperation at	<p>International and national political decision-makers.</p> <p>Partners in the project – regional, national and</p>	<ul style="list-style-type: none">-Internet/website-Handbook-Conferences-Appropriate professional

	<p>management and organizational levels (practice).</p> <p><u>Synergy effects?</u>: increased cooperation 'across groups' and new cooperation within groups</p>	<p>international</p> <p>Public and private businesses, offices, departments, divisions.</p>	<p>journals</p> <p>-Final project report</p>
2. To develop a new method for businesses to plan reskilling (re-training) or upskilling (new training) to meet the needs of the businesses/ industry and their employed – Good Practice	<p>Develop an educational programme for national and international use.</p> <p>Show how career guidance can be integrated as a structure and a system in businesses in various countries.</p>	<p>Leaders.</p> <p>Counsellors in public and private sectors.</p> <p>Personnel divisions.</p> <p>Health, Environment and Safety divisions in private and public organizations with special focus on med.-sized businesses.</p> <p>Educational systems.</p>	<p>-Internet/website</p> <p>-Seminars</p> <p>-Present adequate literature</p> <p>-Work Package report</p>
3. About the target group 'Non-registered unemployed'. To develop a two-step method: 1) a method for approach and 2) a method for career guidance – Good practice!	<ul style="list-style-type: none"> - To make a system to identify this group. - Make a strategy for how the target group can take advantage of the career guidance. - Present the results for testing in regional career guidance systems in the partner countries. 	<p>The Non- registered adults.</p> <p>Counsellors in public and private sectors.</p> <p>Different divisions in the local businesses.</p> <p>Leaders.</p> <p>Educational systems</p>	<p>-Internet/website</p> <p>-Conferences/ seminars</p> <p>-Appropriate pr</p> <p>-Professional journals</p> <p>-Work Package report</p>
4. Work out a professional plan for the regional system for career guidance: On methods, working tools such as mapping tools, interview templates, use of ICT, tests, etc.	<ul style="list-style-type: none"> - Make a survey of existing practise. - Define the methods to be used in the testing period in the regional systems. - Present a new professional plan – a plan for New Practice. 	<p>The adults seeking guidance from the regional system which is going to be tested in the participating countries.</p> <p>Counsellors in public and private sectors.</p> <p>Different divisions in the local businesses.</p> <p>Leaders. The Second and Third level education, College Universities.</p>	<p>-Internet/website</p> <p>-Work Package report</p> <p>-Seminars</p> <p>-Education.</p> <p>-Appropriate pr</p> <p>-professional journals</p>
5. Test a comprehensive regional system for Lifelong Career Guidance with special focus on employed and non-registered unemployed.	<ul style="list-style-type: none"> - Make new common procedures according to the European Employment strategy. - Develop a new training method 	<p>International and national political decision-makers.</p> <p>Partners in the project – regional, national and international.</p> <p>Educational institutions.</p>	<p>-Internet/website</p> <p>-Handbook/Project report</p> <p>-Publications/magazines</p> <p>-Conferences</p> <p>-The project partners various</p>

		Businesses – regional, national and international	dissemination systems
6. Dissemination (-Through this partnership model contribute to increased general knowledge about career guidance and its significance in achieving important common political goals within the EU/OECD area.)	<ul style="list-style-type: none"> - Present new theory. - Present new experience - Analyze the results for common usage of other target groups uoutside the project. 	<p>The target groups International and national political decision-makers.</p> <p>Partners in the project – regional, national and international.</p> <p>Educational institutions.</p> <p>Businesses – regional, national and international</p>	<ul style="list-style-type: none"> -Internet/website -Handbook/Project report -Publications/magazines -Conferences -The project partners various dissemination systems

We consider career guidance to be a measure and a method, and believe that some results from the project will be transferable to other target groups. The project will look for «good practice» in all the existing career guidance systems within the partner countries

1.2. The contractor and the partners

The applicant and contractor was **The Competence Forum of Telemark (CFT)**, a cooperative organisation which since 1999 has tried to improve the development of the competency level in the region of Telemark County in Norway. The CFT is especially concerned about the needs, the competency level and the working life of the citizens in the region. The CFT organises conferences and initiates new measures to create competency development within public and private sectors.

Members of the CFT are:

- The state administrative office represented by the County Director of Education (Leader and secretary).
- Acting County Executive in Telemark County.
- The Head of the Confederation of Norwegian Business and Industry – Telemark County.
- The Head of the Labour Union (LO) in Telemark County.
- The regional leader of the Norwegian Association of Local and Regional Authorities.
- The Head of the Norwegian Labour and Welfare Organisation (NAV) in Telemark County.
- President of Telemark University College.

- The regional leader of the National Association of Adult Education.

In the period January 2004 – December 2005 CFT carried out the project *Educational and Vocational Guidance in Telemark*. The superior goal was to make a plan to establish a comprehensive system to improve the quality and increase the accessibility of career guidance for all citizens in the region of Telemark County. Based on this process the CFT decided to carry out the *Gateway to Guidance*- project. Of formal reason **The Acting County Executive in Telemark County** represented CFT in the proposal process and in this way became the formal Contractor of the project.

The CFT was at that time aware of that all countries in Europe already had systems in place which were not usually adapted to the new challenges of the Lifelong Learning System. The proposal was accepted by the EU – commission and during the project period our specific goals were to:

- Work out a brief survey of the career guidance experiences in the partner countries, supplemented with accessible literature.
- Develop a new method for businesses to update or rediate the skills of their employees.
- Define the target group “Non-registered Unemployed” and develop a two-step method related to career guidance
- Work out a professional plan to use in the system which is going to be tested.
- Work out new criteria for a well-functioning regional system, and describe elements in an appropriate organisation.
- Test new regional systems for career guidance with focus on the target groups.
- Evaluate and adjust the testing models.
- Work out a handbook with descriptions of the model and lines of actions on how to establish the system.
- Finally, the project will focus on the role of the State in policy-making in relation to the field of information and guidance, with focus on legislation and quality standards.

To summarize:

The main goal was very ambitious: to work out a model describing a **comprehensive** regional system for vocational ‘Lifelong Guidance’ and counselling in a society of **Lifelong Learning**, based on a close co-operation between **public and private** actors. In this model we will focus on the target groups: **workers** and **unregistered unemployed**.

The selection of partners.

The partners were recruited in different ways; one was recruited in an international conference in Thessaloniki, one contacted the Contractor and asked for participation. In their e-mail they wrote: «*We lack a system which would enable to create an access to guidance and counselling services on a lifelong basis, for all target groups*»

Another partner was recommended by our National Leonardo Agency, and the final partner was thoroughly sought for by the Contractor. A special challenge for the

partners was the fact that they had to establish a co-operation with a private or public business partner/organization. These organizations had to establish, or have established an internal career guidance system as a central part of their HMR (Human Resource Management) – systems.

The partners were:

Partner 1: Jysk Center for Videregående Uddannelser JCVU - University of College Jutland, based in Aarhus in Denmark. This is a recently established centre for educational and health training, knowledge development and research. The main task of the centre is to offer both basic and further education programmes within the educational and health-related fields. This comprises both short programmes and formal one-year degrees as well as training teachers for adult education. (See www.jcvu.dk).

Of many central topics JCVU concentrate on:

- Adult education and focus on related methods and the development of competency
- Evaluation and the development of quality standards
- The development of management
- The development of Career Guidance

JCVUs 2 business partners were:

Falck, a Nordic-based organisation that provides assistance, rescue, healthcare and training to the public sector, private members, business subscribers, insurance companies, pension companies and international clients. In 2004 Falck had 11,000 employees, of whom about 62% were full time, the rest were part time staff, primarily firemen.

The Municipality of Aarhus

The staff and placement services are handled by the staffing division within the mayor's department. As a consequence of outsourcing and savings the task is as quickly as possible to find vacant relevant jobs within the municipality to the redundant people. If a member of the staff cannot be moved to another job in a municipal department, he/she must be enlisted in the central staff and placement services.

Partner 2: Tipperary Institute – Ireland - integrates third level education with rural and business development activity within the region. The Institute has two campuses located at Thurles and Clonmel in the County of Tipperary. As one of the newer third level institutions in Ireland, Tipperary Institute has a fresh approach to teaching and learning and is fully engaged in lifelong learning. The Department also has specific expertise in the areas of Career Guidance, Organisational Psychology, Organisational Behaviour, Management, Networks, among other.

The business partner is Procter & Gamble. A multinational company which has been in Nenagh for more than 25 years and is the largest employer in the town. The plant chiefly manufactures cosmetic products but have hundreds of brands in the following categories: Laundry and Cleaning, Paper Goods, Beauty Care, Food and

Beverages and Health Care. *Approx. 300 people employed in Tipperary.* Has operations in 80 countries, Employs >130,000 people worldwide and had a turnover in 2005: > US \$30 billion. Target group of team leaders has been surveyed in relation to their training and career development needs.

Partner 3: The Central Office of Labour, Social Affairs and Family (COLSAF) in Slovakia is quite strong central institution with a wide range of responsibilities, one of them being "to manage, control and co-ordinate the activities of Offices in the field of employment services". This is the central office for public employment services in the Slovak Republic. Their main task is to manage all 46 local offices of labour, social affairs and family.

The business partner is Slovak Republic: "VITIS Pezinok s. r. o.", a company distributing alcoholic beverages, especially wine produced in the region of the Male Karpaty Mountains, but also non-alcoholic drinks.

Partner 4: Careers Europe is a part of Careers Bradford, a not for profit organisation. Careers Bradford is a mainstream UK Guidance Service, contracted by Connexions West Yorkshire to provide a range of Guidance services in the Bradford Metropolitan District.

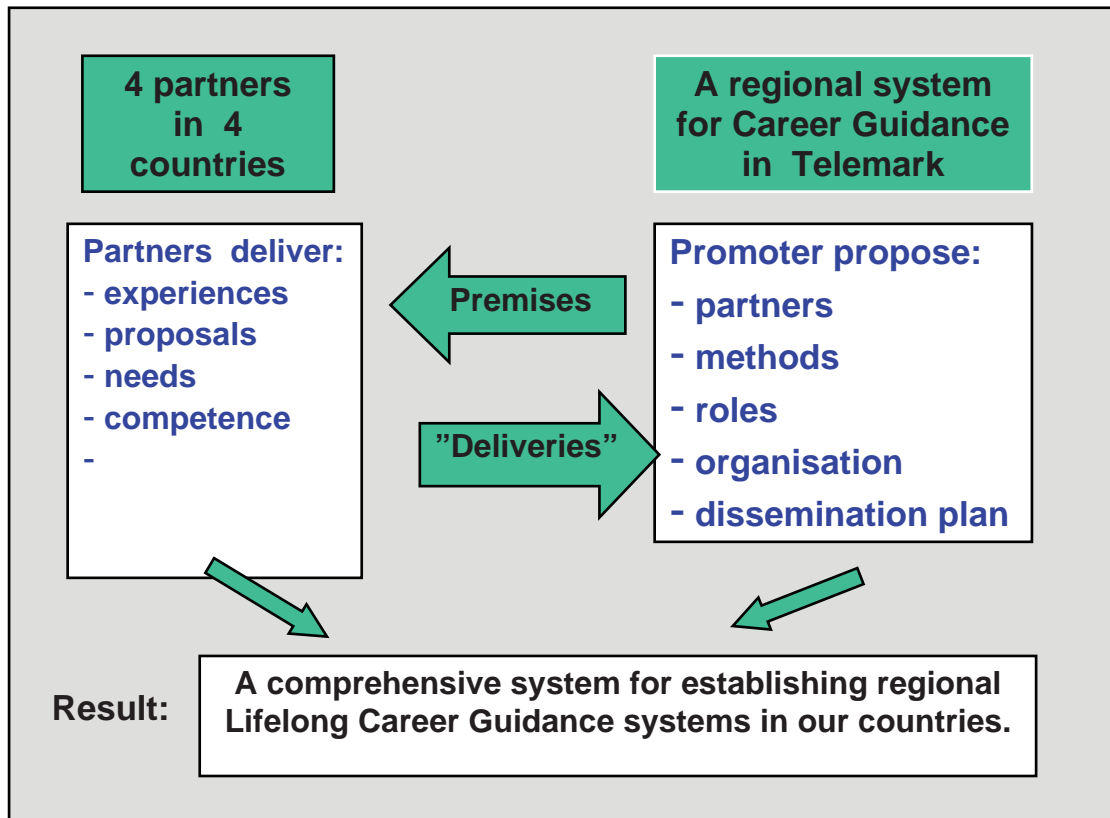
In UK the Employer Involvement has not been a cooperation with one or two specific businesses. Careers Bradford has discussed the career guidance system and the Human Resource Management system in private and public sector in UK. In the report we try to compare this with the situation in other partner countries. Careers Bradford developed links with organisations who offer support services to employers and who was interested in the project. CB engaged their own Employer Engagement Adviser. Her main role was to work as part of the team on the employer strategy - company wide. This lead her to be very proactive with employers with a much more specific and strategic role.

The Norwegian business partner was Hydro IS Partner. This business worked closely with customers to define areas for cooperation, identify business improvement potential, and agree on the approach. Hydro ISP take a holistic approach, streamlining IS solutions to meet each company's particular needs and challenges. Hydro ISP is a single resource pool with three operation centres situated in Norway, the US, and Singapore, ensures round-the-clock support for their customers and balanced usage of resources – both personnel and equipment. About 600 employees.

At the end of the project period all participants agreed that the great variation in type of institutions, type of business partners all together has been a positive element for the process.

1.3. How we organized the project.

From the very beginning we decided to organize the project as a «shadowing» model. According to the model below the contractor planned the content and structure. The contractor presented the premises and the partners return their «knowledge».



The contractor told all the partners to organize the project in the same way in each country. The partners formally established their project organizations including a reference groups (RG). In different ways the cooperation with local partners took place. The next demand according to the proposal was the obligation of each partner to find a cooperative business partner (BP) to carry out the Work Package 2.

How we organized the project:



Project Organisation:

Promoting Organisation: The Competency Forum of Telemark represented by the Acting County Executive Mr. Rolf-Helge Grønås and the Head of the County Department of Education Mr Knut Alsaker, and Project Manager Terje Lønnebakke.

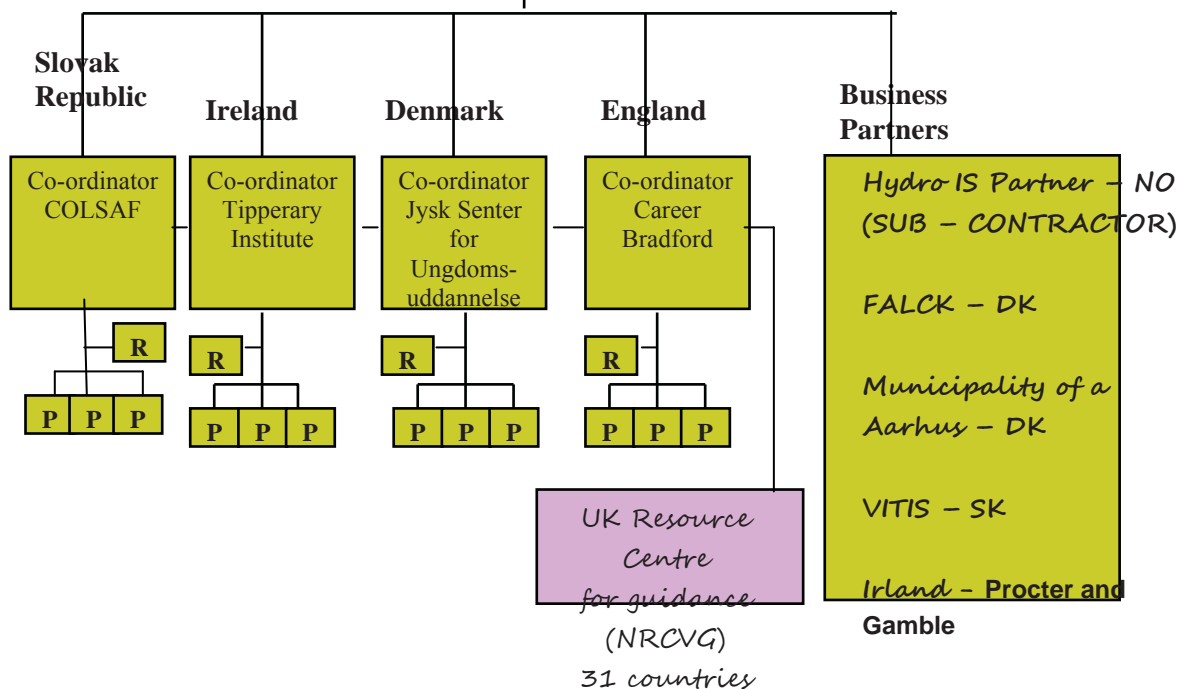
National Organisation
Adviser – Mr. Porsgrunn

R = Reference group
P = Local Partner (PES – Social office etc.)
BP = Business Partner in the participating countries



Network of importance for dissemination

CONTRACTORS NATIONAL REFERENCE GROUP
Municipality of
• The CFT – The Competency Forum of Telemark:
- The state administrative office repr. by the Count
Director of Education
- Acting County Executive in Telemark County
- The Head of the Public Employment Service in Telemark County
- The Head of the Confederation of Norwegian



1.4. The professional structure of the project

Professionally the project was structured as a system of Work Packages (WPs) which the project participants had to carry out. It was of great importance, and a challenge, to combine these packages:

Work Package 1: Co-ordination of the project.

Work Package 2: To develop a new method for businesses to plan reskilling (retraining) or upskilling (new training) to meet the needs of the businesses/ industry and their employed – Good Practice.

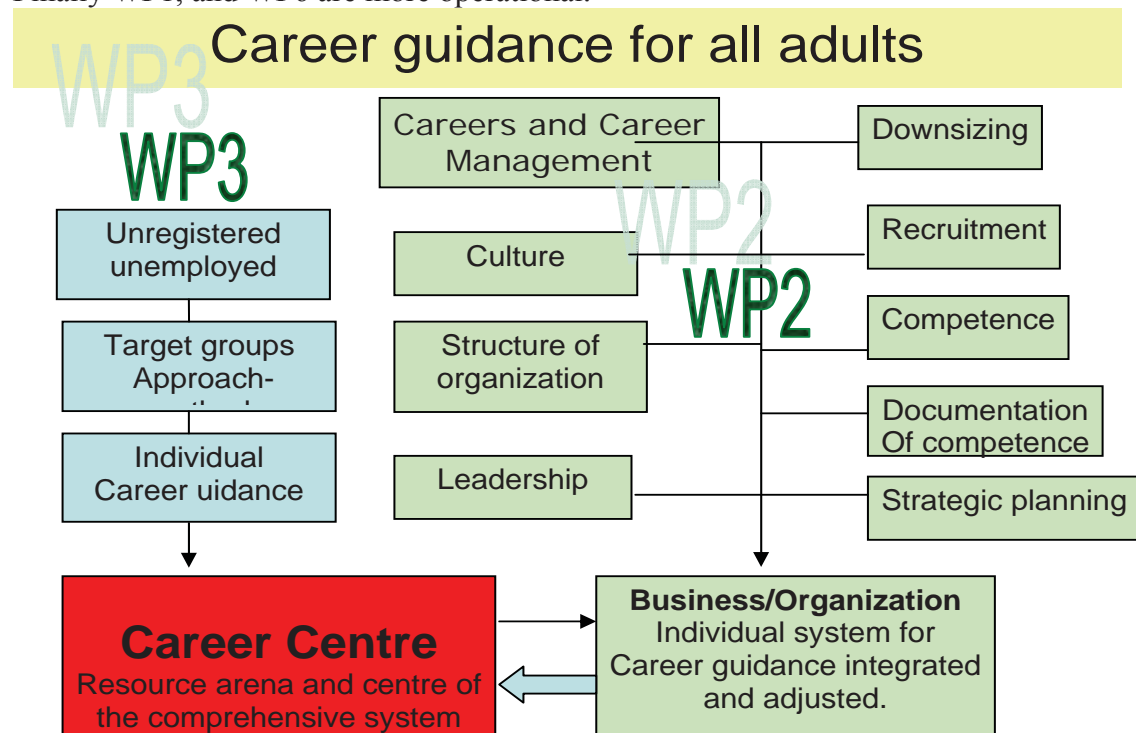
Work Package 3: About the target group 'Non - registered unemployed'. To develop a two step method: 1) A method for approach and 2) A method for career guidance – Good practice!

Work Package 4: Work out a professional plan for the regional system for career guidance: On methods, working tools such as mapping tools, interview templates, use of ICT, tests, etc.

Work Package 5: Test a comprehensive regional system for Lifelong Career Guidance with special focus on employed and non-registered unemployed.

Work Package 6: Dissemination

In the figure below we have tried to show how we defined the work with the packages: WP2 and 3 were the most «evaluating» with a wide range of professional challenges. The following WP 4 and 5 are strongly connected to the results of 2 and 3. Finally WP1, and WP6 are more operational.





WP1 – WP6

CHAPTER 2 – The existing career guidance systems in the partner countries.

2.1. Outline of Career Guidance/HRM systems in Denmark

The term “career guidance” is not commonly used in Denmark. There is no bill on guidance for adults as such. The guidance offered adults is mainly focused on adults in education and unemployed, and submitted legislation concerning labour market and education. The guidance services mainly focus on matters concerning unemployment benefits and social rights, educational options and vocational openings.

The social partners play an active role in formulating and implementing the guidance effort for adults in Denmark - as they do in all matters concerning labour market policies and education. The unions and the union unemployment services offer a wide range of guidance activities, individual career guidance, guidance courses for unemployed, and guidance corners in the companies. Some private services also offer guidance for unemployed, partly publicly financed.

Adults enrolled in ordinary formal education have access to educational guidance. Adults enrolled in various branches of adult education have access to educational and vocational guidance.

For employed adults and adults outside the labour market who are not enrolled in the education system, access to guidance provision is limited. The guidance services in the Public Employment Service are in principle available to everyone. In practice, however, the services are mainly frequented by unemployed.

Legislation

The legislation and guidance policy in Denmark concerning adults is mainly formulated as part of an educational policy, a labour market policy or a social policy. However, it may be of some interest to observe the official statements concerning guidance policy as expressed in the “Danish Guidance Reform – a new guidance system in the educational sector” (2004) (mainly targeted at young people)

- Guidance shall help ensure that choice of education and career will be of greatest possible benefit to the individual and to society
- Guidance shall take into account the individual's interests and personal qualifications as well as the anticipated need for qualified labour and self-employed businessmen
- Guidance shall be targeted especially at young people with special needs for guidance

The individual's free choice is underlined in these aims. Most Danish guidance practise is submitted a non-directed approach. But on the other hand, there is a continuing political pressure on guidance to fill out gaps in the labour market, to reduce friction between the educational system and the labour market, to reduce unemployment, to contribute to equal opportunities for men and women, to integrate refugees and immigrants etc. There is a constant and growing pressure on guidance activities to produce the answers to match problems on the labour market, to social and cultural issues.

Career guidance within businesses

In the workplace, some companies make provision for annual career development reviews leading to training plans. Such provision is often part of collective agreements with the trade unions on competence development, and is concerned not only with guidance but also with negotiation between individual and employer. The Government has set an objective of ensuring that as many people as possible participate in continuing competence development activities. In addition, some trade unions have run courses for their shop stewards to act as 'educational ambassadors' in encouraging their members to access education and training opportunities; some also provide some limited career-development services for their members.

Some companies provide provisional guidance service as part of downsizing and notices. In relation to this, some unions have introduced preventive guidance services at the work place.

Career guidance within public systems

As mentioned in the introduction, the public systems of guidance are mainly focused on young people and unemployed. Even though the public "Job centres" are open to everyone, they are mainly frequented by unemployed. There are few and scattered public initiatives concerning career guidance for employed people, but in the private sector we see some initiatives concerning career guidance for employed people. However, there seems to be a political focus on the issue career guidance. As part of the national strategy for implementing lifelong learning, several policy papers underline the importance of qualifying the guidance effort concerning adults, career and mobility on the labour market. The issue is mentioned in the government's global strategy and in the strategy for adult education with the aims of:

- To strengthen the competences of especially non-skilled and skilled workers
- To give the individual better opportunities to pursue personal career development
- To secure continuous flexibility and competence development for all, and hereby generally reduce the risk of future imbalances on the labour market

- To secure mobility on the labour market, continuous high prosperity and a relative even income distribution

Another initiative taken by the government is the establishment of 15 competence centres with the purpose of:

- Cooperation with businesses on competence development and educational planning
- Work out analyses and establish networking activities in cooperation with educational institutions and relevant parties on the labour market
- Testing methods for guidance and competence clarification in companies, with special focus on employees with short or no education
- Developing adult educational activities and new ways of learning close to practise
- Carry out organizational and competence development at adult educational and training centres

We expect to see an increased political focus on the issue Career Guidance in the coming years.

2.2. Outline of Career Guidance System in Ireland

The OECD country note for Ireland recommend:

- Particular focus on adults wishing to re-engage in learning or develop their careers
- Standardised forms of career information
- Also sought a common framework for skills, knowledge and competencies required by all career guidance workers.

The **Institute of Guidance Counsellors**, established in 1968, is the professional body representing over 1200 practitioners in second level schools, third level colleges, adult guidance services, private practice and in other settings. To become a member of the Institute, individuals must hold a postgraduate qualification in the area of career guidance and counselling. On behalf of its members and their clients the Institute has a liaison and advocacy role with government departments, management and trade union organisations, national parent bodies, higher and further education institutions, employment and training agencies.

The **National Centre for Guidance in Education (NCGE)** is an agency of the Irish Department of Education and Science. Its main roles are to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance.

The **National Guidance Forum** was established in 2004 in order to bring together stakeholders of career guidance from across the education and labour market spectrum. The Forum members have developed an agreed strategy for a national lifelong guidance service. The elements of the strategy are:

- A national lifelong guidance framework, outlining the knowledge, skills

and competencies that guidance aims to develop among individuals at different times of their lives.

- A competency framework for guidance practitioners.
- A quality framework for guidance services.
- A coherent framework of organisational structures to deliver a coordinated and comprehensive lifelong guidance service.

In 2006, the **Expert Group on Future Skills Needs** published a report on *Careers and Labour Market Information in Ireland*. The main recommendation of the report concerns the development of a national careers portal based on international good practice. The portal should contain careers, course and labour market information, company profiles, assessment tools, testimonials, guidance helpline and appropriate links to relevant sites.

To become a Guidance Counsellor entails undertaking a one year full-time post-graduate programme in guidance and counselling (or its equivalent). These courses are run in UCC, TCD [M.Ed], NUI Maynooth, UL [Part time].

The following list gives an indication of the subject areas covered in such a programme:

- Personal and Social Development
- Experimental Group Work Theory and Practice
- Career Development and Behaviour
- Principles and Practice of Psychological Testing
- Sociology of Education
- Career Information Management

In addition, those wishing to practise in second level schools must meet the requirements of the Department of Education, i.e. normally a primary degree and a teaching qualification.

Examples of stakeholders in career guidance system in Ireland:

- Government Departments e.g.
 - Department of Enterprise, Trade and Employment
 - Department of Education & Science
 - Department of Finance
- Government Agencies
 - Fas – National Training Authority
 - Forfas -national policy and advisory board for enterprise, trade, science, technology and innovation.
 - NCPP – National Centre for Partnership and Performance (NCPP)
 - IDA - Industrial Development Agency is responsible for the attraction and development of foreign investment in Ireland.
 - IBEC – Irish Business and Employers Confederation
 - ICTU – Irish Congress of Trade Unions

These two government agencies are involved in the guidance counselling system in Ireland

- FAS
- Forfas

FAS

- As the National Training and Employment Authority, FÁS anticipates the needs of, and responds to, a constantly changing labour market which employs over 2 million people.
- Through a regional network of 66 offices and 20 training centres, FÁS operates training and employment programmes; provides a recruitment service to jobseekers and employers, an advisory service for industry, and supports community-based enterprises.
- FÁS enhances the skills and competencies of individuals and enterprises in order for Ireland to further develop as a competitive, inclusive, knowledge-based economy.
- It strives to do this through the provision of tailored training and employment programmes that suit everyone's needs.

Fas - functions

- Training and re-training
- Designated apprenticeships
- Recruitment service
- Employment schemes
- Placement and guidance services
- Assistance to community groups
- Introduction of a Competency Development Programme
- Targets employees in particular occupations within specific sectors
- Primary Client Groups are adult job seekers, apprentices and people with disabilities.
- Promotes best practice HR strategies and investment in training by employers
- Advice for people returning to Ireland and those seeking employment elsewhere in the EU.
- Consultancy and human resource related services, on a commercial basis, outside the State (through FÁS International Consulting Ltd.).

Fás – strategy for the employed

- Importance of training needs analysis in companies and its link to the company's business plans. Also links with identified labour market needs.
- Recommends system of paid learning leave. This is also recommended by Irish Congress of Trade Unions and the National Centre for Partnership and Performance, especially for upskilling low-qualified workers.
- Guidance and assistance to immigrants.

FORFAS.

- Established in 1994, Forfás is the national policy and advisory board for enterprise, trade, science, technology and innovation.
- Forfás provides the [Department of Enterprise, Trade and Employment \(DETE\)](#) and other stakeholders with analysis, advice and support on issues related to enterprise, trade, science, technology and innovation; including on the development and coordination of the enterprise development agencies, [IDA Ireland](#), [Enterprise Ireland](#), [Science Foundation Ireland \(SFI\)](#) and other bodies as the Minister may designate.
- Forfás provides administrative and /or research support to a number of independent bodies and conducts ongoing evaluations of development agency programmes, at the request of DETE, to optimise their effectiveness and to inform future policy developments.

■ **Summary of key findings of Forfas report:**

- There is currently a huge lack of awareness of available careers information resources.
- The development of a single careers portal is recommended. Its design should facilitate a high degree of information access by user groups with differing needs. It should contain careers, course and labour market information, organisational/ company profiles and a range of assessment tools¹.
- There should be a high level of promotion of existing career sites until such time as a new national portal is established.
- There is a high level of interest across all user groups in easily digested labour market information about skills needs, occupational, employment and salary trends.
- The range of assessment tools available currently on Irish career sites is limited. A wider range of reputable self assessment tools, including CV builders, should either be made available directly on Irish careers sites or through appropriate linkages².

Qualifax –Example of portal

- Qualifax is the Irish national database of all Third Level and Further Education courses.
- One stop shop’ for information on courses for Guidance Counsellors, students and adults. Links to college and other education / training websites in Ireland and abroad.
- Detailed information on an extensive selection of careers.
- Calendar of Career Events.
- Interest Assessment to assist second level students to make choices plus a range of other useful information for students of all ages.

Source; www.qualifax.ie www.careersworld.com

National Workplace Strategy

- Launched March 2005 following the conclusion of the forum on the Workplace of the Future.
- Represents the agreed perspective and strategic approach of Government and the social partners to supporting organisational change and innovation at the enterprise level as a key response in addressing the challenges faced by Irish economy
- Has implications and opportunities for guidance counselling system in Ireland
NWS-workplace of the future will include/be:
 - Continuous learning
 - Knowledge intensive
 - Involved and participatory
 - Responsive to employee’s needs
 - Agile
 - Customer centred
 - Knowledge intensive

¹ Source: Press Release 11 July 2006, Expert Group on Future Skills Needs / Forfás, Careers Information and Labour Market Information in Ireland Report Forfás - Careers Information and Labour Market Information in Ireland Report 2006

² Source: Press Release 11 July 2006, Expert Group on Future Skills Needs / Forfás, Careers Information and Labour Market Information in Ireland Report

- Networked
- Highly productive

Elements of good practice in operation in guidance industry:

- Internal Job Postings
- Formal Education in Career Development
- Lateral moves to create cross-functional experience
- Printed material on career issues
- Dual Ladder
- Induction processes
- Mentoring
- Performance Appraisal as basis for career planning
- Career counselling (by direct manager and by HRM unit)
- Succession planning
- Building psychological contracts
- Secondments
- Specialised programmes

Websites pertinent and with background to guidance counselling in Ireland:

- www.skillsireland.ie – Expert group on future skills needs in Ireland (reports)
- www.entemp.ie – Dept. enterprise trade & employment
- www.skillsstrategy.ie –Expert group on future skills needs in Ireland (reports+information)
- www.forfas.ie - government agency
- www.fas.ie – government agency
- www.taoiseach.gov.ie – government. department
- www.ndp – national development plan
- www.ncge.ie – national centre for guidance in education
- www.education.ie – Dept. of education & science
- www.ibec.ie - Irish business and employers confederation
- www.igc.ie – Institute of guidance counsellors
- www.chambers.ie – Chambers ireland - business network
- www.hea.ie – Higher education authority
- www.aceltraining.com – Managed by skillnets Ireland (government agency for dep. of enterprise)

Review

- Examples of Guidance Counselling Fora in Ireland
- Typical employment opportunities for GCs in Ireland
- Typical education profile of Guidance Counsellors in Ireland
- Examples of Guidance Counselling stakeholders in Ireland
- Examples of research, findings and recommendations of current initiatives in GC in Ireland
- OECD country note
- Examples of pertinent websites containing pertinent research and reports

2.3. Outline of Career Guidance system in England

Acknowledgements.

Careers Europe are grateful to the Institute of Career Guidance for allowing us to use information about career guidance systems in the UK contained in the 'Career guidance: making a difference' publication, especially to Chris Evans (ICG President) for his useful suggestions and comments. We would also like to thank Christ Hunter (Senior Lecturer at the University of Huddersfield, Andy Coull (Development Executive, Careers Scotland) and Jennifer Cryer (Guidance Manager for Careers Bradford) for their contribution, help and support.

History

From the time career guidance in the UK began it has been closely connected to the fulfilment of government education, youth and employment policies through the provision of advice and guidance about opportunities available.

A Juvenile Employment Service was created in 1910, which had more of a focus on placing people into employment and the current Institute of Career Guidance was founded in 1922 and known then as the Association of Juvenile Employment and Welfare Officers. The Youth Employment Service was established in 1948 followed by the Careers Service in 1974, which gradually began to move away from a placing service to offering guidance and help with decision making around entering education, employment and training.

Initially the careers service was a government service placed within local education authorities. It became 'contracted out' in the mid 1990s to private companies, the majority of which were partnerships between local authorities and Training Enterprise Councils. This meant careers services were removed from local authorities and funded directly by central government. Essentially privatisation did not affect the provision of careers guidance itself or the training of careers advisers, only the way the service was paid for and the competition for various contracts. However, privatisation did offer opportunities to develop innovative ways of delivering the services.

More recently: Further changes have now taken place. The 1997 Education Act stipulated that:

All publicly funded schools shall be required:

To provide a programme of careers education to all pupils in Years 9-11

(Section 43)

To provide access to careers advisers to enable careers services to fulfil their contract duties on behalf of the Secretary of State

(Section 44)

To work with the careers service to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials

(Section 45)

The recent limited devolution in the UK has meant that in Scotland and Wales responsibility for careers services has passed from the UK government to the regional assemblies for those countries. The policy change for both Careers Scotland and Careers Wales has led to the development of the careers services into all age guidance services. In Northern Ireland career guidance management remains, for the time being, part of the civil service. Following the devolution the different home countries

were able to incorporate important aspects particular to their region into their delivery. Careers Scotland is firmly linked to the enterprise agenda, Careers Wales has emphasised, among other points, bilingualism and Northern Ireland has made progress in the post conflict role for guidance. In addition services across the UK were asked to focus their work on those young people who were most vulnerable ('focusing agenda 1998), which was, the precursor to the Connexions Service in England. Connexions has moved to a service providing help with housing, health issues, including drug and sex advice as well as career guidance and advice. Common features of the services in England, Scotland and Wales include simplification of funding, unification of branding in each country and use of central resources such as the increasingly important websites and local and national telephone helplines. As far as younger people are concerned (usually 13-19 year olds) there is emphasis in Careers Wales, Careers Scotland and Connexions on providing particular help to the so-called "NEET" group – those Not in Employment, Education or Training.

Universities in all four countries usually have a Higher Education careers advisory service of their own, providing guidance on further studies or career opportunities to undergraduates and graduates of each institution. In addition, this private and corporate career guidance is becoming more and more popular with over one hundred organisations committing to the relatively recent Matrix Quality Standard for information, advice and guidance provided in the workplace. Services therefore are provided through Careers/Connexions Centres, in schools, and in community settings and often in the workplace through trade unions. The Connexions services are subject to inspection by a non-ministerial government department OFSTED (Office for Standards in Education set up in September 2001), different arrangements exist in Wales, Scotland and Northern Ireland, which ensures that each service is performing to defined standards and targets.

Delivery

Where is Careers guidance delivered?

Career Guidance is available to both young people and adults from a number of different sources in the UK. The majority of career guidance practitioners work within publicly funded agencies. Services are provided through Careers/Connexions Centres, in schools, and in community settings. Career guidance practitioners also work in commercial companies, Further Education Colleges, private practice, recruitment agencies and Universities.

England

The Connexions service was introduced in April 2001 and provides a support service for young people aged 13-19. In England careers services have become largely subsumed into the Connexions Service or continue as contractors to the Connexions Service. This new service aims to deliver all support services (drugs advice, health advice, youth services, careers etc.) to young people aged between 13 to 19 years of age through a single umbrella organisation. The eight Connexions principles are:

- Raising aspirations

- Meeting individual need

- Taking into account the view of young people

- Extending opportunity and equality of opportunity

- Community involvement and neighbourhood renewal

- Inclusion

Partnership

Evidence based practice

Connexions also renames all the different professionals working in these services as “personal advisers”. Although all professionals working in Connexions are personal advisers they fundamentally retain their individual areas of expertise. However, in the future there is an expectation that personal advisers will have a new profession with their own training route and qualification. The role of a Personal Adviser is to act as a single point of contact for young people. The Connexions website www.connexions.gov.uk gives further information.

Adult guidance in England is now the province of the IAG Partnerships (Information, Advice and Guidance services for adults), an offshoot of the Learning and Skills Council. The Learning and Skills Council are responsible for all post-16 education and training and bring together Training and Enterprise Councils and Further Education Funding Council. There are 47 local Learning and Skills Councils across England. The IAG Partnerships include career services, colleges, training providers, local education authority, employment services, libraries and unions. Currently the IAG partnerships are undergoing changes to restructure and improve the service they supply but the nature and delivery of such a service is yet to be finally defined.

Everyone can access free information and advice by contacting their local partnership or by phoning the learndirect helpline (see page 23 for an explanation of learndirect). However, face-to-face advice only is only available for those who do not have a GCSE A-C or equivalent (level 2 qualification). In January 2004 the Learning and Skills Council released its new National Policy Framework for Information, Advice and Guidance for Adults in England. Further information can be obtained from the Learning and Skills Council website www.lsc.gov.uk.

Career Guidance within Further and Higher Education

Within further education there may be a range of guidance provision depending on the nature of the college and the client group. In England a careers adviser from the local Connexion Service is likely to be available to offer guidance interviews and there may also be a career guidance practitioner appointed by the college itself.

Higher Education Institutions across the UK have no statutory responsibility to provide careers advice and guidance. However, such provision is seen as an increasingly important role for a university or college, all of whom have their own careers services. The function of Higher Education careers services is to help the institution produce better-informed students who are self-reliant, able to plan and manage their own learning and have sound career management skills.

Jobcentre Plus

Since October 2001, Jobcentre Plus 'Pathfinder' offices have been set up across England, Scotland and Wales. These offices bring Employment Service and Benefits Agency services together under one roof, and are intended to "lead the way" in demonstrating the new service, culture and organisation which Jobcentre Plus will offer. Pathfinder offices operate in modern, refurbished offices offering a welcoming and friendly environment, designed to convey in itself the values of the new service. Jobcentre plus is a service for people of working age either seeking work or claiming benefits. It is hoped that all offices will integrate Job centres and social services by 2006. Newdeal is a major component of the government's strategy to facilitate the reinsertion of the unemployed into the workforce. Those on benefits are offered the

opportunity to upgrade their skills, experience, training and job preparation. Employers can advertise job vacancies free of charge with Jobcentre Plus.

How is guidance delivered?

Career guidance is delivered to people requiring support and assistance in assessing their abilities, searching for learning and work opportunities and implementing decisions affecting their careers. Career guidance practitioners help people to make their own decisions according to what is most suitable for their life and circumstances.

Careers guidance assists clients to:

- Understand themselves, including assessing their own achievements, abilities and interests
- Investigate learning and work opportunities
- Evaluate the options open to them and decide upon the action needed
- Implement their plans for learning and work.

Who are the professionals?

The professionals are practitioners that hold at least the Qualification in Careers Guidance that involves one-year full time or a longer period of part time study. Topics covered include the theoretical basis for guidance practice, guidance interventions, careers education, ethics and equal opportunities as well as the use of careers and labour market information. Study also includes reflective personal development and the workings of organisations and networks and students undertake workplace training. Typically QCG graduates go on to join publicly funded services, where they undertake a further year of development before being deemed fully qualified. There is an alternative work-based and competence-assessed training route leading to the National Vocational Qualification or Scottish National Vocational Qualification at level 4 in Advice and Guidance. S/NVQ units of competence may cover subjects such as managing relationships, referral procedures, advocacy and use of group meetings for learning.

Careers guidance practitioners need:

- To have a real interest in people
- Excellent interpersonal and communication skills in order to:
 - Establish rapport with clients
 - Liaise with staff in other agencies, including educational institutions
 - Have credibility with employers
- Be able to work effectively in large or small group situations
- To be able to work on their own initiative and as part of a team
- To be flexible and able to adapt readily to change
- To be well organised and able to balance a varied schedule of client contacts, meetings and liaison with other organisations such as training providers and employers
- Administrative skills including report writing and record keeping
- IT skills, including the ability to use word processing, databases, spreadsheets, email and the Internet
- To be fully committed to promoting equality of opportunity and combating discrimination, including the ability to recognise and deal with their own prejudices

While the actual work of career guidance practitioners may vary depending on their specific role, career guidance can also involve researching occupations and the labour market and liaising with employers, training providers and other organisations. Psychometric tests may also be administered as part of the guidance process, and career guidance practitioners frequently assist their clients in using computer software and careers information and other resources as part of the information gathering process. Practitioners become experienced in career planning have a broad knowledge of employment, education and training. They have the chance to specialise in working with adults or with clients with disabilities or learning difficulties.

Career guidance is not a restricted occupation although it has long been recognised by governments, who provide the major part of the funding for career guidance work, that it is an important personal service that should be delivered by suitably qualified professionals.

There are a number of relevant professional associations. The largest is the Institute of Career Guidance (ICG), which is the awarding body for the qualification in career guidance.

Other professional bodies for people involved in career guidance are: the Association of Graduate Careers Advisory Services (AGCAS), the Association of Careers Advisers in Colleges offering Higher Education (ACACHE), the International Association of Career Management Professionals, the International Association for Educational and Vocational Guidance (IAEVG), the National Association of Careers and Guidance Teachers (NACGT), the National Association for Educational Guidance for Adults (NAEGA) and the National Association for Managers of Student Services (NAMSS). These bodies, together with the ICG, combine to form the Federation of Professional Associations in Guidance.

Ethics and standards

Career guidance practitioners have an obligation to provide those who seek advice from them with effective and impartial career guidance and advice about opportunities available to them in education, training and work. Members of professional bodies are bound by codes of ethics, which give practitioners guidelines, which shape the delivery of the service they offer to individuals. The codes follow areas such as competence, confidentiality and equality of opportunity, 'irrespective of race, gender, religion, social class, age, disability or sexual orientation. Professionals are expected to put objectivity over institutional pressures and personal interests. They are required to declare anything, which might limit the impartiality of the careers guidance they are offering. For example full membership of the ICG is open only to suitably qualified individuals who, by joining, accept a commitment to the Institute's ethical standards and to maintaining the currency of their knowledge by undertaking continuing professional development. Those who apply to be listed in the Register of Career Guidance Practitioners must also provide evidence of their continuing professional development.

Training

Career guidance appeared alongside advances made in the social sciences in the early 1900s. Frank Parsons, author of the 1909 work "Choosing a vocation" and who was

also part of the development of 'vocational bureau' in Boston, USA, was one of the founders. Ever since a significant amount of research has been conducted. Many of the theories that are being used in training today have emanated from the USA. In the UK there are currently 14 universities offering the courses leading to the ICG-awarded Qualification in Career Guidance (QCG), developed by the Department for Education and Skills between 1999 and 2002. Many universities also offer Master's degrees in career guidance or related subjects, and a few offer doctorates. In addition, there are a number of other universities with research or other interests in career guidance or related subjects.

There are three ways in which to qualify as a guidance practitioner:

Qualification in Careers Guidance (QCG) Followed by specified S/NVQ level 4 units in first year of employment.

Diploma in Careers Guidance (DCG) Parts I and II

S/NVQ Level 4 in Advice and Guidance. This replaced S/NVQ in Guidance in August 2001 but registrants for S/NVQ in Guidance have three years in which to complete their award.

Qualification in Careers Guidance (QCG)

The QCG, which has replaced the Diploma in Careers Guidance, is the initial professional qualification for the careers guidance sector. Usually, but not necessarily, it is taken as a post-graduate qualification. The course lasts either one-year full-time or two-years on a part-time basis (not all centres run part-time courses). The QCG consists of academic study, assessed activities, reflective personal development and practical work-based learning with a variety of agencies that are involved in guidance, education, training and employment and is always delivered in a Higher Education institution.

The following units are covered in the QCG:

- Equal Opportunities, Values and Ethics
- Theoretical Basis of Guidance Practice
- Networking with Agencies and Communities
- Reflective Personal Development
- Guidance Intervention
- Designing and Planning Careers Education
- Information Management

Presently, the Secretary of State for Education and Skills stipulates that careers guidance practitioners working within the Connexions Service in England must complete the NVQ Level 4 in Advice and Guidance after completion of the QCG. A portfolio of evidence has to be produced by students for the QCG, which can be mapped across and used as evidence for S/NVQ Level 4 in Advice and Guidance.

S/NVQ (Scottish/National Vocational Qualification) Level 4 in Advice and Guidance.

This replaced the S/NVQ in Guidance in August 2001 but registrants in Guidance have three years in which to complete their award. To achieve the full S/NVQ candidates are required to undertake ten units, four of which are mandatory and six optional from a choice of sixteen units. The NVQ learning takes place within the work base backed up with some theoretical learning days and study days.

UNIT NO.	MANDATORY UNIT TITLE
AGA4	Develop interactions with clients
AGA7	Assist clients to decided on a course of action
AGA18	Manage personal caseload
AGA20	Evaluate and develop own contribution to the service

UNIT NO.	OPTIONAL UNIT TITLE
AGA8	Assist clients to plan the implementation of a course of action
AGA9	Assist clients to review their achievement of a course of action
AGA12	Prepare to represent clients in formal proceedings
AGA13	Present cases in formal proceedings
AGA14	Negotiate on behalf of clients
AGA15	Liaise with other services
AGA21	Provide support for other practitioners
AGA22	Operate with networks
AGA23	Undertake research for the service and its clients
AGA24	Design information materials for use in the service
AGA27	Determine the methods for disseminating information materials
AGA29	Propose projects for the service
AGA30	Secure resources for the work of the service
T_A21	Identify individuals learning aims, needs and styles
T_B33	Prepare and develop resources to support learning
T_C27	Facilitate group learning

In addition to the four mandatory units, candidates working within the Connexions Service in England are required to undertake a further five ‘optional’ units specified by the Department for Education and Skills (units AGA8, AGA9, AGA14, AGA22, and t_C27 plus a sixth optional unit of their choice. To be fully qualified they must have skill level 4/NVQ level4 or equivalent in a relevant professional discipline (e.g. careers guidance, youth work, social work) and have attended either the Diploma for Connexions Personal Advisers or the Understanding Connexions training programme.

Local Notes for Bradford

The Connexions service provides young people with guidance, advice and support. This enables clients to negotiate their way through decisions about their future. Personal Advisors provide support ranging from general careers advice to intensive support for those who are facing such as drugs/ alcohol/ mental health issues/ homelessness.

The Education Team

The school team operate in all secondary schools in the Bradford district. Each school has a Personal Adviser assigned to it. This adviser visits the school on a regular basis to offer careers guidance to pupils within the school. Each school also will have a Careers Teacher on the staff, this may be a full time post or a teacher with other

responsibilities who also covers Careers Education. The personal adviser will work with the Careers Teacher to identify young people in need of Careers Guidance and together they will set up a timetable of interviews for pupils to ensure that those in need of guidance receive this before leaving school. The personal adviser will work both with those who have not reached the end of compulsory education and also those who have reached the end of compulsory education but have chosen to remain at school.

As well as giving individual guidance, the PA (Personal Adviser) will work with groups of young people, contributing to the careers education programme in the school. The PA will also attend parents evenings and careers evenings, to answer questions from parents and to offer further advice to young people.

Each school has a PA assigned to it, but a PA may be assigned to more than one school. For instance one PA may cover two smaller schools while another PA may work in only one larger school.

Although the education team services mainly state schools, the private sector (the so called “Public Schools”) can request the services of a PA.

In addition to working in schools the education team also send PAs into the local further education colleges to offer advice to students there. The Bradford district has three such colleges, Bradford and Ilkley Community College, Shipley College and Keighley College.

The Connexions Centre Team

The Connexions Centre Team focuses on working with young people who are of post compulsory education age and who have left school. They may be unemployed, in work and seeking a change, or in training. The team deals with young people who may be seeking careers advice or help in finding an opportunity plus young people with a range of other issues and problems. The Connexions Centre Team also liaises with other agencies to ensure that young people get access to all the support services they need.

Every young person has been allocated a PA to work with them between the ages of 13 – 19 years. The school’s PAs will see clients initially and as young people reach statutory school leaving age. Those who decide to look for employment or training will be referred to a Connexions PA.

However, there are a considerable number of young people in the Bradford district who do not attend school and have dropped out of the educational system. A variety of strategies has been employed to reach out to these clients and a small team of intensive support PAs have specific responsibilities whilst clients are still of school age, to follow up through home visits, community networking etc.

When clients can officially leave school some PAs will have been unable to establish contact with their caseload. To this effect, the Connexions Centre based PAs will then take over responsibility for finding out what has happened to the clients.

The Centre PAs operate from a number of community bases as well as the Connexions Centre, which is city central based. These include:

- Turn around (Shanaz)
- Khidmat Centre (Suhail)
- Abundant Life (Mark)

- Connexions mobile unit (Waheed)
- YOT, Bradford (Carol)
- Leaving Care services Bradford (Lynne)
- Community Access Points

The Bradford district has a high proportion of young people in the NEET categories, who are offenders, case leavers and/or have learning difficulties or disabilities. The current NEET figure is running at 12.6% (13/06/06) with a specific breakdown of

Supervised by YOT – 5.3%
 Care leavers – 3.3%
 LDD – 24.52%

As well as providing a presence at non-traditional bases much of the PA role includes outreaching in some cases with other Agencies to try and meet with clients on neutral territory at a venue of their choice.

All Centre PAs carry a caseload of between 70 – 100 clients which they have specific responsibilities for as the lead PA. The adviser based at the YOT and LCS is seconded from Careers Bradford.

Other staff have specialist knowledge and whilst seeing a varied caseload, may act in an advisory capacity to other PAs. The areas which this covers include teenage parents/pregnant teenagers, those MISSING from home, 3rd party sexual abuse (prostitutes), asylum seekers and refugees, black minority ethnic expertise.

Specific Initiatives to help long-term unemployed.

- Get into e.g. retail, admin, and work 18+.
- Get Sorted.
- Open evening local college.
- Pregnant teenagers/teenage parents' college afternoon.
- E2v open day event.
- C2W Invest in Bradford 5 day practical course.
- Millennium volunteers.
- Parents Evening for NEET clients at centre.

Career Guidance across the UK

Unions have always played an important role in terms of pushing for increased training and development opportunities for employees within UK business and this continues still today. Indeed, Union Learning Representatives (ULRs) currently total around 6,500 working within organisations across the UK. These representatives have been in the workplace since around the mid nineties, working voluntarily and informally with the management and workers within organisations. Their role is to try to raise learning levels within business and their status is guaranteed in the Employment Act (2002).

Traditions regarding Career Guidance within the private sector

Within the private sector there is quite a mixed approach towards career guidance and career development. Whilst most businesses look to develop their existing workforce the quality and level of provision of career guidance can vary markedly. For small family owned businesses such as Sparks confectioners, based in Bradford area, the idea is quite a new one. Indeed, for many such businesses career guidance is

superseded by issues such as production targets and profit margins. If any Career Guidance is provided then it tends to be fairly informal and at irregular intervals. Plus, within rigid, linear businesses with little scope for development (perhaps within certain roles within the manufacturing industry) the concept of career guidance is seen as a potentially difficult area with increasingly empowered and skilled staff often seeking better pay and perhaps moving to competitors. This is an issue which perhaps persists in certain places of work across the UK.

Traditions regarding Career Guidance within the public and private sectors

Public sector business has become increasingly aware over the years of the need to develop and provide career guidance to staff to help their business achieve its overall aims and objectives. Within the National Health Service (NHS) for example the provision of personal development plans (PDPs) and career guidance is prevalent across all areas of the workforce. In fact most district care trusts contain a full time, dedicated learning and development team that work with teams and individual members of staff to help to embed workers within the organisation and encourage them to learn and develop their skills to help improve efficiency and effectiveness. In the case of Bradford District Care Trust (formerly divided into 4 Primary Care Trusts or PCTs), PCT chief executives were tasked with ensuring that workforce was one of the essential portfolios held by members of the executive team. Implicit within this is workforce planning, workforce development and learning and development. However, private business is also increasingly looking to provide improved career guidance within their respective organisations within the UK. Indeed, the internet banking group Egg consider career guidance and career development as essential to achieving customer and shareholder satisfaction. The diagram below demonstrates this:

Fig 1 Egg Staff theory

'To revolutionise customers' experience of financial services driven through unleashing the power of people'



(The Times 100, 2007)

2.4. Outline of the Career Guidance system in Norway

In 2002 OECD reviewed the Norwegian Career Guidance system and stated that they have a well established career guidance and information system within the schools. This was completed by a Follow – Up Service taking care of the young people who were dropping out of school. In addition Norway had a well functioning system for unemployed people.

The weaknesses were stated to be:

The career guidance system is fragmented and offer mostly educational service. It is weakly connected to the labour market and without a comprehensive focus on strategic development. The career guidance offer for adults is deficient with a low degree of professionalism.

Because of changes in three ways in the last years we are facing a positive development in Norway:

1) A set of new reforms focusing on stronger ties between learning and labour.

2) The NAV – reform (NAV = National Welfare Organisation). This is a merger of three former organisations:

- The National Insurance Organisation (state)
- The National Employment Service (state)
- The Social Welfare System (municipal)

This reform concerns 16 000 employees, and more than 2 million users.

The objectives of the reform

- More people at work and in activity, fewer on benefits
- A user friendly, user oriented system
- A coordinated, efficient employment and welfare administration

To achieve these objectives, an active approach towards the users, focusing on job oriented activities and individual adjusted follow-up systems is required . It is also necessary for the municipal and state organisations to find an adequate way to interact locally.

3) Supporting groups; like parents, students, labour unions, employer associations are more actively taking part in the development in this professional field.

About the current counselling system in lower and upper secondary education and of regional partnerships for career counselling:

In Norway they have a strong tradition for local solutions. So parts of the career guidance system in the schools has been developing rapidly after the OECD-review in 2002, parts of it is on its way, and some parts have not developed very much.

All pupils have the right to necessary counselling by law. The tradition has been, both in lower and upper secondary schools, to have one teacher serving counselling both in social questions and in career development questions. The counselling time resources are too low. The counselling has mostly existed of educational and vocational information, with a low degree of guidance. Norway also have a weak professional tradition for counselling, no quality standards and only half of the school counsellors are educated in counselling in addition to their teacher role.

In a lifelong perspective, the OECD-experts commented, quite correctly that our different systems was fragmented and difficult to navigate in. This was the backdrop before 2002. It has changed over the last years, and this is what the country authorities are heading towards today:

- Strengthen and develop the career guidance systems and delivery in lower and upper secondary schools and training.
- Build regional partnerships for coordination and delivery of lifelong guidance between educational and occupational authorities and social partners.
- Develop competency among the counselling groups.

From 2008 the funding is strengthened, by a statelly grant to the counties.

In developing the school counselling system they have set up the following aims:

- Develop national criteria for counsellors competencies and regulations for school counselling activities
- Making career guidance a responsibility for the whole school, including our new subjects elective programme subject at lower secondary school level
- Separating the school counselling services in two parts
- Programs for further education for counsellors

To do so they must develop helpful tools, like:

- The system for information on the Internet.
- A shared individual career development plan.
- Systems and networks for cooperation and experience-, method- and knowledge sharing among responsible county coordinators.
- networks among career guidance education deliverers to increase quality development in education of counsellors
- Co-operation systems between schools and local enterprises.

Regional partnerships for career counselling is a measure aimed at making career guidance more holistic and cohesive in education and labour market policy.

Three (totally 18) counties; Nordland, Telemark and Akershus, have tried out different local models for those partnerships over three years. In addition all other counties were supposed to start their work with building such partnerships for career guidance from 2006. From 2008, there will be a statelly contribution to funding of the partnerships of 500 000 NOK per county per year.

The county administrations have the responsibility to establish these partnerships and decide independently how this is done. The preconditions for the partnerships in accordance with **Knowledge Promotion** are that they shall become *A coordinating body for career guidance on a regional level* that will strengthen the guidance service by:

- Assisting school owners and schools with updated information.
- Offer education, initiate try-outs and implement strategies that contributes to a high quality in career guidance service.

- Answer to the need for a coordinated guidance service for adults.

The main aim for the partnerships is: To Develop a binding partnership for coordination and co-operation of career guidance in the perspective of Lifelong Learning in the participating counties.

Participating regional partners are:

- Responsible institution: The County administration
- The County Governor
- Labour and Welfare Organisation (NAV)
- Local Communities
- Employee and employer associations
- Institutions of higher education, Universities and Colleges
- Other relevant public and private agencies, such as: Adult education agencies, re-establishment centres etc.

National co-operation group have these members:

- Ministry of Education and Research
- Ministry of Labour and Social inclusion
- The Norwegian Public Employment and Welfare Services (NAV)
- The National Institute for Adult Training (VOX)
- The Norwegian Association of Local and Regional Authorities (KS)
- Confederation of Norwegian Enterprise (NHO)
- The Norwegian Confederation of Trade Unions (LO)
- Union of Education Norway
- Norwegian Directorate for Education and Training- secretariat

Finally dilemmas seems to be:

1. To see the pupil as a whole person or a person with specific career planning needs.
2. National control/authority versus local freedom/authority
3. What kind of coordination and cohesion is needed/wanted
4. Needs in different sectors and levels are different and need to be elaborated
5. Ethical and juridical dilemmas in information flow
6. Funding and distribution of resources
7. What is good quality at different levels

2.5. Outline of the Slovak Career Guidance System

At the start of the project in 2005 the situation was like this: Nearly all labour offices (officially called Offices of Labour, Social Affairs and Family - OLSAF) in the country provided career guidance and counselling services for job seekers – in fact unemployed people - and young people who were applying for preventive reasons.

For all persons Slovakia lacked a system which would enable to create an access to guidance and counselling services on a life-long basis.

Guidance and counselling services were provided also by schools and specialised school facilities. There were also some other institutions and agencies acting in the

field, but some close co-operation between them was not a very frequent phenomenon. Being the strongest player in the field it would be a challenge for COLSAF to develop a system of co-operation between all the stakeholders, and perhaps to create even something new, or at least, to add new quality (e. g. synergy) to the existing system. COLSAF wanted to work on it in close co-operation with partners from other European countries, and in this way secure a more «universal, more European» result.

CHAPTER 3 – CAREER GUIDANCE FOR INDIVIDUALS

3.1. Career Guidance for Individuals – Theory and Methods.

The traditional situation of career guidance is the initiative of the individual in its effort to get in contact with its own needs and wishes for increasing own competence and/or get a job. In addition it is an effort what to prior in the oncoming life.

Career Guidance for Individuals.

The Lissabon Process and the Copenhagen Declaration from November 2002 make a point of the importance of developing strategies concerning lifelong counselling and carrier guidance. In the resolution of the Council of the European Union from May 2004 career guidance is stressed as an important way of securing a competitive position, and the development of integrated and flexible counselling authorities is emphasized as an important way of support to the active European citizen through an active professional career.

From a more humanistic perspective also UNESCO has stressed the need for and the importance of career guidance for adults. The point of view is the individual need for a personal and professional development and the possibility of planning both the working life and the individual life. Here this is expressed in a number of learning and qualification values:

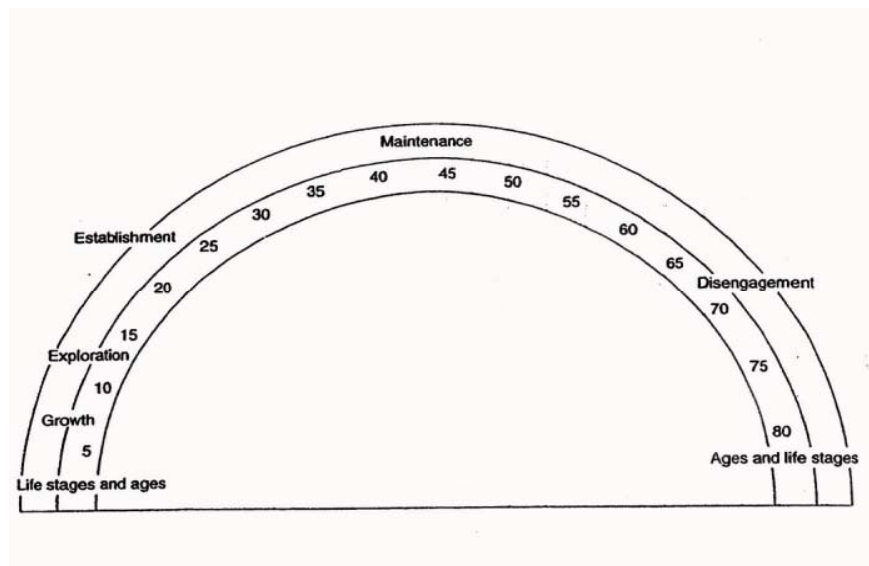
- Learning to be – pointing out the qualification of meaning and self-realization
- Learning to do – pointing out the vocational qualifications and the competence of changes
- Learning to know – pointing out learning competences and active citizenship
- Learning to be together – pointing out social competences and social integration and inclusion

So, the focus is on both the level of the individual, the undertaking and the society.

The focus of this note is only on career guidance in the perspective of the individual. The starting point is a wide understanding of the concept of career. Career as more than a profession or a way up in an organization. To the individual career means the relation to the working life in the individual life perspective. Therefore career

guidance also includes more of the aspects of life than just working life – both personally and professionally.

The focus of career guidance is to support adults in the processes of being able to identify and develop qualifications and interests, to make important decisions concerning the relations to the working market, and to pursue individual strategies as for learning, work and perspective of life.



Career guidance can be defined as an interactive process between information, learning, acting activities, and individual discussions making the basis for reflection, clarification, change of job, career and the living conditions in this connection. This definition points out that

- career guidance concerns reflection, clarification, and choices
- career guidance is a process
- career guidance can include more practical ways: Discussions, information, practical activities and learning
- career guidance concerns more life conditions – and the interaction between them
- career guidance is not confined to special situations

Career guidance may start with the individual looking for new challenges – wishes for development, learning, and new experiences as for qualifications and career – or as a result of external influences demanding a reorganization of structure of life – loss of job, disease, change of job, demand for geographic mobility, changes of organization, downsizing, outplacement etc.

The general public guidance (in Denmark) has mainly focused on the obvious situations of transition: From primary school to youth education – from youth education to further education – and from education to working life. Traditionally out

of an idea of choice of career as a one-off choice. But now with the influence of the post-modern knowledge society, where life cycles are no longer predictable, but are created continuously in interactive processes of change and development in society and institutions, perspectives of processes and development in the adult both private and working life become more and more obvious.

Career Thinking in a Life Cycle Perspective.

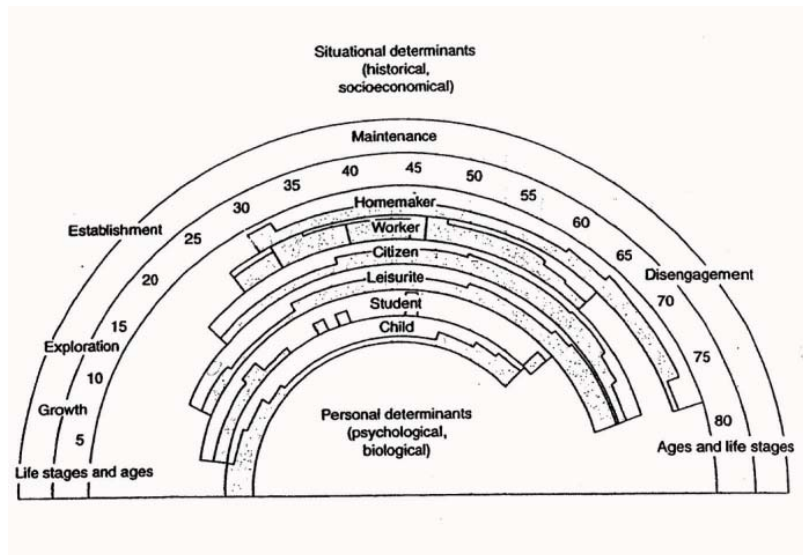
The American psychologist and career researcher Donald Super points out how life includes a number of age-conditioned and biological aspects being common characteristics and conditions – to some extent predictable and chronologic. He considers life as split up into various life steps: Growth, exploration, construction, maintaining, and retiring.

Each step has its special developing task/core task. Super speaks of a maxi-cycle – in a “life span”. His life span thinking represents an organic development point of view: In spite of human diversity, the unpredictability of social events and the dynamic character of society also a “natural” order of development tasks exists, which follows inevitable procedures within the path/cycle of life.

But at the same time Super takes into account a dynamic aspect of life and career development. Not every life develops predictably and harmoniously. Not all development tasks are solved, and a wide range of unpredictable changes and challenges may occur. Now Super claims that each change and readjustment - e.g. job change - involves new learning, new studies, re-establishment etc. During such a process the individual will re-circle through a “mini-cycle”. In this phase the individual will be challenged by the same development tasks as in the five life steps of the maxi-cycle: Growth, exploration, construction, maintaining, and retiring – with the focus on exploration and establishing a new life structure.

Thus the way of thinking captures the various changes and unpredictable incidents which influence a life. Many stages of transition are characterized as a re-circulating process demanding new growth, exploration, construction, maintaining, and retiring. Therefore the re-circulating process can be considered as a mirror of the maxi-cycle process, and the interaction between maxi and mini cycles constitutes the life cycle – illustrates the meeting of the individual with recurring development tasks. The starting point of the theory is the idea that man lives his life while creating the framework for it – for instance through the career and in the individual life space. The life space is constituted by social and individual roles of different importance in different phases of life. Super operates with six core roles: Children – pupil/student – private person – citizen - employee – family man.

The core roles have different importance in the different phases of life – at the same time as the roles interact.



When people make their choices - for instance concerning jobs - they do so exactly from their present situation – and the constellation of social roles made by the present life space – and within the existing cultural and social context.

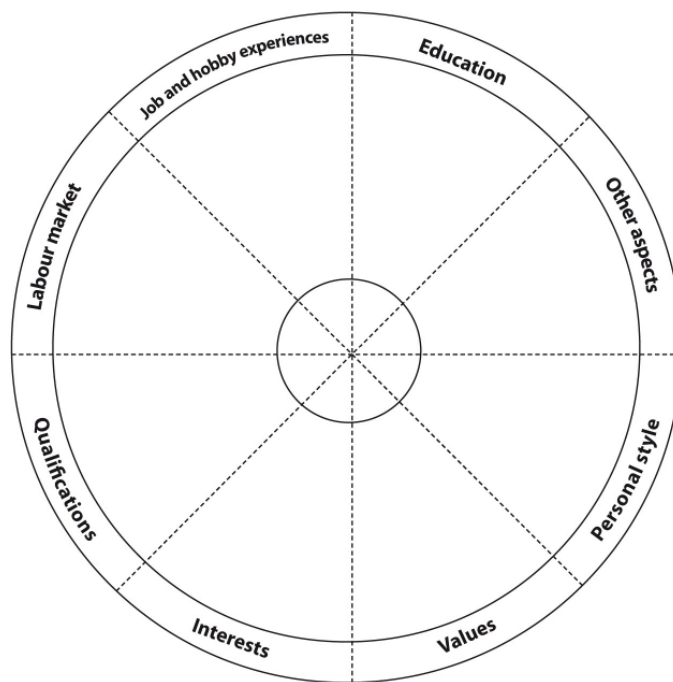
So, career development is not equivalent to the idea of “freedom of choice”. Not all possibilities are open and available. Career development also means “circumscription” as Linda Gottfredsen calls it - delimitations and compromises, intentional and unintentional de-selections of dream job – and education.

Circumscription is made as an adjustment to existing realities and possibilities such as sex, class, geography, culture etc. Not all doors are open – the idea of “freedom of choice” is a myth – which Helen Colley claims – a myth hiding the real, unequal possibilities of choice. She nearly makes a problem out of it by asking polemically, “Do we choose our career – or does it choose us?”

It is the organization of life structures both sociologically and psychologically which creates the framework for human life and forms, organizes, and channels the involvement in society – such as choice of career and work.

Regarded from a development-oriented perspective the life structures of the individual will always change at the same rate as new demands and needs develop. The career development takes place as part of the adjustment to work and working conditions. So, a change of job is combined with many existential life questions.

The Canadian psychologist Norman Amundson enumerates eight dimensions as part of a career development : Working market, qualifications, interests, set of values, personal style, background of education, job and leisure time experience and other aspects.



So, Amundson has a holistic view on individual and career development and represents a showdown with a linear way of thinking.

When people seek guidance they will often be in a situation changing elements of their life structure in a process which means that they are re-organizing their pattern of roles. Many changes demand that they adjust to new roles, drop the old ones and modify/adjust their core roles so far. Career development cannot be understood linearly or mechanically.

Career development can be looked upon as a continuous re-organizing – and demand both psychological maturity and cultural adaptability.

Career Guidance – when, where and who?

Within career guidance no implicit definition exists of who can be in charge of the guidance or of the context. Here is an attempt to outline a pattern:

Most often career guidance takes place in connection with:

- individual wishes of personal and professional development such as development of qualifications and further and continuing education
- wishes from public and private undertakings concerning development of competences for the organisation and the employees – most typically to be used in connection with job appraisal interviews.
- changes in the organization and unemployment, downsizing and outplacement

As can be seen career guidance can take place in various practical contexts: At educational institutions, with private counsellors and coaches, with leaders in public and private undertakings, in the special career centres and HR-departments, and finally in the public job centres and career centres.

Of course the character of the career guidance is influenced by the context. Great attention must be attached to the interests and relations of power between the counsellor and the person seeking career guidance. It goes without saying that the relation is must different if the nearest leader also acts as counsellor compared to an external public career counsellor or a private coach. In all cases the relations are asymmetric and power is at stake. But a guidance relation between employee and leader – and partly also between employee and a representative from the HR-function or the career centre of the undertaking involves a special problematic. Here it is not only a psychological matter, also latent, smouldering interests and conflicts might be present, which can influence the social situation of the employee decisively. The situation might represent real dilemmas both for the organisation and the employee. It is of central importance that the framework and the conditions are clearly defined and negotiated in the initial contract.

Another essential point is the counselling competences of the counsellor. Counselling is a professional task – with its own professional didactics. Counselling is not a question of being “good at talking to!”

So, ethics and professional skill are essential concepts within the field of career guidance considering that matters of vital and existential importance are at stake.

Methods and Tools within Career Guidance.

In this section shortly a methodical approach to the guidance process is presented in the shape of a career guidance model with inspiration from Gerald Egan “The skilled Helper” and Vance Peavy “Constructivistic Guidance”. Further three kinds of tools are presented – the anthropologic lifestyle analysis, Edgar Schein’s classical career anchor model and Norman Amundson’s newer tools devised with the starting point in a constructivistic point of view.

A model for career guidance might contain the following three basic steps:

Step 1: Present life situation

- The focus person tells his life story and surveys together with the counsellor the present life space weighting core roles, values and targets
- Resources, experiences and competences are identified
- Life style, way of living and career anchors are discussed

Step 2: Preferred life situation – focus on wishes and needs:

- What do you want to achieve? How do you want your future to be?

- How do you want your life to be different?
- Which possible choices have you already considered?
- What do you want to learn?
- What do you want to practice?
- Which results do you want to reach?

Step 3: Possible actions:

- Which possible resources do you have to fulfil your wishes?
- Which obstacles do you have?
- Which possible actions are there for you?

Preparation/"testing" of plan

- Preference – is that what you want?
- Feasibility – is it a realistic plan?
- Relevance – is the plan relevant? Is it possible to believe in it? – Does it give sense to the focus person?

The guidance might also include discussions and considerations as for life style, norms, habits, values and priority of work and leisure time. The following presents a number of tools for such discussions and clarifications:

In the 1980-ies the Danish anthropologists Thomas Højrup and Lone Rahbek Christensen developed the way of living analysis on the basis of anthropologic field studies in Denmark. They identify three different basic ways of living: The wage earner, the career orientated, and the self-employed way of living. They can be characterized as follows by the different priorities of work and leisure time:

Way of Living	Work	Leisure Time
Wage earner	Work is considered means to achieve resources with the object of self-fulfilment during the leisure time.	Leisure time is considered the time of fulfilment of life – so leisure time represents the goal of life
Career orientated	Work is the stage of self-fulfilment and –realization. It is highly prioritized, and here the meaning and goal of life is experienced..	The function of leisure time is recovery and reproduction of the working ability. The leisure time is means to self-fulfilment in the working life.
Self-employed	There is no distinction between work and leisure time – one function.	There is no distinction between work and leisure time – one function.

There is no validation in the ideal typical construction of these ways of living. And there is no clearly defined connection between job and way of living. You can for

example be a school teacher with both a wage earner way of living and a career orientated one.

Reflections about ways of living and life style can be relevant in connection with transitions and development processes in adult life. The theory is based on the assumption that ways of living are an embedded stable habitus, which is highly combined with family background and socialization, to which must be added that there are obvious dilemmas in relation to coexistence/married life and cooperation with representatives of different ways of living. Thus, a break with an acquired way of living will in the analysis theory of the ways of living have the character of a radical break of pattern.

It is obvious that the way of living has a crucial importance for the employee's understanding and taking up of the role in the undertaking. From a 2007 perspective it is, however, also obvious that the expectations and demands of the undertaking to the employee are increasingly calling for and matching a career orientated way of living. Modern undertakings – public as well as private - expect/demand engagement, commitment, lifelong learning, and development – flexibility and “availability” from the employees. Professor Niels Åkertrøm talks about “The employees in the token of love” that the employees more and more often enter into love affairs with their organization – committed to look out for the interests of the organization in a pro-active way. This matches a way of living tending to erase the distinction between working life and leisure/private time.

A perspective which both indicates a career orientated way of living, where leisure time is subordinated to working life, but also could point at a new independent way of living where work and leisure time is one.

From this perspective apparently there is not much status and prestige in a wage earner way of living. Nevertheless quite many employees belong to this category. But not necessarily all the life. The post-modern human being is precisely characterized by constructing his or her own life – and therefore also re-constructing the life, way of living, and priorities. Changing way of living to-day may therefore be considered as a far less radical and more pragmatic change of life style – in rational connection with the change of the importance and weighting of the life structures and core roles, cf. Super's life span and space model.

The organization psychologist Edgar Schein has developed a career concept with three dimensions:

What am I able to?	Qualifications and competences
What do I mean?	Values and norms
What do I want?	Expectations and demands

He shows eight career anchors each representing possible and different driving forces in relation to work and career:

- Technical and professional competence
- General management
- Independence

- Reliability and stability
- Entrepreneur
- Go for a issue
- Way of living and family
- Challenge

In this way working with career anchors might contribute to identify a dominating career anchor, but might also be useful by identifying possible desirable development potentials and ambitions.

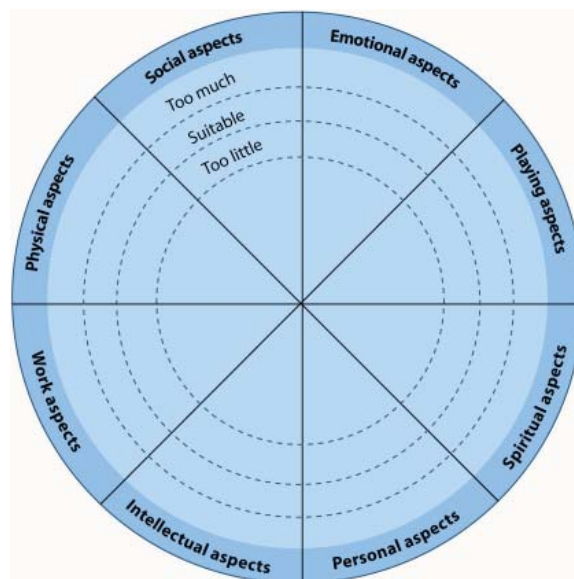
Even if the career anchors have been developed with the idea of relatively stable anchors during a lifetime, with the present post-modern understanding they might be seen as a palette of possibilities for working engagements to which a varied respond is possible.

Norman Amundsen has found much inspiration from the world of physics for his contribution to dynamic and constructivistic methods of guidance in the world of physics. Thus he is operating with a concept as “life balance”. Here he understands balance – not as a standstill, but as a desirable condition, which demands constant attention and alertness and also involves many choices.

This he has illustrated in the “life balance wheel” made up by eight essential factors in a human life and with the possibility of an assessment of the weighting of each factor. There are 8 dimensions placed in the wheel diametrically opposite to each other :

- The Social and the Personal
- Work and Play
- The Intellectual and the Emotional
- The Physical and the Spiritual

To each of the dimensions the questions are attached: Too little? Adequate? Too much?



Competences of Career Guidance.

The basic tools in career guidance – as in all other kind of guidance – are the communicative tools and the aspects of attitude and ethics – to be able to establish an empathic, dialogical room for reflection, clarification, and choice – and for experimenting, innovation and acting.

The counsellor must help the guidance seeking person to dare to linger in the uncertainty and reflect on the fact that nothing is given and things could be different – what would then be the desirable?? This implicates indulging in the strategy Gelatt calls *positive uncertainty*. It takes courage to dare standing in the open space and thus loose footing for a short while, experimenting and listening what might be good to do - independent from demands and conventions. As Søren Kirkegaard expresses it: “Daring – is to loose footing for a short while. Nor Daring – is to loose yourself.”

CHAPTER 4

Career guidance in businesses

Work Package 2:

Develop a new method/system for businesses to plan reskilling (retraining) or upskilling (new training) to meet the needs of the businesses/industry and the employees – Good Practice.

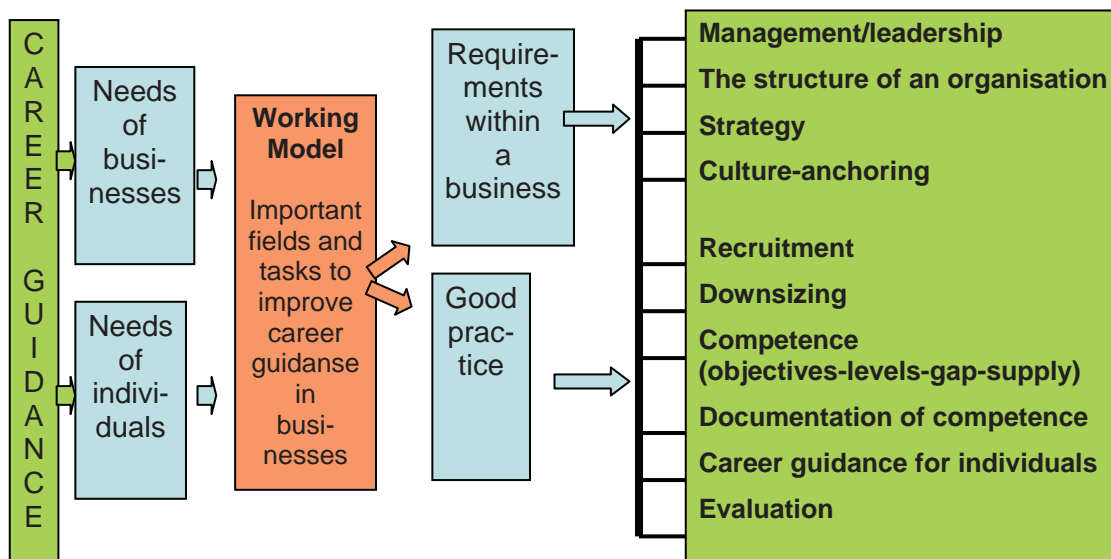
4. Preferred model – Career guidance in businesses

In this part of the report we will focus on establishing a method/system for internal career guidance for businesses which can be integrated as a structure within the HRM -system (HRM = Human Resource Management).

Providing competence and competence development are two key words in this context for both the individual and for the business.

Businesses have a general continuous process in regards to competence development. There are many situations which are influential and need to be taken into consideration as illustrated in this model:

Career guidance in businesses



Competence development must be carried out with anchoring in the organization's strategy and objectives, in the individual's objectives and expectations as well as in connection between management and the change perspectives.

4.1. Careers and Career Management

Definition

- The sequence of employment-related positions, roles, activities and experiences encountered by a person (Greenhaus 2000)

Several points can be made about it

- The notion of sequence means "more than one". Instead of looking at a person's present job in isolation, we are interested in how it relates to his or her past and future
- The inclusion of experiences emphasises that careers are subjective as well as objective
- Careers are not confined to professional and managerial occupations, nor to conventional career paths involving increasing seniority within a single occupation and/or organisation
- The term employment-related means that activities such as training, education and voluntary work, as well as unemployment, can be considered elements of a person's career. Employment includes selfemployment and short-term contracts

Current trends in careers:

- Increasing workload for individuals, both in terms of hours worked per week, and the intensity of effort required during each working hour
- Organisational changes (delaying and downsizing)
- More global competition
- More team-based work
- more short-term contracts
- Increasingly frequent changes in the skills required in the workforce
- More part-time jobs
- Changing workforces
- More self-employment and employment in small organisations
- Working at or from home
- Increasing pressure on occupational-based pension schemes

These mean significant changes in the nature of jobs and careers. It includes the following:

- A greater need for individuals to look ahead and ensure that they update their skills and knowledge to remain employable (lifelong learning)
- Organisations need to look ahead in order to develop the skills and knowledge required for future survival
- Less frequent promotions within organisations
- Less time is left over for a person to consider his or her future
- A greater need for individuals to make an effort to build up and maintain their networks of contacts
- A greater need for older people, as well as younger ones, to initiate and cope with change
- A greater need for skills of entrepreneurship, self management and small business management
- A greater need for individuals to be able to handle uncertainty

- A greater need for individuals to be flexible in terms of the work they are prepared to do, and the people with whom they are able to work constructively

Careers are becoming more varied and more difficult to manage for both individuals and organisations, but there is a disagreement about whether or not recent trends in the labour market reflect a big and lasting change

Career forms:

- It is still tempting to view careers in the narrow sense of predictable moves to jobs of increasing status, within a single occupation or organisation. This is called the bureaucratic career (Kanter)
- But he has also identified two other career forms, professional and entrepreneurial
- Professional - is where growth occurs through development of competence to take on complex tasks rather than through promotion to another job.
- Entrepreneurial - rests on the capacity to spot opportunities to create valued outputs and build up one's own organisation or operation

The boundaryless career:

- A range of career forms that defy traditional employment assumptions (Arthur and Rousseau)
- Careers are boundaryless in the sense that, either by choice or necessity, people move across boundaries between organisations, department, hierarchical levels functions and sets of skills
- Hirsch and Shanley argue that although the boundaryless career might look liberating, for many people it is deeply threatening and confusing

Career anchors:

- It is an area of the self-concept that is so central that he or she would not give it up even if forced to make a difficult choice. People anchors develop and become clear during their earlier career, as a result of experience and learning from it. It consists of a mixture of abilities, motives, needs and values (Schein)

Career anchors, examples:

- Managerial competence
- Technical/functional competence
- Security
- Autonomy and independence
- Entrepreneurial creativity
- Pure challenge
- Service/dedication
- Lifestyle integration

Career success:

- It can be based on observable things such as status and salary, or on more subjective things such as a sense of accomplishment and having a balanced life

- Personal characteristics, behavioural strategies and human resource strategies have all been shown to influence career success

The psychological contract:

- It concerns an individual employee's perceptions of his or her rights and obligations with respect to the employing organisation. In the eyes of individuals, employers frequently break their side of the contract

Career choice

- Six personality types, realistic, investigative, artistic, social, enterprising, conventional (Holland)
- People find environments satisfying when environmental patterns resemble their own personality patterns
- Incongruent interactions stimulate change in behaviour
- An environment expels incongruent people, seeks new congruent ones, or change its demands on inhabitants
- Self-directed search ask the respondent about his or her preferred activities, reactions to occupational titles, abilities, competencies and even daydreams. It makes it easy for a person to see him or herself what occupations seem to be most suitable

Making career decisions:

- Self-awareness
- Knowledge of occupations
- Putting self-knowledge and occupational knowledge together
- Career exploration and job search
- The quality of a person's career exploration, his or her style of decision-making, and belief in his or her own abilities, all affect how successful his or her career decision-making is

Development through the lifespan

Donald Super identified four career stages in his early work: (he later loosened the connection between ages and stages, and broadened the focus from career to other domains of life)

- Exploration of both self and world of work in order to clarify the self-concept and identify occupations which fit in, typical ages 15-24
- Establishment; perhaps after one or two false starts, the person find a career field, and makes efforts to prove his or her worth in it, typical age 25-44
- Maintenance; the concern now is to hold onto the niche one has carved for oneself, typical age 45-64
- Disengagement; characterised by decreasing involvement in work and tendency to become an observer rather than a participant, typical age 65+

Gender and careers:

Women and men tend to have different development paths. Career theory and practice still reflects men's perspective better than women's

Career management interventions in organisations:

- Internal vacancy notification
- Career paths

- career workbooks
- Career planning workshops
- Computer-assisted career management
- Individual counselling
- Training and educational opportunities
- Personal development plans
- Career action centres
- Development centres
- Mentoring programmes

Career management interventions in organisations:

- Coaching
- Succession planning
- Job assignment/rotation
- Outplacement
- Secondment

Relevant websites:

- <http://www.expatica.com/jobs/careerzone.asp>
- <http://www.self-directed-search.com/browser.html>
- <http://content.monster.com/>
- http://www.booksites.net/arnold_workpsych

4.3. Views of leadership

How vital is leadership and the principles for career guidance within a company?

It is vital to see career guidance into a framework in connection with leadership. We will use a process definition of leadership which means an interaction between the leader and his/hers followers to achieve a common goal (Northouse, 2001).

Career guidance within businesses means that you both must have the needs of the organisation and the employee in mind.

Definition leadership:

As we have pointed out is leadership a process whereby an individual influences a group of individuals to achieve a common goal.

Defining leadership as a process means that it is not a trait or characteristic that resides in the leader, but a transactional event that occurs between the leader and his or hers followers.

- Leadership involves influence; it is concerned with how the leader affects followers.
- Leadership occurs in groups, influencing a group of individuals who have common purpose.
- Leadership includes attention to goals which means that leadership has to do with directing a group of individuals towards accomplishing some task or end.

- Both leaders and followers are involved together in the leadership process.

It is important to discuss our understanding of leadership and which leadership style is necessary for career guidance.

What are the critical factors when it comes to leadership? Here we can use different approaches: ³

Trait approach: which means that certain people were born with special traits that made them “great” leaders. Examples of ratings could be, articulate, perspective, self-confident, self-assured, persistent, determined, trustworthy, dependable, friendly, outgoing.

Style approach:

Whereas the trait approach emphasizes the personality characteristics of the leader, the style approach emphasizes the behaviour of the leader.

Two general kinds of behaviors, task behaviors and relationship behaviors.

Situational approach:

Situational leadership classifies leadership into four styles:

High directive-low supportive

High directive-high supportive

Low directive-high supportive

Low directive-low supportive

The situational model describes how each of the four leadership styles applies to subordinates who work at different levels of development. (competent and commitment)

Transformational approach:

One of the newest and most encompassing approaches to leadership, transformational leadership, is concerned with the process of how certain leaders are able to inspire followers to accomplish great things. This approach stresses that leaders need to understand and adapt to the needs and motives of followers. Transformational leaders are recognized as change agents who are good role models, who can create and articulate a clear vision who empower followers to achieve at higher standards, who act in ways that make others want to trust them, and who give meaning to organizational life. Transformational leadership can be assessed through use of the Multifactor Leadership Questionnaire ⁴.

We think that the transformational approach shall be used as measurement of critical factors ⁵

How can you become a better leader?

- Reflect critically and constructively on your own ideas about how to do a better job as a leader

³ (Northouse and Berg)

⁴ Appendix 1

⁵ Bass and Ailio

- Try out your ideas in practise
- Develop your ideas further and practise them again

What is the core of leadership?

- What kind of challenges will the leader have to face?
- How can you describe the new role?

The core Elements of Leadership

- Take responsibility for delivering results
- Work through your employees
- Be a coach and develop your employees

The new Challenges

- New technology
- Global competition
- More demanding and professional customers and suppliers
- Changed conditions
- New values amongst employees
- Employees with considerable know-how
- Reduced loyalty to one's own organisation

The traditional Organisation

- Stability
- Hierarchy
- Work from nine to four
- Do as the leader tells you
- Production oriented with routine tasks
- Follow the rules
- Focus on the job to be done
- Reward according to seniority and education
- The management decides
- Permanent jobs with homogeneous manpower

The new Organisation

- Change, Dynamics, Flexibility
- Team, network
- Do the job at any time and anywhere
- Involvement, take responsibility, commit yourself
- Customer- and employee orientation
- Learning
- Focus on results
- Performance related pay
- The employees participate in the decisions
- Job rotation with heterogeneous manpower

Challenges the Leader will have to face:

- Pressed for time
- Lack of co-operation across the organisation
- Diffuse goals and lines of responsibility
- The leader is a negative role model
- Low self-confidence among the employees
- Differences and conflicts remain unsolved
- Unclear decisions and insufficient follow-up

The new Leadership:

The leader must to a larger extent play different roles such as:

- Developer of the organisation
- Agent of change
- Coach
- Servant
- Being the one that makes demands

Psychological Job Demands:

- Variation in the job
- Stepwise learning
- Possibilities for the employees to make decisions
- Social support
- To be respected as a person and for the job they perform
- Career development

Criteria for Success:

- Assign challenging tasks
- Establish clear goals
- The employees work independently - not too close follow-up
- Inspire

The successful Business:

- Action oriented
- Close to the customer
- Autonomy and pioneer spirit
- Productivity through people
- Value based management
- Keep within your own area of competence
- Simple form, small staff

In this context both Management and Leadership are defined to be independent and tight reins at the same time:

Management	Leadership
Planning, directing and controlling	Promotes change to meet the rapid changes in markets and technology
Provides predictability and order to meet the current requirements for products and	Envisions new directions and motivates others to move in these directions

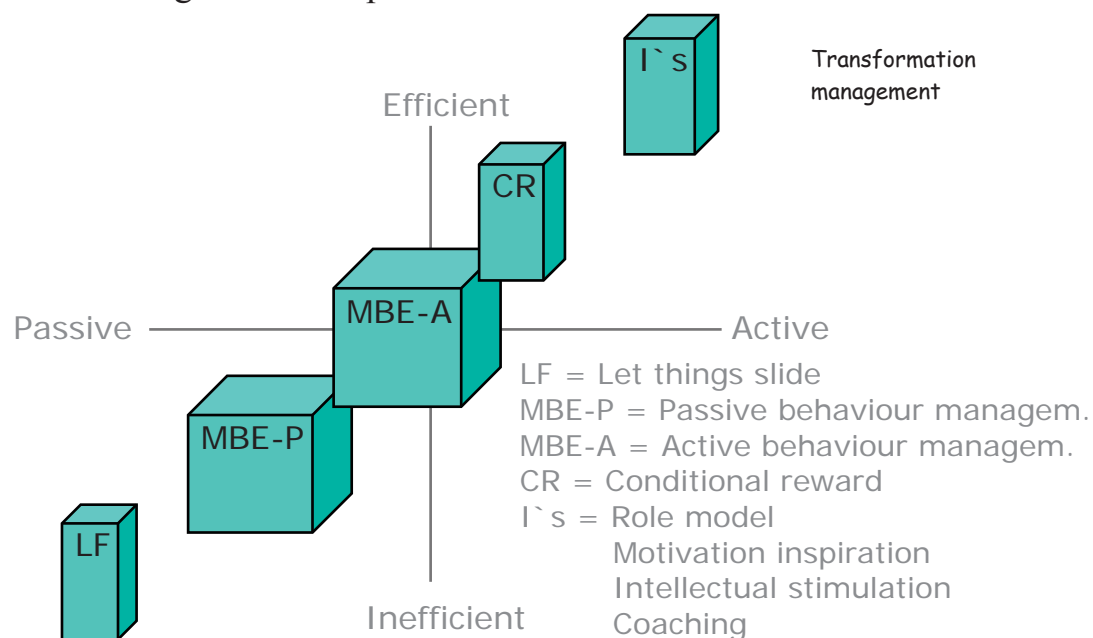
services	
Organises and structures its facilities to properly carry out its plans	Inspires commitment, loyalty and involvement to accomplish a mission articulated by the leader

Full Range Leadership Model:⁶

In order to implement career guidance it is vital to have leaders and employees who are aware of using leadership styles within businesses. The model shows the difference of Management and Leadership.

This model is a more concretely presentation:

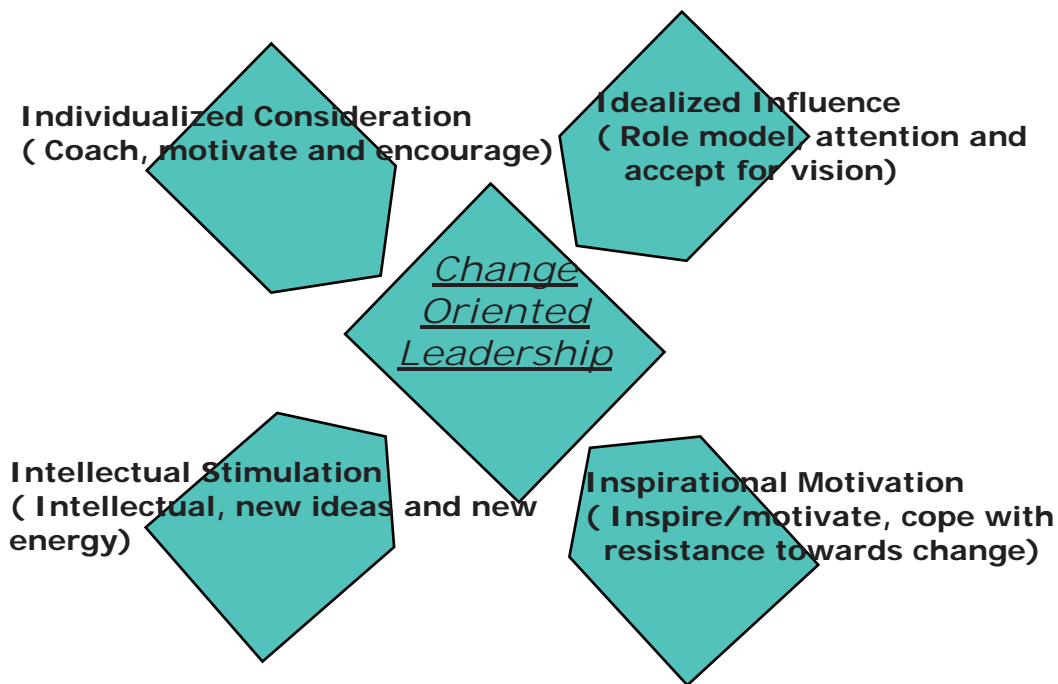
Full Range Leadership Model



The following model shows in details the I's - Transformation Management part of the model above. I's = Role model, motivation inspiration, intellectual stimulation, coaching etc.

⁶ Bass and Avolio

Transformations management



Comments of the management styles:

"Let things slide":

Involves absence of leadership and is the least active and least effective leadership style.

The leader remains passive, independently of what happens.

Can be favourable if the employee takes the initiative, or if the result of a matter has little or no consequence and is not worth spending time on.

Passive Management - act on Non-Conformances:

Can be favourable if the employees are especially competent

The leader delegates the tasks and will only correct if any error or non conformance appears.

Gives the employees effective learning

Active Management:

The Leader seeks out Non-Conformances and acts on them

The leader organises the conditions to avoid deviation from standards – establish and follow-up goals/rules

The employee can be rewarded if he/she fulfils the expectations

Develop structures that can promote mutual optimisation

The leader is active and continually tries to improve routines, job descriptions and reward mechanisms

Comments of the leadership styles

Management consists of exchange processes:

- The leader supports others in reaching their goals, provided they can return the help
- The leader views other people as supporting players or as obstacles in the way of reaching a goal
- Self-interest is central
- The transaction leader rewards or sanctions the employee based on the quality of the work which is done

Transformation Management - Management as a Teaching Process:

- The leader uses development of the employees as one way of reaching the company's goals
- Develops an environment where the employees can grow, both professionally and personally
- Is a long-term process for developing employee competence

The Transformation leader can use the following Means:

- The leader as a role model
- Inspires and motivates
- Provides intellectual stimulation
- The leader acts as trainer and coach

Individualised Consideration:

- "I identify follower needs and work to elevate them"
- Accepts differences, coaches and advises, elevate one another, markets self-development

Inspirational Motivation:

"If you keep in mind what's really important..."

Expand "the horizon" of the employees, demonstrate own determination and commitment to reach one's goals, arouse feelings, create optimism and attainable goals, create self-fulfilling prophecies

Intellectual Stimulation:

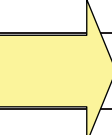
"If you change your assumptions, then"

Think new, create readiness for change, encourage different thinking, make use of different perspectives, find new ways of solving problems

Idealised Influence:

"I believe this is what's right, not simply the right thing"...

Confidence in your own ability to face crises, be a role model, have inner strength, be engaged in other's interests, be willing to share the "glory"

Transformation Management		Employee reactions
Intellectual Stimulation		Will/desire to think
Inspirational Motivation		Will/desire to be good
Individualized Consideration		Will/desire to evolve
Idealized Influence "imitate" him/her		Will/desire to trust the leader

4.4. Functioning Structure of an Organisation

Definition of an Organisational Structure

"I would define an organisations structure as the architect both visible and invisible which connects and weaves together all aspects of an organisations activities so that it functions as a complete dynamic entity"⁷

Organisational structures represent a visualising and formalising of working relationships between individuals and groups of individuals (teams) across an entire organisation. The structure describes the pattern of relationships between roles in an organisation and its different constituent parts⁸. The design of which can make it much easier to formulate strategy and allocate work and responsibility appropriately

Organisational structures can be very influential in helping organisations achieve their overall aims and objectives. Indeed⁹, consider that design is "the invisible hand that brings organisations to life and life to organisations." It is crucial that the structure of an organisation and the underlying design principles are in tune with the core purposes of the organisation taking into consideration the many environments that the organisation works within in order to successfully survive. It is argued that one of a manager's core responsibilities is to outline and design organisational structures however it is often neglected.

Organisational structures provide a framework for interrelationships and functioning of business but also help embed the culture of the organisation "how we see and do things around here". Indeed, over time the organisation will develop norms ie expected behaviour patterns within the organisation. Organisations due to their structures can promote:

- A: A power culture – based on the dominance of one or a small number of individuals within an organisation
- B: A role culture which exists in large hierarchical organisations in which individuals have very clearly defined roles
- C: Task cultures exist when teams are formed to complete particular tasks
- D: A person culture is the most individualistic form of culture and exists when individuals are free to express themselves and make decisions for themselves

⁷ (Macmillan, 2002)

⁸ (Mabey, Salaman and Storey, 2001)

⁹ Pascale, Milleman and Gioja (2000, pg 197)

In this report we aim to describe the background to organisational structure theory and detail the current models used within public and private sector businesses within the UK and partner countries. Finally, I will include a small section where the findings shall be summarised and concluded

Types of structures

Largely, organisational structures in UK businesses follow the more traditional models. These models / structures tend to be much more hierarchical and structured. Indeed, the basic structure of many large organisations in the 20th Century was founded on linear, segmented, hierarchical design principles. The larger the organisation the larger the structure and the more sub divisions. Huge bureaucracies were created with the nationalisation of the public utilities after World War II and particularly the creation of the NHS in 1948. The management of these huge organisations required a complex multi-layered structure with many sub divisions. “Hierarchy, command and control were the governing principles of employee management” (Mabey, Salaman and Storey, 2001, pg 157) and remain so today in many of the UK’s larger public sector institutions such as the Police and Immigration service. Some businesses (although fewer than previously) have a top down hierarchical structure. These are with a number of layers within them and a downward flow of communication with individuals lower down the structure less able to make decisions for themselves (less empowered). These structures often follow a pyramidal structure

Fig 1. Hierarchy Structure



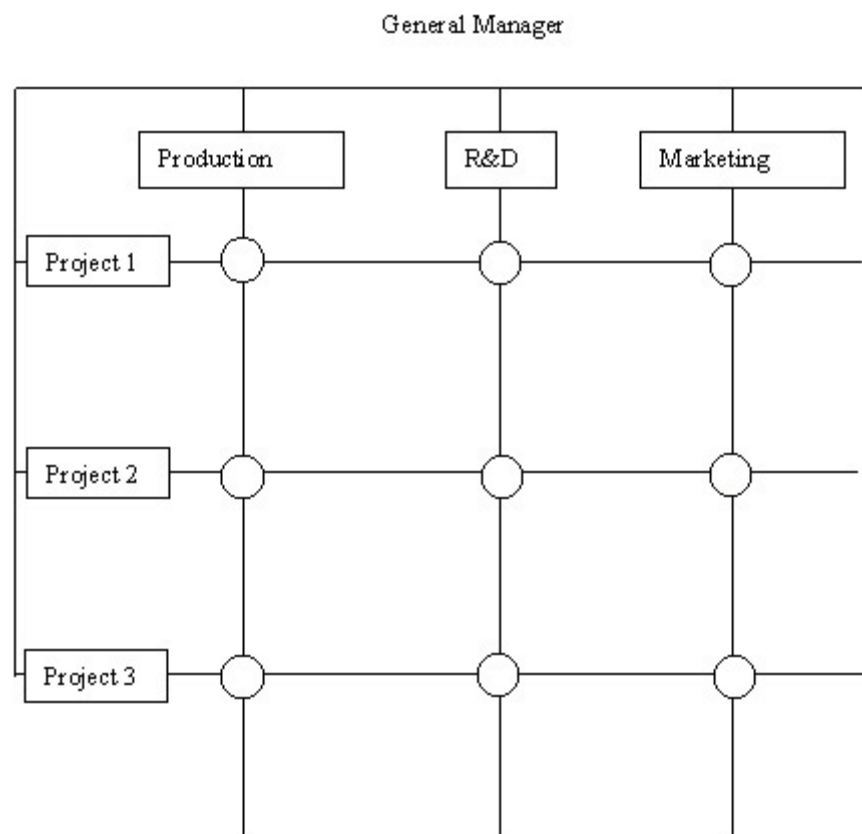
This structure is very clear helping staff groups to understand their role and position within the organisation. Careers Bradford perhaps mirrors this approach along with many organisations in each of the partner countries. An example of a hierarchical structure is attached below:

At the moment the NHS is actively advocating this system to its many NHS trusts. The NHS has sought to remove an extra layer of bureaucracy and streamline the current workforce with delayering of the organisation intended to empower individuals.

The Matrix System

Sometimes an organisation needs to run according to what projects they have to do. In these situations people usually work together in a team to achieve their project goals. A person working on a project would have two bosses, the boss of the department that they are working in and the project leader. Thus, project groups are formed that utilise staff and resources, etc. These groups are disbanded at the end of the project

The Matrix model was used in the UK by the Construction Industry Training Board (CITB) when the business was divided into business areas. The Matrix model was particularly useful for this approach to their business.



Organic Structures

Organic structures are more reflective of organisations as co-operative, social systems with the following characteristics:

- Flat, non-hierarchical
- Cross functional
- Employee empowerment

- Informal nature of the structure with communication on more of a face to face level with information and communication moving up and down within this type of organisation

It is considered that these delineated, more flexible structures are better able to cope and react to change in an increasingly fast paced business environment. Perhaps the key however is the fact that generally these structures promote the idea of staff empowerment

Multi-agency approach using external functions

Perhaps the most common change to organisational structure however is the focus towards multi-agency approaches. Indeed, many organisations work with external bodies and organisations to help them achieve their aims and objectives. Many organisations now have HR functions which are external to the organisation itself. Falck cooperates with the public educational system in recruiting and training of new employees and Careers Bradford in the UK (more especially the connexions centre) works with a number of different agencies including the Youth Offending Team and Social Care teams at Bradford council, etc.

In many examples in the UK small to medium sized enterprises (SMEs) are bringing in external training functions into their organisations. The train to gain initiative in the UK provided by the learning and skills council in England acts as this supportive third party for such businesses.

Thus there is a growing recognition that a dedicated career service is not the only appropriate way of providing career guidance. It is important therefore that a relationship of collaboration and partnership exists between providers of career guidance and perhaps external agencies and organisations locally, regionally, nationally, and internationally, which is appropriate to, and supportive of, the institution's role and mission.

Train to Gain.

The main current initiative in the UK is Train to Gain which uses experienced Skills Brokers to:

- offer free impartial and independent advice to businesses
- match any training needs identified with training providers
- ensure that training is delivered to meet business needs

One of the key goals of the service is to make sure that both the training and the skills advice are impartial, flexible, responsive, and offered at a time and place to suit the business. This is seen, by the English Government, as being a cultural shift in how skills training is delivered, in that it is becoming more tailored to the needs of businesses, rather than merely providing a "menu" of training courses.

Research by the Learning & Skills Council (LSC) suggests that 1.3 million people go to work every day without the skills that they need to do their job proficiently. The LSC's vision is that, by 2010, young people and adults in England will have the knowledge and skills to match the best in the world, and will be part of a truly competitive workforce.

How Train to Gain works:

Based upon a clear understanding of a businesses goals, the Train to Gain Skills Broker works with the organisation to carry out a free review and analysis of it, in order to assess what skills the business already has, and what it may need in the future.

The Skills Broker makes training recommendations, based upon their skills analysis, which will pinpoint the type of training that best suits the needs of the business, select the most appropriate training providers and choose how and when the training is delivered.

The business, together with the Skills Broker and the Training Provider, agrees the training package.

The Skills Broker can also recommend the best ways of funding the training, explaining all the funding options available to the business. Train to Gain also provides some funding itself, although this is usually linked to Non Vocational Qualifications (NVQs).

The Skills Broker also provides ongoing support and works with the business to review how its training activity is progressing

One of the case studies that Train to Gain use (Engineering Sector) is Dyer Environmental Controls (based in Cheadle). They cited "the time and cost of releasing employees to go on courses" as the main barrier to workforce development. However, Train to Gain was able to provide them with free training and some wage compensation (**NB** this benefit is limited to companies with less than 50 employees).

One of the main advantages of this initiative seems to be the Government funding that is attached to it, however, it is not perceived as being particularly flexible or responsive. See the following link¹²

The importance of the informal

Critical to business is it's symbiotic relationship to formal and informal social structures. Indeed, informal relationships and structures within organisations are often overlooked. This might be interpreted as a mistake as informal structures can often be stronger than the formal structures developed in the formalised overall organisational structure.

In the course of time an informal structure develops in most organisations which incorporates the reality of day-to-day life and interactions between members of the organisation. Informal structures develop as people find new ways of doing things different from that which is set out in the main organisational structure. It is often much easier to work within informal structures and indeed individuals can often forget what the formal structures are.

Managers need to learn to work with both formal and informal structures. When managers manage to map informal groups and mould them into a formal structure this can lead to high levels of motivation and achievement.

¹² <http://www.traintogain.gov.uk/>

What are the implications for the organisation?

Given an organizational chart, anyone can determine the formal leadership roles in a company. What many managers fail to realize is that there is another, complementary, leadership model that exists between the lines in an org chart: the informal structure.

Sometimes, leaders focus so much on the formal structure of the company that they lose out on informal leadership. This means that although they have the power to do what they want, they lack the influence and respect to make changes happen more productively on the informal level. In effect, they become agents of stress, changing people's formal responsibilities without being able to alter what the rest of the organization expects from them. Understanding this distinction between formal and informal roles gives us a powerful tool to help our teams.

How important is management?

Perhaps, now more than ever there is a real need for strong management within business. This is something that Norsk Hydro place a lot of emphasis upon with quite comprehensive leadership and management training. Managers are given accountability for delivering results, encouraged to very much work with their employees whilst coaching and developing them. Hydro split their training into two: into management and leadership (See Model page 9 - 11).

Thus, management becomes crucial within the organisation micro managing their respective teams with the responsibility to harness the best possible working relationships between formal and informal working relations, etc.

This increasing empowerment of individuals and focus toward team centred organisational structures is a growing theoretical paradigm within business. Management should now embody the philosophy of the business and roll out all initiatives and foster improved efficiency, productivity and innovation on a more local scale.

5.6 Conclusion

Senge (1992) observes that people in the western world think in linear ways and see the world from a linear perspective. Indeed, despite delayering, more flexible job design, team working across functions and a range of change initiatives most large organisations today are essentially still bureaucracies¹³.

However, we might conclude from this report then that perhaps it is not necessarily the organisation structure that is all important to guidance and staff development within organisations but the support structures that are associated with the organisation. It appears that linear and hierarchical structures persist within most organisations across the partnership. For larger organisations there is a lot of opportunity for individuals to move laterally within the organisation to other teams and areas. Although hierarchical / linear organisations do not in many ways perhaps promote staff career development they are very clear ways in which to demonstrate how a business operates and is thus better able ensure that how the business works is clear. Thus, perhaps making easier the achievement of business objectives

¹³ (Mabey, Salaman and Storey, 2001).

However, in smaller businesses there would be a much greater need for training provisions within their working environments due to the fewer opportunities for lateral movement within the existing organisations structure. Perhaps, within organisations where the size of the organisation is less able to support wide ranging development opportunities then there should be greater emphasis on training and maintenance of high skill levels within their respective environments. Finally, it is important to consider the organisational model as an evolving infrastructure.

Recommendations

In terms of the importance of the organisations structure in respect to careers guidance we would advise an organisation to consider the possibility of factoring in external organisations into their organisation and perhaps seconding staff to work in their various teams. Furthermore, before deciding on the structure of an organisation it is crucial to consider the relationships and interrelationships within an organisation that identifies the lines of authority and responsibility formal or informal. Indeed, natural / informal groups (via social linkages) often take precedence over functional organisational structures. Thus, cohesive and strong leadership is perhaps more than ever required to communicate goals and ensure effective and coherent decision making and overall effectiveness of the organisation.

4.5. Strategy - Strategic Planning of Careers and Competence

Employees – a resource for the company

The employees' development of competences has become a competition parameter. The employees change roles from acting as a barrier for efficiency improvement, which has to be overcome by automatization and control systems, to be a potential resource for improvements and renewal of production. The point of view is changed from integration of employees in the organization via control of rules to integration through new kinds of local autonomy (organizing of projects and teams), upgrading of skills, and development of and in working life.

It is not only a question of being able to attract and retain employees from the aspect of a superior corporate strategy, it is also a question of making it possible for the employees to develop their competences and let these competences be a factor in the corporate strategy. Visible career and competence developing strategies might be part of the marketing strategy, branding and an important parameter in the fight for attracting and retaining the best, well educated, and most innovative labour.

It will be important for the companies to mobilise the employees' engagement, responsibility, and desire for changes of work and develop the employees' ability to handle changes and new working functions – and at the same time maintain and develop the employees' qualifications as for technological and marketing development.

The company has to deal with the challenge of maintaining and developing the employees' key qualifications and at the same time promote a learning environment that enables the employee to unfold competences not yet known to the company (and maybe even hidden for the employee himself!). This calls for methods, that can integrate career guidance in the strategic planning of the company, and it makes demands on the company to be able to operate in the cross field between short-term

and long-term interests, between economic and cultural rationale and between maintenance and development of competences.

A strategic approach to career and competence development has to operate in a landscape of seemingly conflicting interests, uncertainties and dilemmas.

- The figure below outlines some factors of importance when dealing with the strategic approach to career and competence development. The figure outlines two axes representing
- “interest” with the poles “employee” and “company”
- “time” with the poles “short term” (reactive) and “long term” (proactive)



Working with career guidance and strategic planning of careers and competence in the company implies awareness of these sometimes conflicting interests and possible dilemmas.

Based on good practise examples from some of the companies joining the **Gateway to Guidance** project, we shall suggest some points concerning strategic career and competence development.

Inside the business

The work of the company with the planning of careers and competence must be made parallel with and integrated in the other superior planning.

Competence management should be part of or close to the company management

Strategies with the starting point in knowing the present competences of the company, which represent a potential development basis.

Good practise:

In the company Norsk Hydro competence strategy is an integrated part of the company's leadership along with *Customer* strategy, *Product* strategy and *Supply* strategy.

"The Competence Management team is:

- Responsible for an open sourcing of almost all roles
- Managing the Hydro IS Partner central salary process and salary adjustment
- Participating in tuning/improving the Hydro IS Partner organisation:
 - Leadership training
 - Team development
 - Employee development
- Playing an active role in the delivery chain, not a staff function!"¹⁴

An integration of competence strategy in the company's overall business strategy requires not only knowledge of existing competences and qualifications in the company, but also knowledge of the employees' career strategies. So working with competence strategy as a part of the overall business strategy goes two ways:

- starting from the business strategy (e.g. based on market analyses) and a registration/analysis of the existing, available qualifications and competences a competence development strategy is worked out
- on the basis of the employees' competences and career strategies the business strategy is developed/corrected

The employee's knowledge and understanding of the overall business strategy:

If the company wants the employees to react autonomously and flexible, it is very important that the employees are familiar with the strategy, that they know and understand the goals and the strategy of the company. The knowledge of business strategy is not only a question of information, it is also a question of the employee's "ownership" to the strategy. In order to react adequately and committed in various and sometimes unfamiliar situations the employee must care for the strategy of the company.

Continuing follow up/evaluation of job description:

In order to integrate the employee's career development in the strategy of the company it is important to work systematically with evaluation and follow up on the development of the competences of the employee, the wishes and ambitions that he or

¹⁴ PowerPoint presentation Norsk Hydro, Tipperary meeting. See www.gatewaytoguidance.com)

she might have and how the employee experiences the work climate and the commitment to the company.

Good practise:

The Danish company Falck calls in all employees for a personal interview once a year with the station leader. The aims of the interview are:

- assessment (both employee and station leader) in relation to present job description, clarify wishes and needs for developing qualifications and competence
- a dialogue on relationship between employee and station leader

Both leader and employee prepare themselves for the interview by reflecting on a number of questions dealing with the present job situation, relations to colleagues and management, job in a life perspective and wishes and suggestions for a greater job fulfilment.

The Slovakian company VITIS also practises yearly appraisal interviews where they include reflections on the workers social conditions in order to deal with their employees' development in a life perspective.

Developing present and future leaders:

A long term strategy in leader developing can be of great importance for the company and for the employees in order to secure continuity and to motivate employees.

Good practise:

The Danish company Falck work with a long term leader developing programme called "Falck Plus":

Falck Plus is a programme with the intention through interviews, testing and practical and theoretical exercises to identify and develop future leaders among the employees in Falck. The programme runs in 3 phases:

Spotting and screening, testing and training: from potential to real.

The potential leaders should be selected from the following criterias:

- Personal competences
- Social competences
- Formal competences
- Business competences
- Geographical mobility

In a strategic perspective the company can acknowledge and actively work with different types of learning and competence development inside the company – in this way the workplace function as the environment for learning and competence development.

Informal learning:

View the different cultures and subcultures in the company as learning environments, where socialization and competence development takes place. Give non-intended learning intended character by providing

- variation in daily work

- staff participation in work organization
- freedom of method
- a cooperative work climate
- a work climate where disagreements are accepted and used constructively
- space for talk among colleagues
- an appreciative climate

Non-formal learning:

Organized and intended learning and competence development within the company

- colleague training
- coaching
- mentoring
- team organization, self-governing groups

Formal learning:

Certified organized and intended learning and competence development. In a strategic perspective formal education can be of great importance both for the employee and for the company:

- the employee gains formal proof of her competences which raises her value on the labour market and supports her freedom of movement
- the company gains prestige by having formally well educated staff

Outside the business:

In a strategic perspective cooperation with relevant public institutions may be of great importance.

Cooperation with relevant public services concerning:

- market analysis e.g. in relation to public regional development strategy, social, cultural and demographical prognosis
- employability analysis e.g. in relation to mobility of workforce both vertically and horizontally
- active participation in public initiatives and programmes concerning e.g. integration of marginalized groups in labour market
- downsizing

Cooperation with educational institutions and training centres concerning

- mutual updating and development of professions and vocations e.g. by playing an active role in developing new educations and vocational courses, joining educational reference groups
- developing specific courses and/or adjust courses to company's specific needs and culture
- recruitment

Good practise:

Recruitment and Basic Education - Falck

The basic education as a rescue officer is a vocational education based on an alternating training system. The candidate is taken on as an apprentice in Falck and the apprenticeship consists of a predetermined pattern of alternation between on-the-job training and participation in theoretical and practical classes at a technical college.

So, the terms of employment depend on the company's assessment of his/her qualifications. This assessment is made on the basis of a written application, a test (consideration test) and an interview. Afterwards Falck makes a match with a profile made of the suitable person.

In this way already in the recruitment phase an implicit career guidance/definition is made, and at the end of the interview the candidates will be informed about the fields where they do not match with the profile and guided about how to improve their qualifications for the next employment session. Falck yearly carries out two employment sessions.

In order to make sure that so many of the applicants as possible will be qualified for an employment Falck participates in guidance at the technical college. Here both the generally professional and the personal demands are explained, and a film produced by Falck is shown in order to make the candidates understand what it means to be a rescue trainee. Recently Falck has produced a new film which exposes the new demands and the changed focus being the result of the company's overall movement from a transport company to a part of the healthcare and rehabilitation system.

Through this relatively important use of resources in connection with the recruitment Falck wants to retain the employees in a life-long career path. So "competences of Learning" will also be an important part of the profile to match.

Good practise:

VITIS Pezinok. The company has a very good co-operation with the Secondary Fruit-Growing and Wine-Growing School. Students are regularly taking part in a practical vocational education in the company and on the basis of their own personal experience they are interested to work in the company. Employing graduates of this school is a great advantage for the company, because they already know the organisational structure and the company culture, they know the employees, working procedures and technologies, they also know what can be expected from them. What is equally important for is the fact that they are loyal and their fluctuation is very low.

From a «deficit approach» to a «resource approach»:

Obviously a strategic approach to career and competence development should be linked to the company's overall business strategy. An important point here is that this link goes both ways: the overall business strategy raises demands on developing the competences of the employees, and the competences of the employees raise demands on the business strategy.

Recognizing this we have made some points concerning a strategic approach to career and competence development mainly based on the good practise of the companies involved in **Gateway**.

- Competence management should be part of or close to the company management
- The employee should know of and understand the overall business strategy
- Continuous follow up/evaluation of job description
- Long term strategy for developing present and future leaders

- Recognition of the workplace as environment for learning and competence development
- Cooperation with relevant public services
- Cooperation with educational institutions and training centres

4.6. Strategic Competence Steering

Central in a strategic competence steering theory and practices is the consciousness about various types and methods of learning:

- Learning through reinforcement
- Learning through insight
- Involved learning
- Observation learning
- Learning through dialogue
- Learning through discussion

Different learning methods:

- Lecture
- Structured discussion
- Unstructured discussion
- On the job training
- Case studies
- Role-play
- Pretence
- Programmed instruction¹⁵

Further on, in this context we will present two basic learning principles:

- Humanistic learning principles lay weight on the need, in the teacher, which must be satisfied before learning can take place and which includes, aims, motivation, intention, involvement and possibilities.
- Technical teaching principles are directed towards achieving efficient learning initiatives and give guidelines for how a teaching situation ought to be shaped.

Comparison of different learning methods:

- Which learning methods are relevant?
- Possibilities of combining different methods
- Extent of relevant initiatives
- Whether the initiatives ought to be carried out by internal or external direction.

Factors, which should be included in the initiative plan for competence development:

¹⁵ (Moxnes)

- The aims for different initiatives in relation to defined teaching needs.
- Participants and the criteria for choice
- The time perspective and plan for accomplishment
- Scope of costs and budget
- Who is responsible for the various initiatives?
- How the initiatives should be followed up and evaluated in relation to defined aims, time perspectives and scope of costs

Mobilisation of competence: The activities do not fully utilize the available competence or have in view that the learning effects of competence development shall result in actual competence utilization.

Features related to individual realization competence:

- Subjective faith in personal accomplishment
- Motivation
- Personal qualities and needs

Features related to organisational realization conditions:

- Organization structure
- Organization culture and system of reward

4.7. Culture

Organisational culture is vital when it comes to career guidance, both to understand it and to change it in a direction, which provides the goals of career guidance.

Organisation culture terms:

- From the 1980's
- Four important reasons seen from an organisation point of view
- Increased competition had resulted in the statement that work on organisation culture can be efficiency, loyalty and success productive
- What happened in Japan?
- People have other needs than salary
- A number of processes takes place in an organisation which increases the awareness to find tools to control these

Limitation of organisation culture area

- Organisations and groups can be looked on as culture bearing environments
- As specific social units which contain a common set of reality understandings

Definition of organisation culture:

- Many definitions, but in common.....(Bang)
- Cultures as systems of shared ideas, values, understandings, opinions, culture as systems of thought

- Culture as observable objects and occurrences in a group, its interaction patterns or transferred behaviour patterns

Organisation culture:

- Culture is the way we do things here¹⁶.
- The perception of reality, values and norms which are relevant within a certain group¹⁷.
- A pattern of basic assumptions, invented, discovered, or developed by a certain group, as it learns to tackle its external adjustment and internal integration problems, which have functioned well enough to be regarded as relevant and therefore can be taught to new members as the correct way to perceive, think and feel in relation to these problems¹⁸.
- A shared system of categorisation and evaluation¹⁹.
- Organisation culture is the set of mutually shared norms, values and perceptions of reality which develops in an organisation when members trade with each other and with the local environment

Culture can be developed in any group with a background in the following conditions.:

- The group must have been together long enough to have experienced and shared important problems.
- It must have had the possibility of solving problems and observing the effects of the solutions.
- The group must have included new members, so that it has “socialised” the new members into the group’s way of functioning.

Three conditions which give a good basis for the forming of subculture:

- Frequent and near contact (mutual feelings and understanding)
- Mutual shared experience
- Common personal characteristics – age, education, social class and system of values²⁰.

A organisation culture consist of two basic components:

- Culture content (core elements)
- Culture expressions (artefacts)

The contents of culture:

- Values
- Norms
- Basic assumptions
- Perceptions of reality

Organisational expressions of culture:

¹⁶ (Dear & Kennedy)

¹⁷ (Carlson)

¹⁸ (Schein)

¹⁹ (Aamot & Sørhaug)

²⁰ (Trice and Beyer)

- Behavioural expressions
- Verbal expressions
- Material expressions
- Structural expressions

Factors, which decide the content of culture:

- Human beings
- The environment
- Cultural development

Leader influence on organisation culture:

- What one measures, controls and directs attention to
- Reaction to crisis
- Role modelling, instructing and training
- Distribution of reward and status
- Criteria for recruiting, promotion and discharge (Schein)

Different types of leader create different organisation culture:

- Top leaders are capable of creating mutual shared fantasies, which filter down through the entire organisation and influence its culture and way of adapting to the environment. This influences decisions on strategy and structure in the organisation ²¹.

Which functions serve organisation culture?

- Culture grows out of human struggle to tackle insecurity and to create a certain degree of order in social life ²².

Culture steers behaviour by providing models for action:

- Functions directional for behaviour
- Gives cognitive maps and models for action
- Gives standards and criteria for action
- Functions controlling and legitimising for members' behaviour
- Gives methods for solving organisations' internal and external problems

Culture's steering function:

- Consensus on organisation's business side and main aims
- Consensus on organisation's limited aims
- Consensus on resources to realise the aims
- Consensus on criteria for evaluating the results
- Consensus on correcting and establishing strategies.

Culture's integrating function:

- Consensus on common aims and common concept categories
- Consensus on the group's limits and criteria for membership
- Consensus on criteria for distribution of power and status

²¹ (Kets de Vries & Miller)

²² (Trice & Beyer)

- Consensus on criteria for openness, intimacy, friendship and love
- Consensus on criteria for distribution of reward and punishment
- Consensus on ideology and religion.

Pascal describes techniques, which are used to make the socialisation process as efficient as possible:

- Expose the newly appointed employee to humiliating experiences, so that the person will question the use of previously learned values, perceptions and behaviour
- Make active use of reward and punishment to promote values, norms and behaviour
- Use rituals, ceremonies and stories
- Throw the newly appointed employee into the trenches so that the person will learn what is attached importance to, which main assignments the organisation has and how they should be carried out ²³.

What is the mark of a strong culture?

What is meant by a strong culture is a culture which functions penetratingly throughout the organisation and to a large extent influences the behaviour of its members

Louis describes culture's strength in three dimensions:

- **Sociological**, which concerns how many in the organisation share the culture
- **Psychological**, which refers to the degree in which members interpret the culture in the same way and it is shared by the members
- **Historical**, which means how long the culture has existed and how stable it has been.

Techniques for creating a strong culture:

- Internal recruiting
- Conscious repetition of important values and norms
- Selective recruiting
- Mechanisms which bind members to the organisation
- Rituals and ceremonies.

Is it possible to steer and control organisational culture?

Lundberg differentiates between 5 types of provoking occurrences which make organisational culture receptive to influence:

- Crises in the environment
- Possibilities in the environment
- Crises caused by the organisation's management
- External revolution
- Internal revolution

Seven pieces of advice for cultural influence in order to implement career guidance as a system:

²³ (Pacal)

1. Be aware of what kind of culture exists in the organisation today, and which parts of it are dysfunctional and which are functional
2. Be aware of what kind of culture you wish should characterise the organisation and cause the required culture to be alive at every level
3. Choose, in the first instance, some few required values to concentrate attention on
4. Make sure that the organisation's cultural expressions are in accordance with the values, norms and perceptions of reality you wish to promote
5. Live up to in practise the desired culture and remember that you function as a role model for your employees
6. Apply systematic and conscious consequences in relation to the desired and undesired culture
7. Reward actions which are in accordance with the desired culture and sanction actions which maintain undesired culture. Recruit consciously and selectively in accordance with desired culture. Move or replace strong bearers of undesired culture²⁴.

4.8. Recruitment

GOOD PRACTICE in 2 perspectives:

The need of the businesses and the need of the individual

Recruitment – issues to be considered:

1. How recruitment issues are defined in national legislation – from both employer's and employee's point of view;
2. Antidiscrimination and protection of individual's rights;
3. Tasks and specific procedures of PES applied in recruitment for companies;
4. Tasks and specific procedures of private services, especially personnel agencies applied in recruitment staff for employers;
5. Description of recruitment procedures in public and private sector – identification of procedures that work;
6. Quality criteria and their practical application in recruitment for both public and private sectors provided by both PES and private recruitment/personnel agencies;
7. Implications for career guidance and counselling

4.8.1. Recruitment – the case of Slovakia

How recruitment issues are defined in national legislation – from both employer's and employee's point of view:

- Labour Code (2001) as a general and basic document in the field does not

- contain any regulations relating to recruitment
- There are quite strict regulations applied in public and civil service since 2002

Antidiscrimination and protection of individual's rights:

- The Constitution (1992; 2006)
- Labour Code (2001) – any direct or indirect discrimination on any basis is not allowed and is viewed as illegal
- Antidiscrimination Act (2004)
- Act on Personal Data Protection (2002) and role of The Personal Data Protection Office of the Slovak Republic
- Strategic documents of the Slovak government following EU legislation, as well as regulations and recommendations of UNO, ILO and other international institutions

Tasks and specific procedures of PES applied in recruitment for companies

- Labour offices (especially their information and guidance services departments) provide services for selection of an employment and change of an employment defined as
- Assessment of personal preconditions, abilities and skills of a job seeker/a person interested in employment
- Providing information and guidance relating to requirements of jobs in terms of health and qualification
- Agencies of Temporary Employment and Agencies of Supported Employment

Tasks and specific procedures of private services, especially personnel agencies applied in recruitment staff for employers

There is a great variety of procedures applied in the field and also quite a lot of private companies (hundreds) providing recruitment (head-hunting) services for both public and private sectors (see, e. g. web page of the Slovak Spectator Green Pages - http://www.greenpages.sk/catg_recr_sk.html)

available for employers (as a paid service) to look for employees/fill vacancies – e. g. [fesia.sk](http://www.fesia.sk)

Description of recruitment procedures in public and private sector – identification of procedures that work:

Description of recruitment procedures used by VITIS Pezinok Ltd.

Quality criteria and their practical application in recruitment for both public and private sectors provided by both PES and private recruitment/personnel agencies:

There are no general quality criteria applied in recruitment procedures. Some recruitment companies & institutions as well as employers do use instruments like TQM or ISO norms, which apply also on used recruitment procedures

Implications for career guidance and counselling:

Using of career guidance and counselling tools, methods and procedures is not very common in the practice of recruitment or,

Using of career guidance and counselling tools, methods and procedures is quite common in the practice of recruitment without knowing that these tools, methods and procedures belong to career guidance

With respect to the definition of LL (Lifelong) guidance and the EU Resolution on LLG services (2004) there is a lot to do in bringing together career guidance and counselling and recruitment (as a specific part of HRD&M)

4.8.2. Recruitment – the case of Norway:**7 rules for HYDRO's open job market:**

1. In order to meet business and organisational needs, and promote individual responsibility for employees' own development, HYDRO will use both open posting and appointments without prior advertising. Positions should not be advertised if it is obvious that a certain candidate will be appointed.
2. For advertised positions the Vacant Positions database shall be used. Jobs advertised externally should always be announced on Intranet and Internet. Only candidates who apply can be considered in the recruitment process for these positions. HR and Line managers may encourage individuals to apply for positions but should never 'promise' positions to selected individuals.
3. Candidates will be evaluated according to the criteria defined in the job description.
4. HR and Line managers do never promise any job to a person before the whole recruiting process is completed.
5. HR and Line managers outside the recruiting unit may recommend a candidate to the recruiting unit. This candidate should apply along with other candidates.
6. -Professionalism and confidentiality is the rule. HR and Line do not talk about applicants outside the formal recruitment activity. Confidentiality is kept as long as possible in the recruitment process, with discretion in the handing of required information.
7. All posted positions should be advertised in English. Positions may in addition (also) be advertised in local language. If there is a non managerial position and language is a prerequisite the advertisement might be in local language only.

The HYDRO recruitment model follows the recruitment process and is divided into four key steps:

The process

The recruitment process consists of 4 main steps: Launch recruiting; First screening; Interview and select; Hire and start-up.

Major activities per step are described below.

Launch recruiting: In order to assess what kind of resources are needed to meet the organisation's aims and objectives, a thorough Job analysis needs to be done before the job announcement form can be filled in. Line management and HR work together on this task (most important part of the whole process!)

Human Resources develop a recruiting plan in co-operation with line management. Jobs advertised externally should always be announced on Intranet and Internet, according to the internal rules. Consider the potential advantages and disadvantages of external vs. internal recruiting.

If the position is to be filled by external recruiting, several **channels** can be used. The questions to be asked are

- Which methods will enable us to reach the target candidate segment?
- Which methods are most effective in providing candidates that will perform in their jobs?
- What are the costs related to the various methods

First screening: Line management defines a set of minimum job requirements which enable HR to make fast and effective screening decisions.

A confirmation letter or email has to be sent by HR within maximum 5 days after reception of the application. A standard letter form (or e-mail) may be used.

Not qualified candidates should receive a rejection letter within 2 weeks after deadline for application. External candidates: short standard letter

Internal candidates: preferred with personal contact with more info on why not

All rejections are treated with full confidentiality. No information about an unsuccessful application is forwarded to current employers or other persons, units or authorities that the rejected candidate might have an interest in.

Interview and select: Interviews, reference checking and personality tests will all be used according to need for the different positions and candidates.

Hire and start-up: Closing the contract and helping the new hire through the start up phase. Individual plans are made as needed.

The Hydro Recruitment Model

Make recruitment decisions in line with the [Hydro's People Policy](#)

The Hydro Recruitment Model follows the recruitment process and is divided into 4 key steps:



Launch
recruitment

First
screening

Interview
& select

Hire &
startup

Do you want to view the detailed recruitment process?
Click the button:
Flowchart

Already familiar with the recruitment process?
Test your preparedness here:
Self test

1st step: Launch recruitment

This step is about planning and initiating the recruitment process and posting the open job internally and externally.

Define recruitment need

Line managers define their recruitment needs for the year in their business plan. Hiring activities that are not planned in the recruitment budget need specific approval by HR prior to starting a recruitment activity.
Download [Approval form](#).

Initiate the recruiting process

The line manager initiates the recruiting process by filling in the [Job announcement form](#) with support from his or her HR contacts.
In order to assess what kind of resources are needed to meet Hydro's aims and objectives, a thorough [Job analysis](#) needs to be done before the job announcement form can be filled in. Line management and HR work together on this task.

Planning

Human Resources develop a recruiting plan in co-operation with line management.
[How to plan the recruiting process?](#)

Guidelines for Hydro's recruitment advertising

To strengthen Hydro's image as one company, the new branding standards should be used for advertising:
[Hydro Brand Identity Standards](#) (book 5 - Recruitment)

External or internal recruiting

Jobs advertised externally should always be announced on Intranet and Internet, according to the [Open Job Market - 7 Rules](#). Consider the potential [advantages and disadvantages](#) of external vs. internal recruiting.

Recruiting channels

If the position is to be filled by external recruiting, several [channels](#) can be used. The questions to be asked are

- Which methods will enable us to reach the target candidate segment?
- Which methods are most effective in providing candidates that will perform in their jobs?
- What are the costs related to the various methods

The overview below shows various recruiting methods ranked by effectiveness.

Recruiting channels	Target segment	Effectiveness	Costs
Employee referral	All	Very high	Low
Newspaper (and internet) advertisements	All	Very High	Rel. high
Campus recruiting (profiling towards universities & high school)	Graduates	High	Moderate
Executive search firms	Managers	High	High
Former employees, Rehires	All	High	Low
Direct (unsolicited) applications	All	High	Low
Employment agencies	All	Rel. high	Low

[Hydro Brand Identity Standards](#) (book 5 - Recruitment)

Reference: C. Fischer, L. Schoenfeldt, J. Shaw, 1999, "Human Resource Management. Fourth Edition", Houghton Mifflin

2nd step: First screening

Identifying candidates who fulfill the minimum job requirements and rejecting those who don't.

Define minimum job requirements

Line management defines a set of minimum job requirements which enable HR to make fast and effective screening decisions. See [Acid Test](#).

Confirming the received applications

A confirmation letter or email has to be sent by HR within maximum 5 days after reception of the internal or external application. Unless specified differently in the job announcement, all applications will be handled electronically in the [Vacant Position Tool](#). Standard confirmation letters or emails can be used, these are available through the Vacant Position Tool. Consider special guidelines for the treatment of unsolicited applications (link under construction).

Screening

All applications have to be screened by HR against the [Acid Test](#).

Not qualified candidates

The decision on qualification has to be made by HR within maximum 5 days after the application deadline given in the job posting. Rejection letters to applicants that do not qualify have to be sent out within maximum 3 days after the decision.

External candidates receive a short rejection letter (standard in Vacant Position Tool) and their application documents are returned.

Internal candidates are contacted personally by the HR manager responsible for the recruiting process. They are given comprehensive feedback on why they were not selected for the short list and are encouraged to enter a thorough career counselling process.

Qualified candidates

HR lists up all the qualified candidates on a shortlist and discusses the results with line management. They agree on which candidates to invite to the first interviewing and selection round.

Before the first meeting with Hydro, the applicant should be informed about

- when and where the meeting is taking place
- who is going to be there from Hydro (names, functions)
- what time frame should be expected
- what kind of selection procedure will be used (interview, group assessment, tests)
- what kind of decision will be made (e.g. selection for the final round)
- what additional documentation he or she should provide for the meeting, if any
- that full confidentiality is assured

Keep confidentiality

All rejections are treated with full confidentiality. No information about an unsuccessful application is forwarded to current employers or other persons, units or authorities that the rejected candidate might have an interest in.

3rd step: Interview and select:

This step is about

Selecting the final candidate for the position and signing off candidates who are not qualified.

Recommended selection tools and methods

Today, personality tests, interviews and reference checking are the most used selection devices in Hydro, across countries and divisions (for more information on the use of selection tools and methods in the organization, download the [Hydro Recruiting Survey Report](#)).

Tools & selection methods that are recommended by Hydro's Corporate Human Resources are:

- Structured Interview
- Work sample tests
- Personality tests
- Intelligence tests
- Assessment centres
- Reference checking

Because of their low validity, the following tools and methods are not supposed to be used in the recruiting process at Hydro

- Unstructured interviews
- Undocumented psychological tests
- Graphology
- Astrology

Overview of selection tools

1. [Tests](#)
2. [Interview](#)
3. [Reference and background check](#)
4. [Assessment centres](#)
5. [Grading](#)

How to choose the right selection tool

To decide which selection tool(s) to use, the following aspects have to be taken into consideration:

1. [Effectiveness](#)
2. [Utility](#)
3. [Applicant reactions](#)

Signing off candidates

Candidates that are not qualified are signed-off by HR. (standard letters can be found in the Vacant Position Tool).

4th step: Hire and startup:

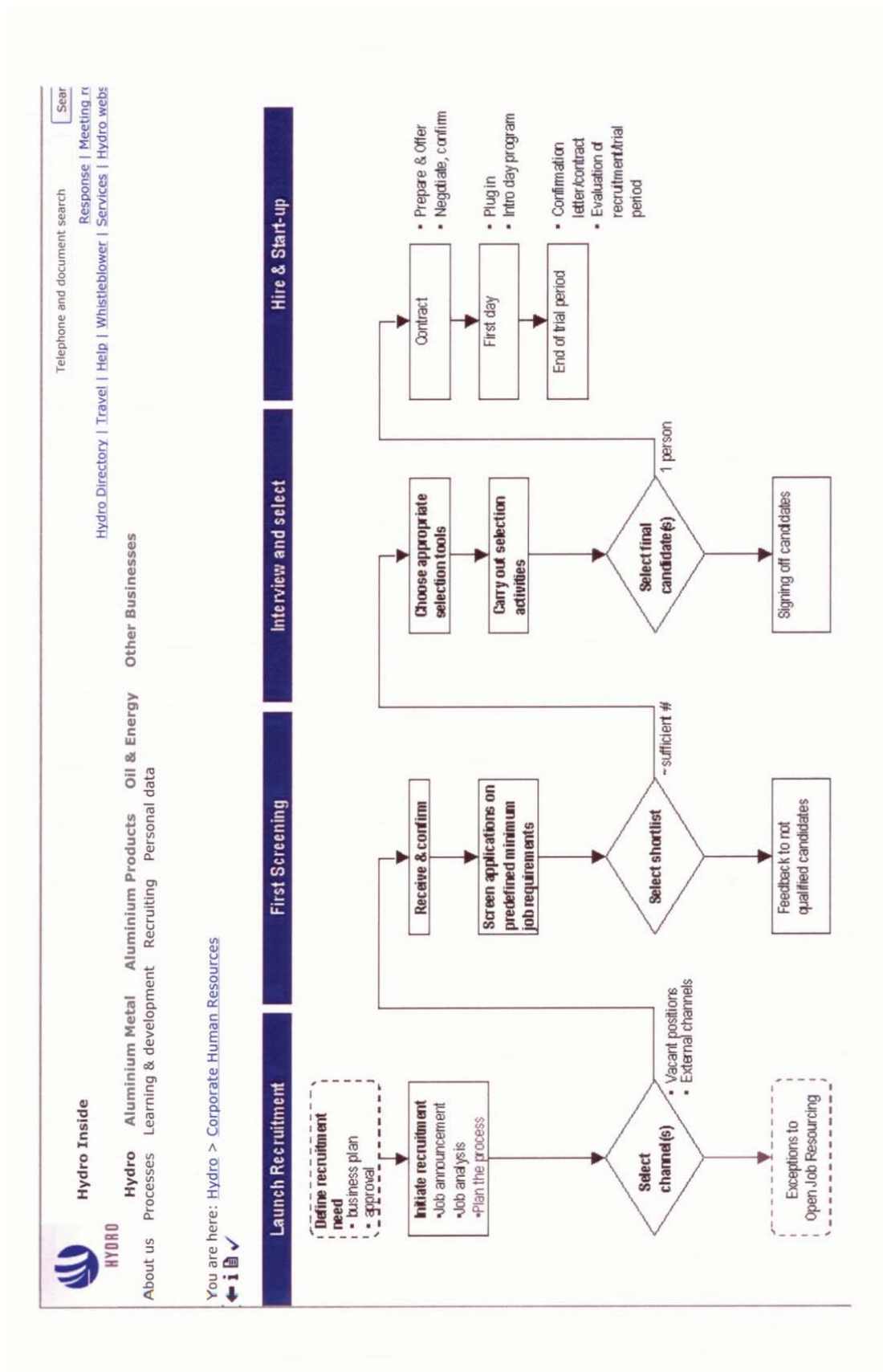
This step is about

Closing the contract and helping the new hire through the start up phase.

The documentation for this process step will soon be available.

If you want to receive a notice when this page is updated, press the following button and enter 'Let me know when the Hire & start up page is available' in the subject field.

Detailed description of what is done in each step - Flowchart



Responsibility matrix – who owns which step in the recruiting process at Hydro




Responsibility matrix

Who owns which step in the recruiting process at Hydro?

Who does what?

Flowchart

General rules:

- Line management takes the recruiting initiative and makes the final hiring decision
- HR steers the selection and administers the whole recruiting process
- HR and line management support each other in all the steps as appropriate

	Launch Recruitment	First Screening	Interview and Select	Hire and Startup
Line Management Human Resources	<ol style="list-style-type: none"> 1. Define recruitment need for the year in the business plan 4. Initiate the recruiting process (Job Announcement Form) 2. Approve non-budgeted hires 7. Post the open job internally and externally (advertisement) 	<ol style="list-style-type: none"> 1. Define minimum job requirements ("Acid Test") 2. Confirm the received applications 3. Screen applications 4. Reject not qualified candidates 5. Develop a long-list of qualified candidates 7. Invite qualified candidates 6. Discuss long-list 8. Offer career counselling to rejected internal candidates 	<ol style="list-style-type: none"> 1. Choose appropriate selection tools and methods 3. Provide continuous feedback on the process 5. Sign-off rejected candidates 2. Carry out selection activities (interview, tests) 4. Select the final candidate 	<ol style="list-style-type: none"> 7. Invite for "taking the temperature" talk after half the trial period 1. Prepare standard contract 4. Register new hire in HR database 5. Send invitation for the first day at work 9. Invite for evaluation talk after trial period 10. Register as full employee after trial period 2. Discuss terms and conditions 3. Make offer (contract) and negotiate, if necessary 6. Prepare intro day 8. Discuss performance/ progress during trial period (HLDLP or similar)
Common activities	<ol style="list-style-type: none"> 3. Job Analysis 5. Plan the recruiting effort 6. Choose recruiting channels 			

4.8.3. Recruitment – the case of UK.

The general rule under British law is that, save in specified situations such as cases which involve the possibility of sex, race, disability or trade union related discrimination, an employer can lawfully refuse to employ a job applicant for any reason whatever.

National Legislation under pinning the HRM function within the UK:

The following legislation plays a significant role in terms of HRM within all organisations across the UK:

Equal Pay Act 1970

The Rehabilitation of Offenders Act 1974

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

The Working Times Regulations Act 1998

The Criminal Records Bureau (CRB) Code

The Data Protection Act 1998

The Employment Equality (Age) Regulations 2006

The National Minimum Wage (introduced in 1998)

Employment Equality (Sexual orientation, Religion or Belief) Regulations 2003

Redundancy legislation

Parental / Maternity leave

TUPE (Transfer of Undertakings)

Data protection

Discipline and grievances

The UK has fairly extensive legislation in place to protect the individual's rights within the workplace. Such legislation protects the individual from discrimination right through from the recruitment phase into the workplace and beyond. Perhaps the latest significant bit of legislation would be that of age discrimination regulations (2006) which means primarily that business is not allowed to discriminate in terms of age when recruiting staff.

Career Guidance across the UK

Unions have always played an important role in terms of pushing for increased training and development opportunities for employees within UK business and this continues still today. Indeed, Union Learning Representatives (ULRs) currently total around 6,500 working within organisations across the UK. These representatives have been in the workplace since around the mid nineties, working voluntarily and informally with the management and workers within organisations. Their role is to try to raise learning levels within business and their status is guaranteed in the Employment Act (2002).

Traditions regarding Career Guidance within the private sector

Within the private sector there is quite a mixed approach towards career guidance and career development. Whilst most businesses look to develop their existing workforce the quality and level of provision of career guidance can vary markedly. For small family owned businesses such as Sparks confectioners, based in Bradford area, the idea is quite a new one. Indeed, for many such businesses career guidance is superseded by issues such as production targets and profit margins. If any Career Guidance is provided then it tends to be fairly informal and at irregular intervals. Plus, within rigid, linear businesses with little scope for development (perhaps within certain roles within the manufacturing industry) the concept of career guidance is seen as a potentially difficult area with increasingly empowered and skilled staff often seeking better pay and perhaps moving to competitors. This is an issue which perhaps persists in certain places of work across the UK.

Traditions regarding Career Guidance within the public and private sectors

Public sector business has become increasingly aware over the years of the need to develop and provide career guidance to staff to help their business achieve its overall aims and objectives. Within the National Health Service (NHS) for example the provision of personal development plans (PDPs) and career guidance is prevalent across all areas of the workforce. In fact most district care trusts contain a full time, dedicated learning and development team that work with teams and individual members of staff to help to embed workers within the organisation and encourage them to learn and develop their skills to help improve efficiency and effectiveness. In the case of Bradford District Care Trust (formerly divided into 4 Primary Care Trusts or PCTs), PCT chief executives were tasked with ensuring that workforce was one of the essential portfolios held by members of the executive team. Implicit within this is workforce planning, workforce development and learning and development.

However, private business is also increasingly looking to provide improved career guidance within their respective organisations within the UK. Indeed, the internet banking group Egg consider career guidance and career development as essential to achieving customer and shareholder satisfaction. The diagram below demonstrates this:

Fig 1 Egg Staff theory

'To revolutionise customers' experience of financial services driven through unleashing the power of people'



(The Times 100, 2007)

This idea of challenging and developing staff and talent within the workforce is becoming increasingly widespread.

Use of company guidance internal or external

The overall position of Career Guidance within business is increasing. Indeed, a large number of organisations (particularly SMEs) within the UK now look towards external HR functions to support their staff as many do with IT support. The larger businesses and public sector giants virtually always maintain an HR team within their respective organisations putting them in a much stronger position in guidance and development potential. However, the government has set up a number of initiatives to help business and has developed standards for business:

Train to Gain

The main current initiative in the UK is **Train to Gain** which uses experienced Skills Brokers to:

- offer free impartial and independent advice to businesses
- match any training needs identified with training providers
- ensure that training is delivered to meet business needs

One of the key goals of the service is to make sure that both the training and the skills advice are impartial, flexible, responsive, and offered at a time and place to suit the business. This is seen, by the Government, as being a cultural shift in how skills training is delivered, in that it is becoming more tailored to the needs of businesses, rather than merely providing a "menu" of training courses.

Research by the Learning & Skills Council (LSC) suggests that 1.3 million people go to work every day without the skills that they need to do their job proficiently. The LSC's vision is that, by 2010, young people and adults in England will have the knowledge and skills to match the best in the world, and will be part of a truly competitive workforce.

How Train to Gain works:

Based upon a clear understanding of a business's goals, the Train to Gain Skills Broker works with the organisation to carry out a free review and analysis of it, in order to assess what skills the business already has, and what it may need in the future.

The Skills Broker makes training recommendations, based upon their skills analysis, which will pinpoint the type of training that best suits the needs of the business, select the most appropriate training providers and choose how and when the training is delivered.

The business, together with the Skills Broker and the Training Provider, agrees the training package.

The Skills Broker can also recommend the best ways of funding the training, explaining all the funding options available to the business. Train to Gain also provides some funding itself, although this is usually linked to Non Vocational Qualifications (NVQs).

The Skills Broker also provides ongoing support and works with the business to review how its training activity is progressing

One of the case studies that Train to Gain use (Engineering Sector) is Dyer Environmental Controls (based in Cheadle). They cited "the time and cost of releasing employees to go on courses" as the main barrier to workforce development.

However, Train to Gain was able to provide them with free training and some wage compensation (NB this benefit is limited to companies with less than 50 employees).

One of the main advantages of this initiative seems to be the Government funding that is attached to it, however, it is not perceived as being particularly flexible or responsive. See the following link <http://www.traintogain.gov.uk/>

Investors In People (IIP)

History of IIP

IIP is a governmental standard that can be achieved by businesses large or small across the UK. Over 30,000 UK organisations are recognised as Investors in People, covering a wide spectrum of UK industries employing over 27% of the UK workforce. The Standard was developed in 1990 by the National Training Task Force in partnership with leading national, business, personnel, professional and employee organisations such as The Confederation of British Industry and The Trade Union Congress. The Standard provides a national framework for improving business performance through a planned approach to setting and communicating organisational objectives.

Initially, the Standard was administered through a section in the Department for Education and Employment. It was extensively tested during 1991 by Training and Enterprise Councils, and Local Enterprise Councils. The experiences of the UK's most successful organisations—large and small—representing all sectors of the UK economy, were very positive and the Standard received a strong endorsement. During 1993, as a demand for and interest in the Standard grew, IIP UK was formed to take national ownership of the Standard, protect its integrity and ensure its successful promotion and development.

Investors in People UK is a non departmental public body (NDPB), which means that it reports to and receives funds from the Department for Education and Skills (DFES). Being an NDPB means that IIP UK retains a great deal of independence and is responsible for all its own business planning, policy development and day-to-day operations.

The IIP Framework and how it is achieved

The Investors in People Standard provides businesses with a framework to achieve this standard irrelevant of size of organisation. Businesses have to meet the same criteria – or 'indicators' – as other organisations, however the Standard recognises that different businesses will meet the criteria in its own way. Investors in People recognise that organisations use different means to achieve success through their people. It does not prescribe any one method but provides a framework to help organisations find the most suitable means for achieving success through their people.

In working with the IIP Standard, organisations have to demonstrate that they meet all of the 10 indicators of the Standard. These 10 standards are quite detailed however I have included below the main headings and areas that organisations must evidence to attain the standard:

A clearly defined strategy for improving the performance of the organisation

A learning and development plan to achieve these objectives

Any strategy should promote equal opportunities

Clearly defined capabilities / competencies regarding leadership defined and understood by management

Managers are effective in leading managing and developing people
People's contribution to the organisation is recognised and valued
People are encouraged to take ownership and responsibility by being involved in decision-making
People learn and develop effectively
Demonstrate that investment in people has improved the performance of the organisation
Demonstrate that improvements are continually being made to update the way people are managed and developed

After being awarded IIP status organisations are reviewed / re-assessed every 3 years with feedback provided regarding their organisations progress, etc.
Thus, the IIP can be adjudged to be a particularly prominent and successful initiative in terms of encouraging organisations to train and develop their workforce. It is very established with the Standard in existence for the last 15 years. In which time it has developed an effective and wide reaching business improvement tool. Whilst the IIP Standard continues to be a very successful and widely praised framework the work continues to update and adapt it. The IIP Standard is currently reviewed between every 3 to 5 years.

Links: <http://www.investorsinpeople.co.uk/Pages/Home.aspx>

Learn Direct

Learn Direct operates to help individuals and businesses develop through learning. Learn Direct advice aims to help individuals to develop new skills, improve their job prospects and / or change jobs completely. They provide a course database with some 900,000 courses to choose from. Furthermore, they provide up-to-date job information, an interactive careers area and a telephone advice line to help provide tailored careers advice. For businesses however the service offered is mainly an extensive range of accredited training materials and courses that can be completed in the least disruptive way to the existing routines of workers. Much of the training material and assessment is conducted online and courses range from university degrees to management training schemes. Learn Direct works closely with a number of sector skills councils to offer Learn Direct to both businesses and individuals working within sectors such as the retail motor industry, construction and IT, etc.

Links: <http://www.learndirect.co.uk/>

Conclusion

We may conclude that legislation in the UK is quite comprehensive in and around the workplace with Unions continuing to support career guidance and development opportunities. Furthermore, business is becoming increasingly aware of the importance of developing staff to improve their efficiency and motivation and ultimately helping the company achieve its core objectives. The public sector in the UK has become a very strong advocate of career guidance and is a long way ahead of much of the private business world. However, these smaller organisations are becoming better able to bridge this gap via the introduction of the Government initiatives Train to Gain and Learn Direct for example. Many others simply work through external HR businesses. This shift towards a greater focus on the development of human capital however is an evolving and ongoing process within

the UK.

2. The recruitment process is generally fairly similar across organisations – following a similar process and of course adhering to the same legislation.

3. Recruitment processes for private and public sector:

There does not appear to be a great deal of difference between the two sectors in terms of recruitment.

The National Health Service (NHS) in the public sector recruit solely online via the site NHS jobs and the process is thus completely paper free.

4. Tasks and procedures of recruitment agencies

Recruitment agencies are used by many, many businesses in the UK today in both private and public sector organisations. It has been estimated that there are some 17,000 employment agencies in Great Britain supplying many hundreds of thousands of workers a year into temporary or permanent jobs.

Workers supplied by an agency may either simply be introduced by the agency to an employer who becomes their employer (common with long terms arrangements) or alternatively they may work for the agency and be temporarily seconded or supplied to a "client employer". For purposes of the Employment Agencies Act 1973, the former type of agency is called an "employment agency" whereas the latter is called an "employment business".

In either case, the general rule is that it is a criminal offence for an agency to charge a fee to a work-seeker for finding him work although they charge the business they supplied either a set fee for an agreed period of time or more commonly via an hourly rate. A draft EC directive issued in March 2002 and amended by the European Parliament in November 2002 will if/when adopted ensure that temporary agency workers will generally be entitled to the same pay and other terms and conditions as those of comparable full time workers employed by the same employer. Those in favour of the Directive had hoped it would be adopted at a meeting of the Council of Ministers in Brussels in early June 2003, but they failed to agree and the draft was not approved.

The 1998 Working Time Regulations are particularly relevant to agency staff. They include a special definition of agency worker (see WT regs 1998, reg 36) and the provisions concerning minimum paid holiday and obligatory rest breaks as well as the maximum working hours provisions apply to agency workers as to others

4.8.4. Recruitment – the case of Denmark:

Recruitment and Basic Education.

The basic education as a rescue officer is a vocational education based on an alternating training system. The candidate is taken on as an apprentice in Falck and the apprenticeship consists of a predetermined pattern of alternation between on-the-job training and participation in theoretical and practical classes at a technical college. So, the terms of employment depend on the company's assessment of his/her

qualifications. This assessment is made on the basis of a written application, a test (consideration test) and an interview. Afterwards Falck makes a match with a profile made of the suitable person.

In this way already in the recruitment phase an implicit career guidance/definition is made, and at the end of the interview the candidates will be informed about the fields where they do not match with the profile and guided about how to improve their qualifications for the next employment session. Falck yearly carries out two employment sessions.

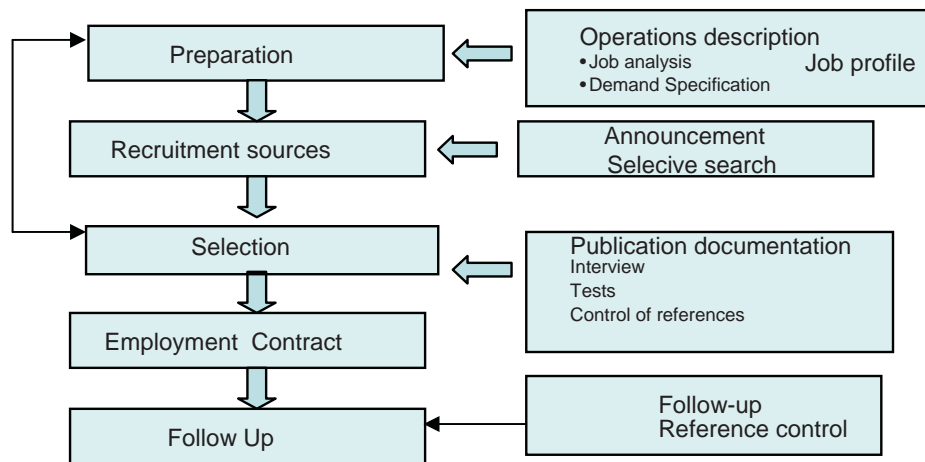
In order to make sure that so many of the applicants as possible will be qualified for an employment Falck participates in guidance at the technical college. Here both the generally professional and the personal demands are explained, and a film produced by Falck is shown in order to make the candidates understand what it means to be a rescue trainee. Recently Falck has produced a new film which exposes the new demands and the changed focus being the result of the company's overall movement from a transport company to a part of the healthcare and rehabilitation system. Through this relatively important use of resources in connection with the recruitment Falck wants to retain the employees in a life-long career path. So "competences of Learning" will also be an important part of the profile to match. As part of the basic values Falck wants to reflect the population to whom services are provided. Thus the recruitment of "New Danes" and men and women in an equal measure is particularly focused by participating in education fairs focused on refugees and immigrants, projects organized by the Ministry of Integration, and the use of role models.

4.8.5. Recruitment – the case of Ireland:

General Background of Employment Environment within a legal framework
Within Ireland, the contract of employment is the legal basis of the employment relationship and is central to the interpretation and application of statutory rights. In the broader spectrum, a legal framework provides the labour law environment for both individual workers and their employer and also collective labour law which is concerned with regulating the relationship between employers and groups of employees – normally trade unions.

In the following table, which summarises the legal framework concerning the rights of the employee from recruitment stage through termination of employment, Gunnigle, Heraty & Morley (2006) cite a considerable body of employment protection legislation that exists in Ireland to provide a basic floor of rights for individual employees.

4.9. Basis model for a recruitment process:



The business' recruitment activities can be influenced as follows:

Internally in the business

The business' recruitment policies

Internal organization of the recruitment activities in a business

External assistance

Businesses can choose to set aside entire or parts of the recruitment process

Acquire critical competence through search or selection

Recruitment firms competence and assistance is evaluated

External, private staffing and recruitment firms:

Private staffing firms are many and offer labour usually within defined professional areas. The advantage for the employer is mainly that one avoids employer responsibility and can enter into time specific staffing agreements.

These time specific staffing solutions can also be the precursor to long lasting recruitment.

Evaluation criteria for selecting private staffing solutions must be prepared.

Public staffing and recruitment offers

The public employment agency (NAV) offers recruitment services and access to registered job seekers. A business can enter into a cooperation agreement based on pre-determined guidelines, but also with the possibility for adaptation based on the needs of the business.

Evaluation criteria for selection of public staffing solutions is prepared.

Requirement profile:

As described here in the following points:

Concretizing the objectives – what should the individual deliver within a specific time period and how is this to be measured?

Organization / title – describes the title of the actual work tasks?

- Most important responsibility and work tasks – specifies the parts of the work hours.
- Desired education – what is the lowest / highest acceptable education level?
- Desired work experience - how important is it with experience from similar work and branch?
- Special knowledge / experience
- Language skills – which level?
- Technical knowledge and skills
- Personal characteristics – various situations demand very different characteristics
- Development opportunities – does a development plan for the position exist? What opportunities for further development exist?

4.10. The Consequences of Career Guidance in Recruiting Processes

Is career guidance a part of the recruiting process at different firms?
Would it be suitable to see these in connection?
How can this be accomplished in practice?

Our experience is that firms to too little extent include career guidance as a part of their recruiting process. They are primarily concerned with finding a candidate with the correct professional and personal profile for their leading position, and the needs they have at the present moment.

Appointment processes are demanding as far as resources are concerned, and it is very expensive to employ unsuitable colleagues or lose valuable competence after a short while.

Career guidance will therefore be important, both for the firm as a part of a more long-term competence strategy, and for the career development of the individual colleague. We believe that the following is important:

Career guidance should have a larger focus on the recruiting process itself.

This will ensure good clarification and better choices for both the firm and individual employees on a short and long-term basis. The career centre receives very often inquiries from employees who feel that they do not feel happy, or are unable to use their abilities, in their daily job.

If guidance were integrated into appointment processes, it would ensure better conditions for choice by both the involved parties.

In an interview situation, the focus is primarily on the professional qualifications required for the position. This is important but, at the same time, too limited and short-term. By including the guidance aspect, it will, in addition, be possible to direct the focus onto the candidate's expectations and ambitions.

What does the candidate desire in his career? What is he motivated by? Which

ambitions does he have? What is needed to make him contented and, at the same time, offer the challenges he wishes for in the short and long-term? Which expectations does he have to personal development possibilities in the future? Such an approach may seem too general and little goal orientated, but will contribute to a more comprehensive understanding of the candidate's wishes and needs.

This will give better conditions for retaining and developing colleagues.

We see, all too often, that firms lose talented employees, after training and a relatively short period, because of expectations, which are not fulfilled, or discontentment.

Career guidance can also be an important contribution in firms with intern recruiting processes in connection with growth or change.

We experience that the employee, in many firms, is left to himself where further internal career choices are concerned. Many of them then choose to orientate themselves externally towards new vacancies, if they experience the situation as uncertain and unclear. A plan for career interviews, when new internal possibilities are offered, would, we believe, be a positive contribution and reduce the risk of the employee choosing a position externally.

Recruiting and reduction of workforce – suggestions, thoughts and ideas from The Career Centre of Telemark.

The points of departure for our suggestions are the following problem areas:

A description of the recruiting process – identification of procedures, which work.

Quality criteria in recruiting processes.

The consequences of career guidance in recruiting processes.

We have taken our point of departure in the work Slovakia has done and we have chosen some of the problem areas presented. We have not directed focus on national lawmaking, antidiscrimination and specific procedures in public sectors. The Career Centre has not up today worked in the direction of the business market, and our contribution will therefore be based on the thoughts, ideas and experience, which a colleague at the centre has from working conditions as a recruiting adviser.

Our main impression is, after reading the contribution from Slovakia, that they have a good survey of the recruiting processes from different countries, but do not go deeply into these. If we have understood this correctly, the document will finally contain enclosures with examples and explanations of every phase of the processes in various firms, such as Hydro. This will be of great help if the aim is to share practical experience and improve the work on good recruiting processes, so that both firms and the individual job seeker will have good choices.

A description of the recruiting process – identification of procedures, which work.

The starting point for our description of recruiting process is, how a large Norwegian recruiting company functions towards its customers. The need of the commissioning

party will be decisive for whether there is offered guidance in whole or part of the recruiting process, based on an analysis of need, advertising, selective search, personal profile analysis, advice on recommendation and follow up after employment.

A business and position analysis. It is decisive to know the commissioning party well, and the actual position offered, in order to profile the firm as an attractive employer, and to recruit candidates with the necessary competence and personal qualities. A business and position analysis must be worked out. For this survey, a position profile analysis is used to reconcile expectancies, demands and required competence of the person employed. The position analysis is, in this case, a tool from Thomas International, and can only be used if one holds a certificate. In addition, the interviews with central employees will be very useful in achieving a correct understanding of the job content, organisation and success factor in succeeding and being content in the role and environment.

A thorough preparation forms the foundation for the quality and efficiency of the further process. A plan for advancement of the whole recruiting process must be worked out, where activities, resources and time are taken into account.

Research and advertising. Choice of recruiting methods, channels and media vary. For some positions, it would be natural with an aimed and selective search in the recruiting bureau's database for likely candidates, or in specific environments where likely persons may be contacted directly. This could be relevant when recruiting top leaders or filling positions requiring well qualified people.

For most positions, advertising is mostly used. It is then important to choose media, which has good coverage with the required target group. It is also significant that the message suits the target group. Choice of what is weighed heaviest in the advertisement, and which words and perspectives are used, have very different effects on different people. An analysis of positions which was carried out earlier, gives a description of the required personal profile, and is therefore way leading in choices of communication strategy and message form.

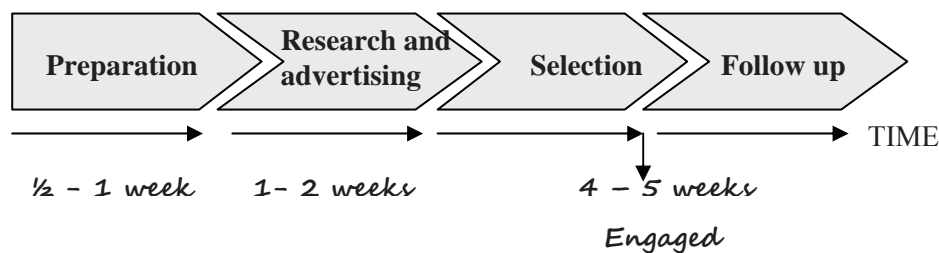
Choice of Candidate. A first interview is carried out of 6 – 8 candidates. The number varies according to how qualified the applicants are. Likely candidates are evaluated according to professional and personal qualifications and motivation for the position. A smaller number, 3 – 4 persons, goes on to the final interview. A personal profile analysis is carried out before the second interview. Analysis is a discussion tool where the aim is to evaluate the candidate's qualities, preferences and motivation, where the demands which the position entails are concerned. The personal profile analysis is seen in relation to the required profile in the position analysis.

Reference interviews. At least two people from present or earlier working situations are contacted. An aimed interview is given where the focus is on

professional and personal qualifications according to the demands and expectancies of the position in question. Impressions from the interview and the personal profile analysis are discussed and compared with the experiences reflected in the references.

Follow up and guaranty. The service, supplied by many recruiting bureaus, includes follow up after employment and a guaranty. The bureau pledges itself to present a new candidate for the position in question, if the former candidate leaves during a trial period of six months because of a lack of professional and personal qualifications.

Below are shown the phases in the process and the estimated time.



2. Quality criteria in recruiting processes

Our experience is that the following criteria are important in a successful recruiting process:

A distinct requirement specification. Unsuccessful appointments can often be traced back to unclearness in the requirements where professional and personal qualifications, motivation factors and possibilities for further development are concerned.

Which points of clarification will there be?

Which challenges must be met?

Which qualifications will be required?

What can the firm offer the employee – both on a short and long time basis?

These are important points of clarification, which must be made clear early in the process.

Basis in leadership. A mutual opinion on what it is important to weigh heaviest in the process is important in order for a newly appointed colleague to function well and be contented. A situation analysis, where both the top leader and deputy are involved, often reveals a difference of opinion in their views on challenges and expectations, which it is important to clarify early in the process.

A professional planning and carrying through. A plan for the process, with the necessary tools in the different phases, ensures quality in the carrying through.

Relevant tools could be:

- situation profile analysis
- guide for analysis of firm/department/environment
- model for layout and content in situations vacant

- guide to interview
- model for presentation of firm and situations
- personal profile analysis
- guide to reference discussions

It is important, during the whole process, to be true to the required specifications and to evaluate the candidate according to well-defined criteria. Experience shows that, in the final phase, one can become unsure and let feelings rule instead of keeping to the more objective criteria in the plan.

Evaluation and follow up

What does a business stand to gain for its investment in personnel?

Five aims for evaluation

- Feedback
- Control
- Research
- Intervention
- Play for power

(Bramley)

Evaluation of competence development, different levels of measurement.

Evaluation of an enterprise is to decide the efficiency of the enterprise.

(Kirkpatrick)

Four effects and levels of measurement:

Reactions – How satisfied were the participants in the enterprise?

Learning – What competence did the participants develop as a result of the enterprise?

Application – To what extent was the acquired competence applied in practise?

Usefulness – To what extent has the enterprise given combined organisational usefulness in the light of overriding aims?

(Kirkpatrick)

Usefulness/cost analysis:

Systematic attempts to measure and compare all costs (contributory factors) and useful effects (profits) in an enterprise, in order to estimate if the enterprise is profitable (pays dividends) when compared with well-defined aims.

Terms:

Costs reveal something which must be abandoned in order to achieve something else. Investments which must be made where an enterprise is concerned. In most cases access to resources will be limited, something which makes it necessary to make critical evaluations when resources are allocated to, and between, enterprises.

An analysis can be based on:

Work analysis – which tasks shall be carried out in the present and

future.

Competence analysis – which competence does the individual colleague possess and which competence profile does the organisation have.

Achievement analysis – how well does the individual colleague function with regard to his work duties, including an evaluation of development potential and willingness to change.

Colleague discussion – where leader and employee together discuss the work situation and agree on a plan of action for a certain period.

4.11. Downsizing

1. Definition.

Downsizing may be defined as a restructuration leading towards a shrunk organization. The goal is to establish a flexible and even/levelled structure qualified to react on changes in the market. (Berg 2004).

2. How downsizing issues are defined in national legislation – from both employer's and employee's point of view:

Mass downsizing and duties of employers (announcing duty to the PES or other authority, etc.);

Duties and measures of PES in the case that employers are downsizing their staff;

Protection of disadvantaged groups of employees (women – mothers, people with disabilities, etc.) – legislation and practical point of view;

Differences in procedures applied in downsizing in small, medium and big companies; differences between public and private sector;

“Reorganisation”, “increasing efficiency” and similar motivations as an excuse for downsizing;

Impact of downsizing on the image of an employer, on local and regional labour market;

Risks of lawsuits in case of illegitimate dismissal;

Obligations and rights of an employer/employee in case of fusion.

General Remark.

Mapping the situation of the project partners countries on such an issue like “downsizing”, especially when we tried to collect very concrete information how business partners in the project are dealing with this, showed that not only our companies, but companies in general do not have much goodwill to share their experience in this. It might be said that all employers, no matter if public or private, in case that they have to downsize their staff for any reason try just keep strictly the law and thus avoid any possible problems they could have in the future.

In this perspective it is therefore necessary to view the following information on downsizing in partner countries – some information are only very general, some describe how downsizing is done by our business partner(s).

4.10.1. Downsizing – the case of Slovakia

1. How downsizing issues are defined in national legislation – from both employer's and employee's point of view?

The Labour Code (Act No. 311/2001 Coll.) in its current wording defines clearly under what conditions it is possible to terminate the employment contract or relationship – either by an employee, or by an employer. The relationship can be terminated by a mutual agreement, or by notice; only under very special circumstances (defined by law) employer can terminate the contract immediately; moreover, both sides can terminate the employment relationship within the probationary period, which is two or three months (three months in the case that employee is with the employer for more than five years).

An employment relationship may be terminated by giving notice either on the side of employer or employee. An employer may give notice to an employee only for reasons expressly stipulated by the act. These reasons are

- the employer is wound-up or relocated,
- employee becomes redundant by virtue of the employer or competent body issuing a written resolution on change in duties, technical equipment, reduction in the number of employees with the aim of increasing work efficiency, or on other organisational changes,
- employee because of health problems (officially declared by a medical authority) has lost his/her capacity to perform the work,
- employee does not meet preconditions set by legal regulations or other defined requirements, or does not satisfactorily fulfil his/her work tasks.
-

Termination of the employment contract by employer is prohibited in some cases (e. g. employee in a protected period), with some employees like pregnant women or persons with disabilities only after fulfilling special requirements defined by the act. An employee may give notice to an employer for any reason whatsoever, or without giving a reason.

Finally, in some cases, strictly defined by law, an employer as well an employee may terminate an employment relationship immediately.

There is another legislative norm relating to civil servants – Act No. 312/2001 Coll. on Civil Service, termination of an employment relationship (civil service) either by an employer or by an employee (civil servant) is possible only under conditions defined by this act.

Mass downsizing and duties of employers (announcing duty to the PES or other authority, etc.)

If an employer wants to terminate employment relation (namely because of winding-up or relocation or employees become redundant because of organisational changes) with at least 20 employees during the period of 90 days it is called mass downsizing (or redundancy). Duties of employers in such situations are also defined by the Labour Code – employer is obliged to negotiate the problem with representatives of employees where the aim is to find solutions how to prevent mass downsizing or reduce number of those affected, how to minimize consequences, and/or what to do for those who will have to be fired. Employer is obliged to provide the employees' representatives with all necessary information and inform them in writing, in particular as to

- reasons for mass downsizing,

- number and structure of employees to be subject to termination of employment,
- overall number and structure of employees employed by the employer,
- period over which mass downsizing will be effected,
- criteria for selection of employees to be subject to termination of employment.

Employer is obliged to deliver copy of such information to local Office of Labour, Social Affairs and Family a month before downsizing starts. After providing these information (the “first step”) employer is obliged to negotiate with representatives of employees and results of these negotiations must be delivered to the labour office.

Duties and measures of PES in the case that employers are downsizing their staff.

Within the month period mentioned above OLSAF has the duty to negotiate with the employer which intends to downsize its staff. The aim of these negotiations is to seek solutions to the problems raised by supposed mass downsizing through defining conditions for maintaining employment at the employer, finding possibility of employing dismissed employees with other employers, checking possibilities of dismissed employees to perform work in the case of their re-training.

Protection of disadvantaged groups of employees (women – mothers, people with disabilities, etc.) – legislation and practical point of view.

Immediate termination of employment relationship is not possible from the employer's side with a pregnant woman, or with an employee taking care of a child younger than three years, or with an employee who has a status of a person with disability (§ 59 of the Labour Code).

Another paragraph of the Labour Code (§ 64) says that an employer may not give a notice to an employee within a protected period, which relates to employees who are ill, who are on maternal/paternal leave, who are as lonely parents taking care of a child younger than three years, and who are released for a public function.

Finally, employer may give notice to an employee with disability only with a prior approval of the local labour office (OLSAF), otherwise the notice is deemed invalid.

Differences in procedures applied in downsizing in small, medium and big companies; differences between public and private sector.

There are no data available based on some research on the basis of which it would be possible to specify differences in downsizing procedures between small, medium and big companies – employers. Generally, it might be said that all employers try to keep the rules and laws defined mainly by the Labour Code and thus avoid risk of lawsuits (see the response to question 8). The same might be said on differences between public and private companies.

Nevertheless, experience shows that small and medium sized employers as well as private employers more often fail to comply with law and or are trying to ignore it – this is true mainly in some parts of the country with high unemployment rate where employers often misuse this situation. On the other hand, employers in the western

part of the country, where unemployment rate is below EU average, are much more cautious in these issues*.

“Reorganisation”, “increasing efficiency” and similar motivations as an excuse for downsizing.

These motivations are quite often, especially in the public sector, i. e. in organisations, institutions financed from the state budget. Due to high pressure on reduction of state administration (which is a political agenda of nearly each government or opposition before elections) downsizing in public sector isn't any unique phenomenon at all. Slovak government after elections in 2006 declared that by the end of 2007 number of public and civil servants would have to be reduced quite substantially – 20% less than in June 2006 (it is therefore much easier to find a job in a private than in a public sector in Slovakia). “Reorganisation” or “increasing efficiency” is nearly always behind this downsizing.

Impact of downsizing on the image of an employer, on local and regional labour market.

Employers try to avoid situations like downsizing, whatsoever might be the reason for it – downsizing isn't popular anywhere. On the other hand, enterprises always struggle for reducing their costs and increase their profits, and sometimes they have to reduce their staff costs, most often through reducing the number of staff. Impact of downsizing on local or regional labour market always depends on how big the employer is – the bigger, the more serious it might be. There are several quite big international companies in Slovakia, which employ thousands of employees – e. g. U. S. Steel in Košice, recently big car producers Volkswagen (Bratislava), Peugeot (Trnava), and KIA (Žilina) – and it is clear that mass downsizing in these employers would cause severe regional and even national problems with deep impact on national economy and social situation of population.

Risks of lawsuits in case of illegitimate dismissal.

As already mentioned above, illegitimate dismissal or other breach of rules relating to employer/employee relations defined by the Labour Code may lead to lawsuits. There is a national authority – National Labour Inspectorate – which in accordance with Act No. 95/2000 Coll. On Labour Inspection through regional labour inspectorates is responsible for occupational protection at work enforcement and state administration performance in the area of labour inspection. Inspection activities are aimed at supervision over adherence to legal provisions and other provisions for securing safety and health protection at work and for securing the safety of technical equipment, including the provisions which govern factors of the working environment and at supervision over adherence to labour provisions governing in particular the creation, amendment and termination of legal relations, working conditions of employees inclusive of working conditions for women, adolescents and persons with altered working capacity, and at supervision over adherence to legal provisions governing illegal work and illegal employment prohibition, provisions on

* By July 31, 2007, unemployment rate in the Bratislava region (western part of the country) was 2,17%, unemployment rate in the Banská Bystrica region and Košice region (central and eastern part) was 14,24 % or 13,59 % respectively; unemployment rate in the whole Slovakia was 8,30 % (source: <http://www.upsvar.sk>).

wages and responsibilities pursuant to collective agreements (source: <http://www.nip.sk>).

Obligations and rights of an employer/employee in case of fusion.

Fusion of two or more companies is regarded as a specific type of organisational change and obligations and rights of employers as well as of employees are therefore defined by the Labour Code – see responses to questions 1 and 2 above.

4.11.2. Downsizing – the case of Norway

Downsizing = right sizing...

Comments and opinions:

- The headline of our project is career guidance. Systems and methods for giving guidance to employees involved in the downsizing process will be of importance.
- The employers' responsibility and ability to guide and help will often be tested.
- This project ought to give advice and tools to carry out different ways of guidance depending on the situation of the employees.
- Employee's situation during a downsizing period can be:
 - Out of work within short time
 - Out of work within an expected or decided time in the future
 - Uncertain future employment
 - Still employed (new organisation)
 - Change of job/competence
- An employer ought to have a system for giving guidance to all employees in these categories (in addition to public cooperation).

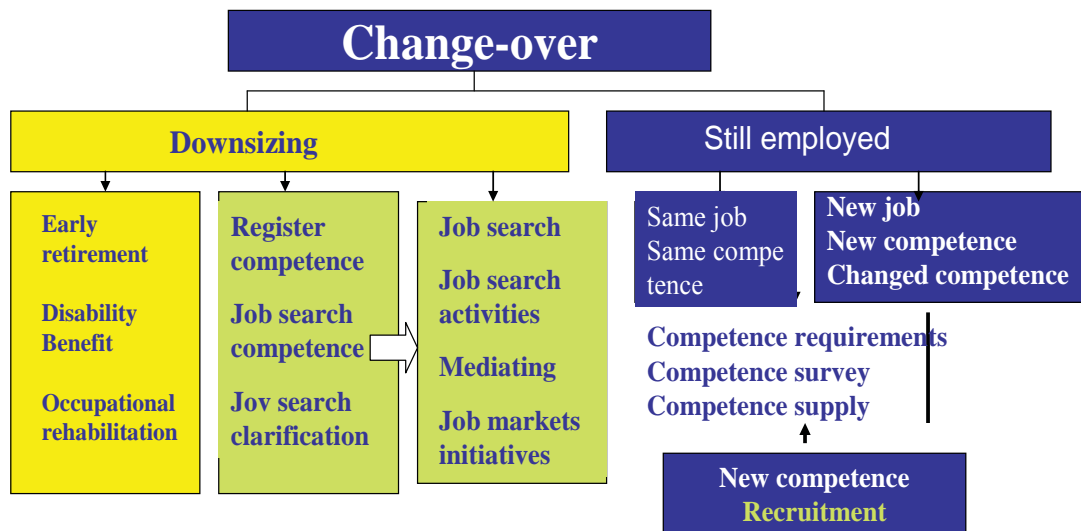
Guidance subjects can be:

- guidance based on facts and possibilities
- support with job seeking
- support from private consultants
- guidance based on cooperation between employer and employee
- new objectives for the employee
- discussing future alternatives
- contact with employees with demand for manpower
- social measures
- individual plan of action

It is also important for career guidance that the employer's strategy for staff reduction is well known, and that this processes and objectives are included in career guidance at an early stage.

- Below: A change – over model from NAV Telemark, Norway showing the downsizing process when a major industry plant was closed.

- Yellow – Shows what become a total responsibility of PES
- Green – PES' responsibility when they are unemployed as individuals or PES co-operate before unemployment with employer.
- Blue - Employers responsibility (recruitment may be done by PES)



4.11.3. Downsizing – the case of UK

Any organisation is obliged to inform the Department for Trade and Industry when it downsizes the organisation. The same legislation applies to both public and private organisations as follows:

Redundancy payments

If a company downsizes it is often liable to make redundancy payments to all staff that are released from employment.

These definitions provide for 3 situations (only) to count as "dismissal" for purposes of unfair dismissal and entitlement to statutory redundancy pay:

- termination of the employee's contract by the employer, with or without notice
- expiry of a fixed term contract without renewal
- constructive dismissal

What are the redundancy payments?

The amount which the organisation is required to pay to the former employee is dependent upon:

- how long you have been continuously employed by your employer;

The amount of redundancy pay will be calculated as:

- 0.5 week's pay for each full year of service where age during year less than

22

- 1.0 week's pay for each full year of service where age during year is 22 or above, but less than 41
- 1.5 weeks' pay for each full year of service where age during year is 41+

What if the business cannot pay redundancy money?? What happens to the employee?

An employee may be able to claim the equivalent of redundancy money from the State if his employer fails to pay it (in the case of the business becoming insolvent). This will be the case if either:

1. the employer has failed to pay up even though the employee has taken all reasonable steps to recover the amount due, which will include applying to an employment tribunal for an appropriate order
2. the employer is insolvent (ERA 1996 s.166(1)(b));

2. Merge

TUPE stands for Transfer of Undertakings (Protection of Employment)

If ownership of a business or undertaking is transferred employees engaged in the undertaking automatically have their contracts of employment transferred to the new owner (see Transfer of business or undertaking/a general introductory note).

New TUPE regulations were made on 7th February 2006 and came into force on 6th April 2006 (see notes at Transfer of business or undertaking/2006 regulations). The 2006 regulations ensure that the position under the previous (1981) regulations is preserved in that a transfer of an undertaking within the regulations *"may take place whether or not any property is transferred to the transferee by the transferor"* (TUPE regs 2006, reg 3(6)(b)).

In shortest outline, the main changes made by the 2006 regulations are designed to:

1. make it completely clear that TUPE applies to service contracting operations, such as cleaning services, so employers and employees know where they stand from the outset of an ownership transfer
2. increase the transparency of the transfer process by introducing a requirement on the old employer to notify the new employer of any employment liabilities

The TUPE regulations do NOT apply when shares in a limited company are transferred as there is then no change in the identity of the employer. If shares in the capital of a company are sold or transferred, the trade or business of the company (ie its undertaking) still carries on in the ownership of the company. Employees remain employees of the company and there is no need for special rules, such as the TUPE regulations, to transfer their contracts of employment to anyone else.

Below is a quote from our partner business United Utilities:

"If contracts are not renewed (we lose them on a re-bid) then staff normally TUPE across to the org that wins the contract. This is also the case when we win contract."

4.11.4. Downsizing – the case of Denmark

The staff and placement services are handled by the staffing division within the mayor's department. As a consequence of outsourcing and savings the task is as quickly as possible to find vacant relevant jobs within the municipality to the

redundant people. If a member of the staff cannot be moved to another job in a municipal department, he/she must be enlisted in the central staff and placement services. Another target is the permanent employees who due to physical or mental illness or abrasive degradation might be excluded from the job market, but where it also might be possible to replace them in another job at ordinary terms of employment.

From the view of project “Gateway to Guidance” the function and activities of the staff and placement services are interesting from two aspects. First of all it is a question of proper career guidance with the use of various methods. Secondly the target group can be considered belonging to the group of unregistered unemployed persons. On the one hand they are without working function and without relation to any workplace, on the other they remain employed within the municipality of Aarhus, still receive their salary and are not registered as unemployed persons.

In this way the work in the services takes place in the tension field between the competences and job wishes of the person in question and the frames and possibilities within the municipality. To some extent it is a question of a “quid pro quo” relation: The municipality continues paying the salary (no one is dismissed) and offers a guidance procedure and a replacement. On the other hand the employee is obliged to accept the replacement offer, if he/she wants to maintain the employment within the municipality. Therefore, distinct frames and a clear contract between the employee and the staff and placement services are of outmost importance.

The following is impressions and information from an interview with Kirsten Høedht-Rasmussen and Heidi Damsgaard. The interview took place at Århus Town Hall on 15th June 2006. From JCVU Ellen Enggaard and Lone Nordskov Nielsen participated.

The staff and placement services undertake replacement activities partly as for retention and partly concerning employees whose jobs are subject to changes of the organisation and savings within the municipality. The department is placed within the mayor’s department and besides individual procedures and activities for employees it is in charge of a range of intra-municipal tasks such as seminars of inspiration for the other departments – with subjects as Come and Test Your Employment Policy, Senior Policy, Stress and Bullying. In connection with greater sessions of savings seminars are also held on an institution level. Only few times the department has had the opportunity to take a proactive approach towards the employees. The other way around the employees might approach the job bank themselves - but there must be a reason posing a certain rate of “job threat”.

The superior and most important premise when working with people making a change of career is to meet them “where they are” in their life here and now. To be able to perceive what is the actual focus of attention for the individual person and pay attention to possible insecurities, circumstances and barriers obstructing the work with career development. It might be private economical, personal or more mental circumstances. Then the task is to refer to other authorities having these subjects in their working focus. The working basis is always the specific personal situation of the person in question.

The starting-up point is a forced change of career, due to changes of organisation, savings or long-lasting – often work-related – periods of illness, and thus the situation often involves a loss. – However, the situation might also lead to realizing new possibilities, reawaking “old dreams”, and discovering new or hidden competences.

Different target groups pass through the staff and placement service. On the question whether there is a pattern as for sex and level of education the answer is that no notable difference of men’s and women’s reaction and possibilities of replacement is seen. But there are important differences as for level of education. For the lower educated employees it is much easier to find corresponding and satisfying jobs in other sectors of the municipality – for instance with cleaning and service. The higher educated ones might seem less flexible, and it might be more difficult to find a replacement job for them within the municipality. Often they have been occupied with special functions which are eliminated in connection with savings or outsourcing. So a replacement may assume a change of profession, which might be a rather serious and essential step and involve a longer process for a “specialist”. Here both the professional and the personal identity is at stake.

A procedure at the staff and placement service:

The first stage is to establish a basis. This means a clarification of the individual situation and an assessment of the willingness as for career guidance, hereunder possible referral to a psychologist, social worker, the Development House or similar suggestions

setting down the frames and the contract for the process

uncovering and surveying qualifications and competences –acquired both in working life, spare-time life, and personal life

uncovering the style and competences of learning

flashback on previous occupation, clarify experiences and characteristics

establishing insight into the personal competences – i.a. from lists of inspiration

dealing with a wide range of possible personal competences

clarifying values – partly by working with value cards, partly by using Edgar Scheins’ career anchors

In the stage of clarification often quite many employees start to see new horizons and develop new perspectives on their career and working situation.

There are no frames or significant experience for the duration of the stage of clarification. It differs much, and resources are available to spend the time necessary for each individual. All elements in the stage are based on individual interviews and processes. Recently, however, a process with group guidance has been given a try. It was a relatively homogenous group of language teachers from the – now outsourced – language school. This case will be mentioned later on.

The next stage in a typical process is more focused on the possible new working life. Some of the tools are

clarification and registration of the individual net work and a discussion of how to use it in a job-seeking and career changing situation – and motivation for individual acting

documentation of competences and qualifications in a CV arranged according to

functions. Here it is important to translate subject-specific competences into more transmittable competences (i.e. the teaching competences of school teachers into disseminating competences)

paying attention to relevant jobs and active job-seeking. Realizing that a job might be offered which does not necessarily have to be the dream job.

the efforts of finding new possibilities, new horizons with launch pad in the “foundation”:

Job tourist in your own town – the individual might intensify the curiosity and interest

2 days of visiting work experience placement in a municipal institution or administration. Experience says that this might contribute constructively to stripping away or enhancing the idea of the dream job.

Using the paper for studying job functions

Working with writing applications

When the person has gained a replacement job follow-up activities are possible; either as development of competences together with the new leader – joining courses or learning at the job, or by assigning a mentor at the new working place or a coach for more personal – but not therapeutic – support.

The staff and placement services make a distinction between the coach and the mentor function. The concept “mentor” is used as the name of a supporting function in connection with the working place, whereas “coach” is used for more personal support and guidance.

It is possible to extend the following-up period. Some times a replacement must be given up, and the person returns to the staff and placement services. Not everything succeeds, and it might be necessary to fire persons.

Experience from a group process

200x the Municipality of Aarhus decides to outsource the language school. One of the consequences is that a group of teachers loose their jobs, and they are offered the services of the staff and placement services. It involves about 20 persons, some of them have earlier been replaced. They are relatively mature people – in the forties and fifties. Most of them are university graduates, but there are also people educated within the teaching of languages.

A special group based course is established with 4 days in January-February, run by an external adviser and focusing on a broad clarification of competences and the listing of a competence profile. Further the common part consisted of a net work seminar, considerations in connection with change of sector, the making of a CV, and strategy of applications.

The common part was followed by individual interviews. The outcome differed much, and the staff and placement services conclude that the benefit does not correspond to the resources spent. This might have various reasons:

The strong framework and identity as language teachers

The high seniority, the mature age, and the early retirement benefit

The really limited possibilities – and professional barriers within the municipal field

As for the process itself the homogenous group of “tender-stricken” language teachers in fact might have intensified their “old” professional identity, the focus on loss and missing possibilities and in this way formed obstacles to see new working and career perspectives.

Therefore, the moderate positive experience with collective processes might have been different with a multidisciplinary group instead of a mono professional. Further, experience from the process says that more attention could have been paid to the group as a net work.

Qualifications and Competences within the Staff of the Job and Placement Services
The employees have different educational backgrounds – i.a. social workers. This diversity is experienced as an advantage. No employee has a proper guidance education, but they have participated in a number of courses and seminars about tools and means.

Knowledge of stress and bullying means is given a high priority, as well as attention and knowledge of limits in connection with therapy.

- The personal competences are very important – you must know where you are – you have to be well-balanced – if not it will quickly be carried over to your own satisfaction and function.

Perspective.

This initial investigation of the work with career guidance of the Job and Placement Services points at various subjects and problems to be clarified:

A more detailed knowledge and assessment of the tools and means in connection with the establishment of the “basis” – How is “employability” clarified?

Is there a dilemma combined with working with the employees’ possible exceeding competences within the frames of the organisation/municipality – risking to guide them out of the context of the organisation?

How is the view of humanity and which guidance theoretical aspect forms the basic in the services?

Which advantages and disadvantages, possibilities and challenges exist in a group based career guidance?

An investigation of the distinction of “mentor” and “coach” – i.a. compared with the use of the concepts of Telemark Fylke and Norsk Hydro.

A more detailed description of evaluation, tools of evaluation and follow-up over a period.

4.11.5. Downsizing – the case of Ireland

Downsizing in a business enterprise, refers to reducing the number of employees on the operating payroll. Downsizing can also be referred to as rightsizing in the belief that an enterprise really should operate with fewer people.

In some cases, downsizing is differentiated from a layoff, with downsizing intended to be a permanent downscaling and a layoff intended to be a temporary downscaling in which employees may later be rehired. Businesses can use several techniques in downsizing, including providing incentives to take early retirement and transfer to subsidiary companies, but the most common technique is to terminate the

employment of a certain number of people.

The employer is required to adhere to the Unfair Dismissals Act 1977 (updated in 2001) when initiating the termination of employment process. It is important to note that dismissal is automatically deemed as unfair if an employee is unfairly selected for redundancy.

Redundancy is defined as dismissal caused by either the employer ceasing business, the work carried out by the particular employee is no longer required or the employer is reducing the scope of the workforce. The Redundancy Payments Acts 1967 - 2003 contains detailed provisions and rules for this process together with The Protection of Employment Act 1977 which lays down procedural obligations in the case of collective redundancies.

‘Downsizing and the impact of job counselling and retraining on effective employee responses’ Tzafrir, Mano-Negrin, Harel and Rom-Nagy (2005) refers to a study that was conducted on 229 random employees in a large metalwork factory in Israel that underwent significant downsizing due to a major crisis. Results from analysed interview data indicated that guidance and training programs have a two-fold effect: first, dismissed employees who participated in these training programs had a more positive reaction to their dismissal than dismissed employees who did not participate in such training. Second, employability factors as well as personal and demographic attributes do not affect the participants’ responses. It is suggested from these findings that preparing individuals through participation in appropriate programs significantly promotes employee morale and reduces negative affective responses through consideration of the individual cost caused by the downsizing process. With appropriate downsizing plans, survivors’ (employees retained after downsizing process) emotional reactions will not necessarily comprise only of negative emotions but they may, under certain circumstances, also experience some positive emotions.

FAS, (www.fas.ie) the Irish National Training Authority, and our business partner for this part of the project, provide a support service to employers who downsize and offer redundancy to their employees. The service working with the organisation to provide the following services/information to the employees:

1. Presentation of FAS services to employees
2. Registration with FAS
3. Funded upskilling of employees
4. Access to career guidance tool and employment officer, who advises on career path, placement and competence assessment
5. Priority access to training courses
6. Free CV preparation, mock interviews and access to advertised vacancies
7. Freephone service to contact employers
8. Free multimedia training
9. On/off job traineeships
10. Person is ‘tracked’ all the way through the process

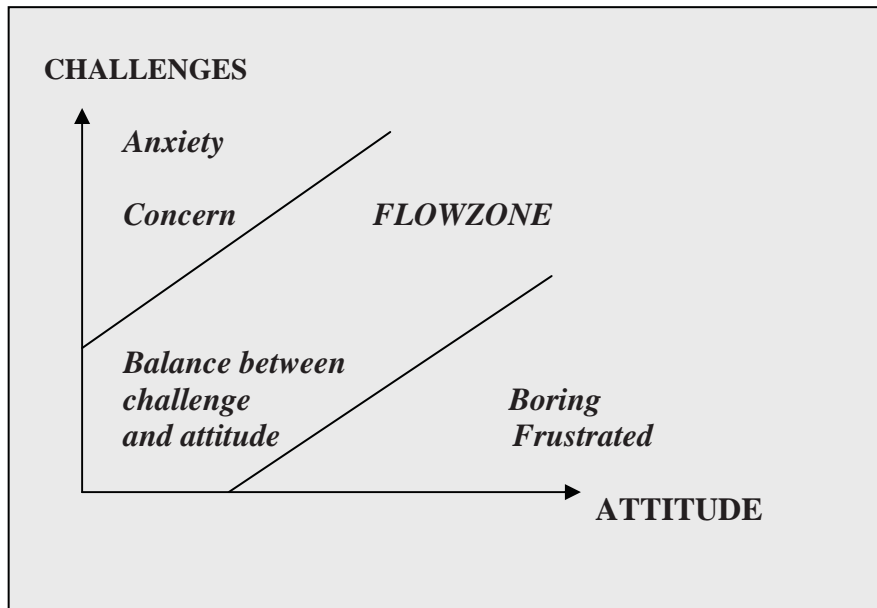
The presentations in Pezinok showed how the work is proceeding in the partner countries:

- There is an evident need for a career guidance system in the EU.
- Career guidance has been mainly used in downsizing practices.

- There are connections to career guidance in recruitment practices. - How should we use Career Guidance as a tool when a company is handling an employee's future?
- Discuss procedures that work and how career guidance can be used.

4.12. Competence

A random commitment to competence will give negative consequences. Tasks and training must match/correlate. See illustrating modell below:



The main processes for competence evaluations:

A business' competence evaluations can take the following process as a starting point:

1. Competence objective
2. Competence level
3. Competence gap
4. Competence supply

1. Competence objective

A business' competence objective can have various result objectives. Such result objectives can be:

C O M P E T E N C I V	O B J E C T I V E	Total Competence development	Concerns competence in all areas – extensive survey with large information requirement
		Critical Competence development	Identify and analyze critical shortages. Which competence is the weak point and which competence supply is most important.
		Strategical Competence development	Identify and strengthen the business' competitive edge

C E	Competence development / Alteration with change-over (Mainly with downsizing)	Need for new and/or changed competence with change-over (Mainly with downsizing)
	Attitude- Competence	Change competence Cooperation relations Attitude changes Motivation development

Method for determination of competence objectives is carried out.

2. Competence level

At all times, the business will need to be aware of the competence requirements and have an overview of the competence which is available.

In order to have appropriate knowledge about the competence available, it is necessary to have good systems in place for registering and updating the employees' competence.

If the overview of the competence in the company is not satisfactory it is advised to carry out a competence survey analysis.

Competence survey:

Many businesses only use the appraisal interviews as an instrument and basis to meet competence requirements. The appraisal interviews will also be a necessary part to carry out the competence development initiatives.

Various types of survey models exist, but the method in most cases have similar characteristics. The simpler survey models are usually the most applicable. They are easier understood and accepted.

A survey is to be carried out with the employees consent and motivation. Employees and employees' organizations have wider acceptance to methods which are developed based on simple principles and formulations. Surveys which meet opposition in the organization will generally receive limited impact.

Bais model:

The basis/standard in determining the employers competence requirements will be:

Determine competence areas

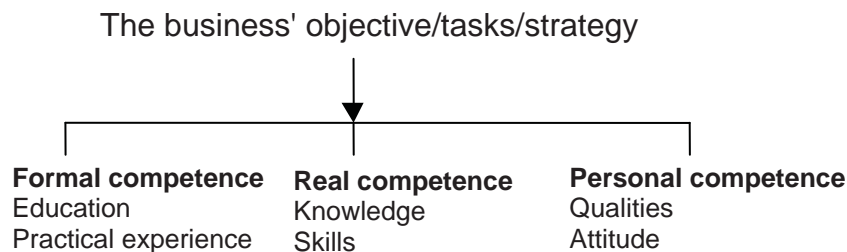
Define competence levels

A fundamental form based model could look like this:

Level:	COMPETENCE AREAS							
	A	B	C	D	E	F	G	H
1								
2								
3								

An elaboration of the basis model is prepared.

Many professional areas/positions require various types of competence. The following model illustrates an elaborated competence term and how the level can be described:



The basis model for real competence and personal competence:

L E V E L	REAL COMPETENCE				PERSONAL COMPETENCE			
	Comp. Area	Comp. Area	Comp. Area	Comp. Area	Comp. Area	Comp. Area	Comp. Area	Comp. Area
1								
2		Knowledge/skills						
3								

Elaboration of the supplementary method is prepared.

3. Competence gap

The competence gap is a result of the gap between the surveyed competence level and the competence demands. The analysis will be simple if the information about the competence levels and the competence demands are concrete.

Registering the competence gap can be completed in numerous ways, but the following simple basis model illustrates the principle:

Competence area	Name of the employee			Name of the employee		
	Need	Has	Gap	Need	Has	Gap

Elaboration of the analysis/overview of the competence requirement is prepared.

Competence supply

The training initiatives will be a result of an appeared gap and/or desired direction for competence development.

The competence requirement may appear for example as such:

Level 1	Introduction course	The training shall provide competence at level 1 (be familiar with). The purpose is to give an initial introduction to the area.
Level 2	Technical course	The training shall provide competence at level 2 (be able to). Knowledge and skills ensure that one independently can do the job.
Level 3	Comprehensive course	The training shall provide competence at level 3 (have a command of). This training is more extensive and will often be a combination of theory and practical training.

Method/system for a comprehensive competence development plan/training plan is prepared.

4. The competence supply:

Internal competence development (training at the workplace)

External training (selection of external training organizers)

Recruitment of new employees

The carry out plan for training is prepared.

Random focus on competence development results in unfortunate consequences.

Training and tasks must be in the best possible accordance.

Introduction

Towards the end of the last century and continuing in the new one, the nature of organisations and the employment relationship has changed. Increased globalisation, the breakdown of traditional trade barriers, advances in technology, and increased mobility have all contributed to changes in human resource management. There has been a progression from scientific management, through 'best fit' and 'best practice' models of human resource management to the human capital architecture approach of Lepak & Snell (1999). This evolution in the models and approaches to managing employees reflects the increased complexity of the employment relationship in the new millennium.

The traditional hierarchical organisation and the concept of the ‘job for life’ are becoming increasingly rare. Human capital, as in the skills, knowledge, and general attributes of an organisation’s employees, has been viewed with increasing importance, to the extent that it is frequently considered a source of competitive advantage. One of the approaches to developing human capital has been the competency approach.

This paper outlines some pertinent points from the vast literature in relation to competencies. Specifically, competency models, approaches and frameworks, individual and organisational benefits, performance maps and examples of good practice in the Irish public and private sectors are reported.

After decades of research and publications in the area of competencies there is still confusion about a precise definition. Gunnigle et al. (2006) identified two main streams of work: for example, Boyatzis (1982) who focused on the skills and abilities a person brings to the job; and Harrison’s (1997) vocational approach which focused on the competencies required for a job, i.e. the behavioural characteristics and standards of performance. Numerous other researchers have contributed to the debate. Psychologists, management theorists, HR managers, and other interested stakeholders emphasise different aspects.

4.13. Competency Models and Approaches

UK Occupational Standards Model

The National Vocational Qualifications (NVQs) in the UK viewed competence in terms of job-specific performance and outcomes. The levels of description in the Occupational Standards Model covered - key purpose, key role, competence ‘units’, and competence ‘elements’ – broken down into performance criteria - how the characteristics of competent performance are recognised, and range statements - the situations or contexts in which the competence should be displayed. NVQs were assessed on the basis of this model which developed occupational standards to cover all key vocational areas. By the mid-nineties standards existed for over three-quarters of the workforce.

Job Competence Model

The Job Competence Model views competence as having three interactive components, namely: tasks, i.e. routine skills; task management, i.e. dealing with a number of required tasks; and role or job environment, i.e. the skills required to deal with other people and situations. Cheetham & Chivers (1996) considered the job competence model to be more dynamic than the occupational standards model - ‘though it lacks specificity in relation to the range of potential skills in the task management and role/job environment categories; nor does it include any explicit role for knowledge, cognitive competence or ethics and values’. (Cheetham & Chivers, 1996, p22).

Behavioural/Personal Competence Models

A number of American researchers focused on behavioural and personal competencies, particularly in relation to management and other professional areas which contribute to effective professional performance. For example, Schon’s (1987)

work and his concept of the “reflective practitioner” in relation to professional practice highlighted the importance of acquired tacit knowledge (knowing-in-action); and ability to learn through and within practice (reflection). This work has been influential within many areas of professional education and the concept of the “reflective practitioner” is now commonplace. Personal competence may also indicate future performance as opposed to the functional competence of the present. ‘However, there is no guarantee that a person who apparently has the right mix of personal competencies will be able to “put it all together” and deliver the desired outcomes. Hence, the main weakness of focusing primarily on personal competence is that the approach does not define, or assure, effective performance within the job role in terms of the outcomes to be achieved’. (Cheetham & Chivers, 1996, p22).

Meta-competencies

Some competencies are considered common across all occupations and may be necessary prerequisites to the development of more role-specific competencies, e.g. Nordhaug’s (1994) reference to communication, problem solving and analytical capacities.

Core skills

Core skills are different from meta-competencies. They usually consist of: Communication, Numeracy, Information Technology, and Personal Skills – working with others; and improving one’s own learning and performance. They may all be useful transferable skills which are likely to be of use in most occupations, they are not all overarching; nor is the acquisition of other competencies necessarily dependent on them. Vocational Qualifications usually imbed these core skills in all occupations and Qualification Frameworks view core skills as part of any competence-based development programme.

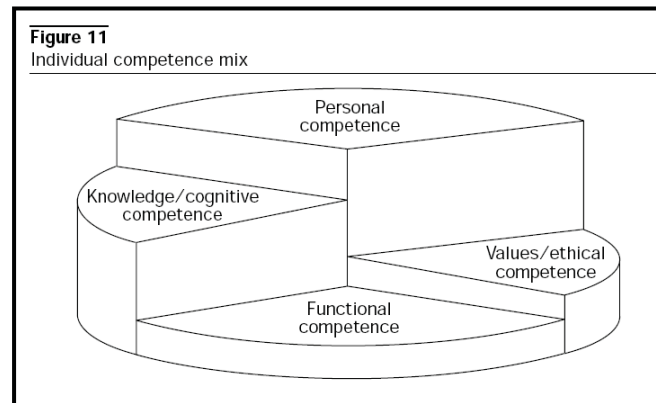
Holistic Model of Professional Competence

Cheetham & Chivers (1996) attempted to develop a holistic model of professional competence. Their model incorporated functional and behavioural competence, and additionally metacompetence and ethics. They acknowledged that competence was a difficult concept particularly in relation to professional occupations that required complex and varied knowledge and skills. This holistic model attempted to combine the strengths of previous models within a coherent framework to offer a more complete model of professional competence.

At the core of the model were four key components of professional competence: Functional competence – ‘...the ability to perform a range of work based tasks effectively to produce specific outcome’ (Cheetham & Chivers, 1996, p24); Personal or behavioural competence – ‘the ability to adopt appropriate, observable behaviours in work-related situations’ (Cheetham & Chivers, 1996, p24); Knowledge/cognitive competence – ‘...the possession of appropriate work-related knowledge and the ability to put this to effective use’ (Cheetham & Chivers, 1996, p24); Values/ethical competence - ‘...the possession of appropriate personal and professional values and the ability to make sound judgments based upon these in work-related situation’ (Cheetham & Chivers, 1996, p24). The four core components were overarched by meta-competencies, e.g. communication, self-development, creativity, analysis and problem solving.

Cheetham & Chivers (1996) represented their “individual competence mix” model three-dimensionally. The model allowed for a professional to continue developing each core component further, increasing the depth of competence within each towards the highest levels of excellence in terms of professional performance.

Figure 1. Cheetham & Chivers’ Individual Competence Mix



Source: Cheetham & Chivers (1996)

Competency Frameworks

Ruth (2006) carried out an extensive literature review on the frameworks of managerial competence. Although the emphasis was on managerial frameworks, Ruth’s observations on competency frameworks, education, training and development apply to different occupational levels.

‘The “skills”, “effectiveness” and “competence” that managers develop within a given context may also not be “positive”, “ethical” or “generalisable”... Another important distinction is between management development as learning and management development as performance. (Ruth, 2006, p208).

Ruth commented that the literature showed ‘The search for competencies was accompanied by a focus on learning and the concept of the learning cycle (Revans, 1972; Kolb et al., 1974)’ Ruth (2006, p210). Three main approaches to competency were reviewed: The Behavioural Approach ‘is primarily based on outstanding performers. Competence assessed actual behaviour, defined in terms of underlying characteristics, knowledge skills and motives, and was causally related to superior performance (Stuart and Lindsay, 1997). Different researchers measured performance and competences differently’ Ruth (2006, p211).

The Standards Approach ‘defines minimum levels of accepted performance in a specific job or positions, and focuses on actual job output...’ (Ruth, 2006, p211). This approach was criticised on a number of aspects ‘In sum, the approach lacks

developmental focus, output and outcome competencies ignore process competencies, and it standardises standards by assuming each unit is equally important (Iversen, 2000, p. 14...' (Ruth, 2006, p211).

'The situational approach explores factors that may influence the required competencies and also contained limitations and generated debate. "Situational factors vary so much that it is impossible to make a generic list of managerial competencies that are relevant for most managerial positions... developing a framework of competencies involves abstraction, aggregation and standardisation. The extent to which this takes place is precisely the extent to which its applicability and usefulness in any particular situation is vitiated'. Ruth (2006, p212).

Again in this review the ambiguity surrounding the definition is referred to - 'We cannot dismiss the need to develop "competent" managers. What we need to do, it seems, is to re-examine what we mean by "competent", consider how appropriate or inappropriate frameworks might be, and search for ways to express and practice what we might, with reservation, call "the development" of managers' Ruth (2006, p217).

This difficulty with the ambiguity of the term 'competency' was also highlighted by Robinson et al. (2007) who defined a competency 'as any measurable individual characteristic that differentiates superior from average performance, or effective from ineffective performance.... Within this definition, competencies can therefore include, inter alia, motives, traits, self-concepts, knowledge, and skills (Spencer and Spencer, 1993'. Robinson et al., (2007, p66).

Competence: Benefits to the Organisation

Despite the confusion regarding definitions and frameworks, organisations are increasingly using a competency approach for learning, training and development. A large-scale survey conducted in 2004 by the Chartered Institute of Personnel and Development (CIPD) found that 62 per cent of UK organisations use competency-based interviews in their selection processes (CIPD, 2004b,) and that this figure is reasonably consistent across voluntary, private, and public business sectors', Robinson et al. (2007, p66). Vloeberghs & Berghman (2003) refer to the changing nature of organisations and the impact this change has on the work people do. These changes necessitate constant reconsideration of professional development. '...From an organisational point of view, competencies, talent and potential have become much more dispersed throughout the organisation, making them less visible. As a consequence, the need to inventory them increases. All these trends, particularly in terms of their interrelationships and mutual influence, have placed competence and career development in a much more individual, personal perspective..'. (Vloeberghs & Berghman, 2003, p515).

The competency approach is considered to improve the organisation's ability to achieve business goals and aspirations, and to position the company for future challenges. This approach can provide a better structure for training and mentoring, better focused training budgets and result in more 'value for money'. Developing people's different competencies, as for example the individual competencies mix (Cheetham & Chivers, 1996), is also seen as a means of increasing employee loyalty.

Competence: Benefits for Individuals

Given that organisations and the nature of employment have changed as Lepak & Snell's (1999) human capital architecture outlined '...different types of employment contract for different categories of workers...' (Gunnigle et al., 2006, p69), so employees are also taking increasing responsibility for their own career management. Hall (1998) developed the concept of "protean careers", which are characterized by frequent change, autonomy, and self-direction. In this context the competency approach to training and development is viewed as benefiting the individual employee in a number of different ways. It results in higher professional competence and confidence and generally provides an accountable system for qualification to higher rank. There are better communicated 'expectations' for different rank and positions leading to a clearer career path. Competence development is viewed as a means for continuous professional development leading to improved personal performance.

An individual can use job competency models to guide career development. In addition, competencies that need to be developed may be identified. It is also possible for an individual to identify other jobs or careers that make better use of the competencies he/she already possesses.

Performance Maps and Competencies

A performance map is a visual representation of the links, or the line of sight, between a role, the critical competencies for that role and the overall corporate business goals. Performance maps act as an anchor for the employee development process. They identify how each role within a department directly impacts the success of the overall company. They also identify the critical competencies employees need to master within a role if they are going to help the company meet its performance objectives. This emphasis on individual contribution helps employees understand the importance of their key competencies. By focusing on the competencies that are most critical in driving business success, employee development remains aligned with the strategic company goals. The result is competency-driven learning content that directly supports company performance objectives. Focusing on key competencies also helps avoid the creation of lists of skills and knowledge that can be overwhelming for both employees and their leaders.

Robinson et al. (2006) developed a three-phase methodology that would give an integrated and structured approach to forecast future competency requirements for organisations. At the end of their research they concluded 'The importance of accurately identifying competency requirements cannot be overstated; competency profiles are the bedrock of effective HRM processes such as the evaluation, selection, development, promotion, and reward of employees (CIPD, 2004a). Consequently, the adoption of a future focus to competency identification... will enable organisations to maximally exploit such HRM processes by approaching them in a more strategic manner' (Robinson et al., 2007, p87).

Competencies in Ireland – The Public Sector

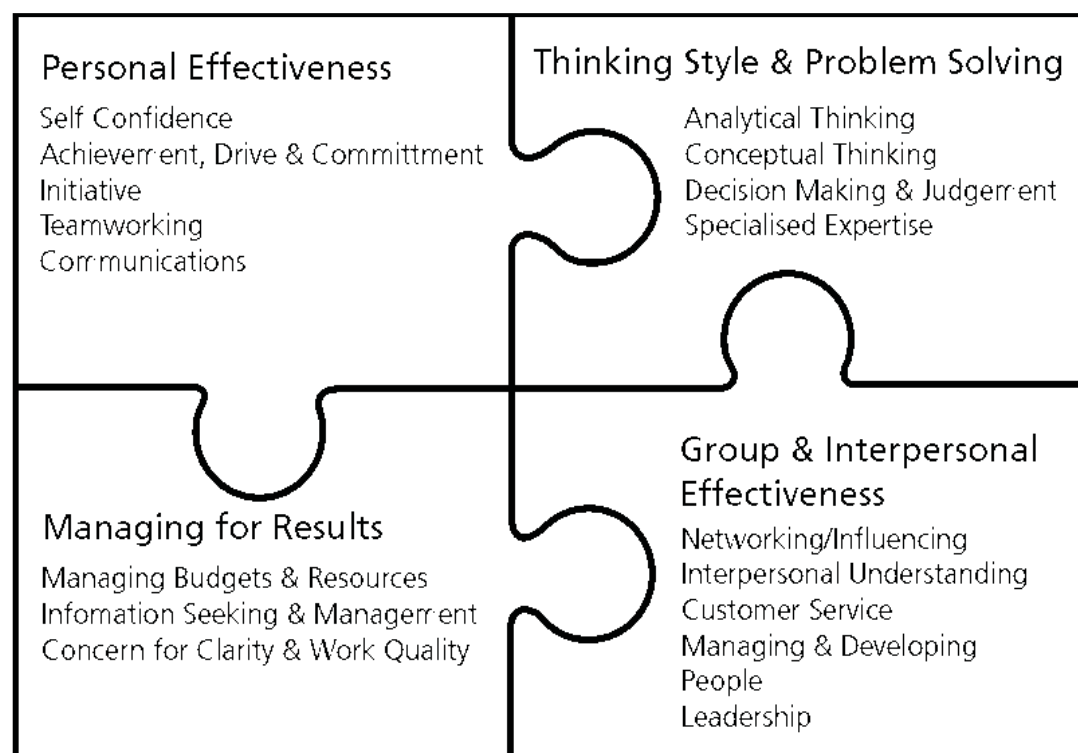
In Ireland the civil service operate a competency based Performance Management and Development System (PMDS). It is recognised that appropriate approaches to competency development must be in place to enable every member of staff 'the opportunity to develop the competencies (skills, knowledge, behaviours and attributes) needed to carry out his or her role effectively.' (CMOD, foreword). Also developing and improving competencies '...may also require us to challenge our assumptions and our traditional ways of behaving.' (CMOD, foreword). However,

the benefits of competency development are also highlighted ‘The individual benefits in enhanced abilities, greater motivation and personal satisfaction, while the organisation benefits from excellent job performance and consequently better quality service to our customers.’ (CMOD, foreword).

Competency development is ‘the development of the necessary behaviours and attributes as well as knowledge and skills required to do our jobs well in a way in which we realise our potential and provide the highest quality service to our customers.’ (CMOD, p2).

In its Excellence through Performance PMDS, the civil service identified seventeen behavioural competencies which are relevant and these are outlined in Figure 2.

Figure 2. The PMDS Behavioural Competencies in the Irish Civil Service



Source: CMOD

The jigsaw model in Fig.2 groups the seventeen behavioural competencies into four main clusters – Personal Effectiveness; Thinking Style & Problem Solving; Managing for Results; and Group & Interpersonal Effectiveness. Each of the seventeen behavioural competencies has a description, and development guides outline relevant discussion points for individual job holders and managers. Within this context, competency development is considered the responsibility of the individual job holder, line manager, PMDS reviewers, section heads, and senior management. Butler & Fleming (2002) identified a number of critical success factors in the effective use of competencies in the Irish civil service: Leadership and commitment from top management; Effective communication; Participation; Clarity of objectives, processes and principles; Monitoring and evaluation; Training and an emphasis on development; and CBM as a management tool.

The Irish civil service has developed competency frameworks for different sections and the employee grades within those sections. These competency frameworks contain summary definitions and behavioural statements appropriate to the relevant section and employee grade. An example of these may be found at: <http://ombudsman.gov.ie/en/Publications/Internal/File,2449,en.pdf>

Competencies in Ireland – The Private Sector

The FAS (National Training Authority) Excellence Through People (ETP) standard is available to all types of organisations regardless of size and sector and is recognised as Ireland's National Standard for Human Resource Management. The ETP standard was introduced by FAS in 1996 and it remains the only standard where the full human resource function is assessed within the context of each firm's strategy and business goals. Designed as a business improvement tool to further an organisation's performance through its people, its two main objectives are: to act as a business improvement tool as well as being a driver for change and innovation; and to promote employee learning, development and involvement in line with the organisation's goals.

According to Lovatt (2007), the focus of the ETP standard is to get organisations to look at their human resources as a source of competitive advantage. There are a number of different levels - Standard (500 points), Gold (750 points), and Platinum (1000 points), and eight steps (see below) to achieving the ETP standard.

Accreditation must be achieved to the standard level before progressing to the gold or platinum levels of Excellence Through People.

There are currently 600 organisations, employing in excess of 150,000 people accredited to the ETP standard in Ireland and these organisations are representative of the indigenous and multinational manufacturing and services sectors, the public and voluntary sectors.

Once an organisation expresses an interest in ETP Qualification a qualified assessor is assigned to the company and the assessment process is discussed and agreed. Once the assessment is completed and reviewed, the assessor prepares a report for consideration by an independent FAS Excellence Through People Approvals Board, which is representative of the Social Partners and Professional Organisations. The Board meets on a monthly basis and its role is to consider and grant approval to successful companies.

8 Assessment Criteria for Excellence Through People (ETP) Standard

The ETP Qualification includes eight assessment criteria which organisations must satisfy to achieve the Excellence Through People standard. These are:

1. Business Planning and Quality Improvement; the organisation plans where it is going and continuously improves its approach to quality.
2. Effective Communication and People Involvement; the organisation communicates with and encourages its people in an effective manner.
3. Leadership and People Management; the organisation leads and manages its people and their performance to pre-determined objectives in a competent and effective manner.
4. Planning of Learning and Development; the organisation plans the development of its people in support of the achievement of its business objectives.

5. Training and Life-Long Learning; the organisation maintains and continuously improves a culture of learning and development.
6. Review of Learning; the organisation reviews the impact that people's learning and development has had on performance and identifies improvements as a result.
7. Recruitment and Selection; the organisation recruits and selects its people in a professional fair and competent manner in support of its business objectives.
8. Employee Well-Being; the organisation provides for the health, safety and well-being of all employees in a fair and non-discriminatory manner.

The organisation gains a number of benefits from achieving the ETP standard. A number of these benefits are:

- A framework for planning future strategy and action;
- Benchmarking against best practice in specific industry sector;
- A structured way to improve the effectiveness of communications, learning and development;
- A framework to identify statutory compliance with - health and safety law, employment law, freedom of information, information and consultation directive.
- An independent evaluation of systems and processes;
- Increased employee communication, trust, empowerment and involvement;
- Allowance for continuous improvement and the opportunity to stretch the business goals;
- Improved staff retention and recruitment.²⁵

Included in the appendices is the Certification Guidelines to Standard Level of the FAS Excellence Through People Business Improvement Tool, as an example of the process undertaken for accreditation by Irish organisations.

4.14. Documentation of competence

Internally in the company

The companies should have their own system for documenting competence.

Examples of registering employees professional competence in relation to concrete competence registration may be:

Job analysis. The methods for a job analysis are numerous, but they should end up with a specification which describes all types of requirements for the position.

Job descriptions. Job descriptions start a thinking process in relation to job requirements.

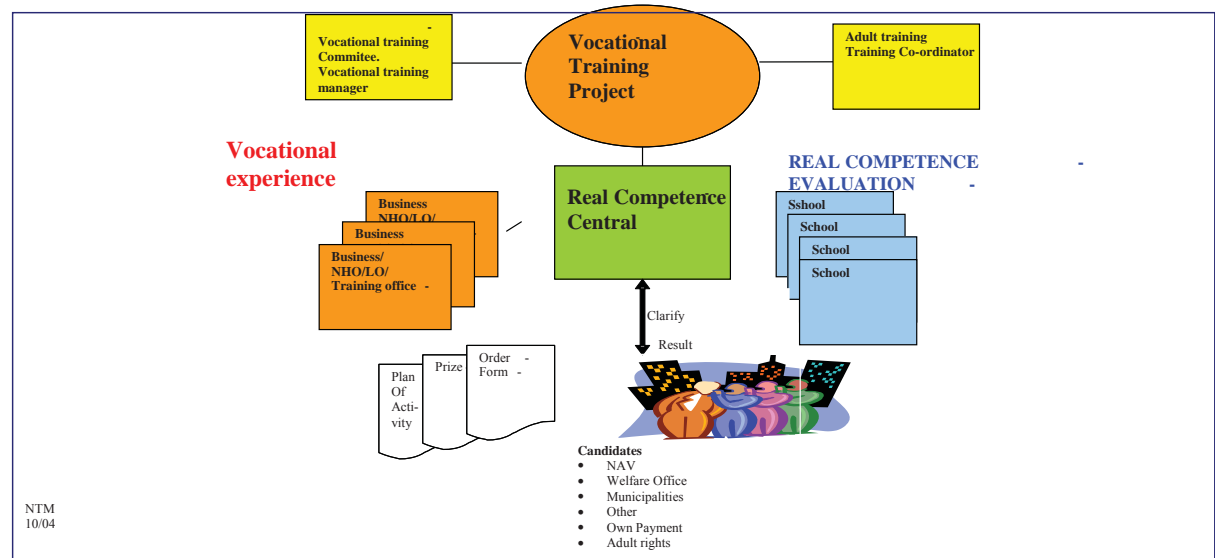
Carrying out appraisal interviews. The competence level can be concrete through dialogue with each employee about their work tasks and objectives.

Competence interview. A competence interview can be carried out if the company needs assistance from those who hold the positions and carry out the work tasks.

²⁵ References – see page 130

A data system for documenting competence internally in a company is installed.

The public system for documenting competence :



Further information is prepared about:

Approval of real competence:

- How is the service developed
- Who can benefit from its use
- The conditions for use

Vocational experience:

- How is the service developed
- Who can benefit from its use
- The conditions for use

Public certifications:

- Drivers license
- User certifications within technology and mechanical industry
- Other user rights

Ireland - The competency movement and a knowledge-based society.

In the latter half of the 20th century the competency movement originated as a response to the need to increase the efficiency and competitiveness of the labour force and market. In this time period the business market changed from a mainly local to an international arena. The recession of the early 1980's was followed by the proliferation of technological advances in the 1990's, which led to the globalisation of business. The change in world economies and market conditions rendered former traditional organisational models ineffective and companies sought to readjust and restructure in order to stay abreast of the new dynamic transnational environment. It

soon became apparent, that the ability to adapt, to inform and to up-skill was paramount in order to achieve success. It was imperative to co-ordinate a new approach centered on encouraging and endorsing competent and skilled employees.

Arising from this, the focus turned to the company's primary asset, its personnel. Boam and Sparrow (1992), argued that organisations during this period sought to find an approach that would result in a long-term change in peoples' behaviour and that this approach was competence-based models of organisations. Competence-based systems seek to highlight the competences of the existing workforce and to analyse disparities by comparing them to the companies' defined core competences. Once identified, the objective is to enhance the overall performance of employees through appropriate and specifically customised training and/or further education, thereby equipping people with the necessary support and requirements to manage changing job profiles.

Competence can be defined as "the knowledge, skills, behaviour, qualities and personal attributes necessary to produce effective performance in a certain role or task"(NCPP, 2003, p3). Within this context, the area of concern is an action, to be represented as an output, a descriptor of what the person can actually do and to what level. While knowledge is, in general, comparatively quantifiable through formal certification, it has been recognised that in isolation, knowledge does not always infer successful job application. Competence frameworks aim to assess knowledge in conjunction with the 'soft skills' that are required to produce flexible, motivated and dynamic personnel. These are attributes which remained formally unrecognised but are currently deemed indispensable to meet market demands. Skills, behaviour, qualities and attitudes are not always easily visible, obvious, or clearly definable, yet these real competences "such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility"(YFJ, 2005, p2) are fundamental to job performance and are frequently the intrinsic qualities in those who excel. A point of interest, to this study, is that competence development frameworks, which have since been widely adopted around the globe, focus on the behavioural traits that are essential to achieve high performance levels and to subsist in a growing socio-cultural business environment. In addition to this, the growth of competence development programmes has provoked a new understanding of the work place as a learning environment and not simply a setting to complete daily tasks. A resulting behavioural change is that employees learn to take responsibility for their own advancement and cultivate new styles of working and learning.

European Initiatives.

Over the past decade, the growing appreciation that investment in the training of people is the means to economic growth and the increasing awareness of the development of human resources as a key requisite in the transition towards a knowledge-based society, has been recognised and reiterated in innumerable European policies and frameworks. The conclusions of the European Council, held in Lisbon in March 2000, signalled a change of direction for education and training policy makers, seeking to enable a more efficient, capable and competitive Europe. Arising from this, working groups have issued recommendations, guidelines and

memoranda urging increased investment in education and training, up-skilling and competence development, and the validation of non-formal and informal learning.

Amid the contemporary backdrop of continuously advancing technologies, employees of all ages, and employers, are increasingly conscious that the recognition and development of competences and qualification levels must be encouraged to ensure employability, and to maintain a strategic and competitive position in the global market. In addition, there is the reality of occupational and geographical mobility throughout a working life. No longer are employees destined to remain in the same job until retirement, but are progressively realising the advantages of attaining diverse employment experiences, thereby fostering a flexible and adaptable workforce.

These new challenges (together with other important aspects of debate including better social cohesion and inclusion and greater accessibility to the labour market for all citizens) have given impetus to reflect on the merits of life long learning and guidance as pivotal components to the attainment of economic and personal objectives. Guidance, traditionally viewed as a bridge between school and work, has broadened in purpose to envelop any period of transition in a life span enabling “citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make 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”(CEU-2, 2004, p2). Effective life long guidance would ensure a more efficient investment in education and training and would facilitate the path to a more personally orientated career progression.

To achieve a resourceful and competitive workforce and to ensure that lifelong learning and guidance becomes a reality for everyone entails intensive focus from all collaborators on the degree of skills and competences held by an individual and/or within the entirety of the company. Traditionally, formal qualifications have been adeptly represented through the Curriculum Vitae. However, contemporary, competence-based attitudes require more than certification of knowledge to assess the suitability of a person to a job, as it does not adequately describe the person’s capacity to perform in a modern work environment. Increasingly, it would appear necessary, to design and implement a structure that would systematically articulate and measure the complete range of knowledge, skills and competences valuing those which have been acquired in a more informal manner.

Validation of prior learning.

The validation of non-formal and informal learning, in the last decade, has become the cornerstone for European policies and directives on education and training. An increase in consciousness of the previously under-estimated significance of informally acquired competences, and the numerous advantages to be derived from the accreditation of such learning (the empowerment of individuals through the recognition of skills and professional development, the provision of cost-effective, tailored training, re-integration to the workforce of disadvantaged or excluded workers, easier transition to further education and/or reduction of time required to complete courses, enhanced human resource development) has given impetus across

Europe to devise assessment methodologies which would assess and authenticate learning outcomes in work, leisure and home situations.

While most European countries are active partners, levels of development of such frameworks range from states which are only recently envisaging constructing national legal frameworks such as Luxembourg, Liechtenstein and Hungary, to those who are progressing towards national systems, including Ireland, Norway, Italy, the United Kingdom, Germany and Austria to those who have permanent, established legislation in situ, France, Finland and the Netherlands, Denmark and Sweden. France is arguably the forerunner with legislation dating from the 1930's allowing the title of engineer to be awarded to a person over 35 years of age, with at least five years experience in the trade, on the assessment of professional activities. The concept of validation of competences acquired outside normal domains has equally been present in Norwegian law since the early 1950's.

While models for assessment may vary across the borders the procedure is relatively homogeneous. The learning experience is assessed against national standards (for example, HETAC in Ireland, COLO in the Netherlands) or against the ISO European standard framework, through a variety or combination of methods (oral/written examination or self-declaration of abilities, observation in the work environment, simulations of real situations, evidence of work displaying aptitude) from where an outcome is recognised, assessed and validated.

Educational benefits of validation.

Traditionally across Europe access to higher education was through certification from second level institutions. For those who, for various reasons, lack proof of standard, validation of prior learning acts as a gateway to higher education establishments, notably in Finland and in Norway.

When measuring an individual's competences in specific areas, levels of competences are established and appropriate acknowledgement is attached to the experiences. In some instances, this will lead to module exemptions or credit transfers, which will significantly shorten the duration of time spent in formal education, initiatives in France, Validation des Acquis Professionnels (VAP), in Denmark, Voksenerhvervsuddannelsen, (VEUD), and in Ireland, Accreditation of Prior Learning (APL, FAS).

In some instances, these initiatives may give access to final examinations, e.g. Externenprüfung, a German initiative, encourages experienced workers without conventional training, to sit exams. In other instances, the result may be in the form of certification or part-qualification, e.g. Teilqualifikationen in Germany, offers workers accreditation for their accomplishments even if this does not amount to a full qualification.

Validation methods are being introduced in the private sector, but it is often difficult to access detailed information. Within this sector, validation is viewed as cost-effective as workers are only trained where there is evidence that further training is required and furthermore, by validating competences, workers are required to spend less time in formal training

Validation of non-formal and informal learning is still relatively new, and much is to be done to ensure an homogenous and reliable standard of measurement that will give an accurate account of the level of competence. Of primary importance is that on a national and European level, individuals of all backgrounds, and probably more especially those who have been disadvantaged or excluded, are given a forum where their capabilities can be recognised and quantified. Formal qualifications and education systems have heretofore, dominated mobility and employment selection, but increasing flexibility, within formal education, have fostered opportunities for those, who would previously have been excluded. The traditional methods for achieving formal qualifications are being transformed and learning, of all nature, is being accredited. Experience is increasingly being treated with the same regard traditionally reserved for higher education qualifications. Society and industry are realising that “using learning outcomes as a key element in qualification frameworks implies a lesser need to be prescriptive in relation to the inputs to the learning process. It is the level of competence achieved at the end of the process that is looked at. In this way, a broader set of learning pathways are legitimised” (Otero, 2005, p14).

Benefits from the documentation of competences.

As outlined above, documenting competences for validation purposes is an important practice, yet validation is not the only advantage to the procedure. The subsequent transparency of competences, when regularly updated and recorded has positive implications for all parties concerned. The following outlines some of the advantages to the employee, the employer, and society in general, from a structure to systematically document and revise behavioural competences.

Overcoming inadequacies in the traditional Curriculum Vitae.

Traditionally, cognitive competences, or knowledge, were used as a means to assess an individual's aptitude for a job and formal qualifications were presented through the Curriculum Vitae. However recent reforms in Human Resource Management have broadened this one-dimensional concept of applicant suitability to incorporate the ‘soft skills’ of the candidate. These soft skills are viewed as imperative in the current work environment and require their own particular method of presentation. This involves a document to articulate and assess behavioural competences and to communicate detailed information regarding performance behaviours. Such a document would provide added weight to the Curriculum Vitae, facilitate the presentation of these competences to a potential employer, and provide clear and relevant information for jobs that do not require formal qualifications.

Awareness of competences for all.

In order for personal competences to be put to their best possible use they must be acknowledged, explored and extended. However, very often, the person in possession of these skills is either unaware that they exist or does not realise their value as they have not been recognised or quantified by a formal qualification. The resulting consequence is a significant loss of opportunity and resource for both an employee and an employer. In the interests of the employee, they are constraining their potential for personal development while the employer is not harnessing the maximum capabilities of the work force.

A file to document competences assists the individual to articulate and decipher his/her real competences through descriptors that demonstrate informal achievements and competences. This allows for the transparency of the entire scope of person's experience, across all areas of learning, including social, family, and volunteer work, irrespective of how the knowledge/skill has been acquired.

Companies benefit from such systems because they communicate the personal skills and competences of the workforce, revealing the full complement of human potential they possess. The company is in a position to accurately match individual competences to the company's core competences and developmental requirements, and correctly assess disparities and training needs. In areas of recruitment, a document testifying to high behavioural performance will increase the probability of correctly complementing job and applicant.

Within the context of lifelong learning.

Within the context of today's working environment, the only constant is change. The concept of lifelong learning is being viewed as intrinsic to economical and societal advancement. The foundations of lifelong learning lie with the contemporary understanding that the acquisition of knowledge is not exclusive to one particular stage in life, nor is it solely within the remit of formal education. Rather, it is a continuous process encompassing all phases and areas of activity throughout life (personal, civic, social and work-related), building steadily from 'the cradle to the grave' (RTLL, 2002, p7). Pursuits, previously understood as leisure, social and family-centered are today being recognised as contributing to a person's lifelong learning.

To remain competitive and ensure employability, current industrial demands exact a workforce that can consistently and proactively adapt and up skill. New technologies require mastering in order for both company and employee to survive. Lifelong learning embodies this necessity as "it is about employability and adaptability, as well as about personal development and fulfilment, and it recognises the existence of a variety of learning needs and learning forms that cannot be standardised but should rather be combined"(Otero, 2005, p13).

The informal manner in which learning frequently occurs renders learning outcomes difficult to appreciate and measure. However, the value of such learning for individuals, companies and society at large is increasingly evident. Therefore, to allow each individual to take his place within the continuum of lifelong learning, competences must be defined, established and documented. The person will be able to utilise the information to target new goals or career opportunities and map his/her progress of these objectives, revising the document as proficiency levels increase or new skills are realised. Furthermore, such a document would re-enforce the understanding of the workplace as a learning environment and not simply as a setting to complete daily tasks. This would fulfil the dual function of satisfying both employee and employer that the array of knowledge and competences required for continuous success is being achieved. Within the workplace, recording competences brings relevance to experiences and it is stimulating and motivating for everyone to acknowledge progression of all nature, irrespective of how it has been acquired.

Links with the need to facilitate lifelong guidance.

The concept of lifelong guidance is gaining momentum as people appreciate lateral, vertical and horizontal career movement. Increasingly there is an understanding of the concept of transfer of skills where a whole body of competences can be explored and adapted to a variety of professions. Existing, informally acquired skills and competences, can be viewed as a focal point from where an individualised penchant can be ascertained and supported. Therefore, a record that organises competences could help a person choose a path more appropriate to their personal preferences further allowing them to chart a course of career progression. A document pertaining to a person's competences should be viewed as a cumulative file, recording experiences and skills as the person progresses through life. As already mentioned, the concept of a job for life is quickly being replaced by job mobility. This makes it imperative that the achievements and the experiences gained are recorded and filed. Under these conditions a person's evidence of skills would not be lost in job transition but ensure a record of personal competence development. A system to document and recognise competences would be the cornerstone of lifelong learning and guidance.

Social inclusion for all.

For those who have not been in the workforce for various reasons (housewife, unemployed, socially excluded or disadvantaged people) documenting competences and experiences acquired in informal contexts could demonstrate the level and quantity of skills they have attained throughout their lives. Therefore a document compiling competences would allow for an easier transfer from unemployment to the working environment and/or training. It is potentially a tool to reintegrate into the workplace those who, for numerous reasons, lack formal proof of their competences, thereby empowering them to uncover and appreciate their own skills and secondly to embark upon a plan to realise and pursue their abilities.

Cohesion within Member States.

In many countries throughout Europe, much work has been completed with respect to this topic. However to ensure cohesion throughout member states, enabling increased mobility, there should be a standard framework so that criteria could be measurable and homogeneous. With respect to both national qualifications and competence development more transparency is required in order to facilitate communication between different systems. Europe is growing steadily and this has generated much geographical movement within the states. However, frequently, immigrants find themselves in lower-skilled jobs because their qualifications are not recognised or cannot be validated in the host country. This applies equally with regards to competence levels, as there is not currently a commonly recognised document in which to present personal competences. On a broader level, a climate of documenting competences would develop a culture of recognition of the importance of competence development in a lifetime.

Examples of Good Practice.

The European Language Portfolio was devised, between 1998 and 2000, by the Language Policy Division of the Council of Europe, Strasbourg. The portfolio is a document to record and to encourage further development of personal language acquisition and intercultural experiences (both formal and informal), following the learning from beginner to proficiency levels. The portfolio is comprised of three files; a Language Passport, a Language Biography and a Dossier.

The Language Passport assesses and presents a learner's current language ability against the reference levels detailed in the Common European Framework. It is a self-assessment tool which allows for frequent revision and is designed to record in real terms the tasks which can be performed by the learner in an authentic context. Formal certification may also be included in the passport. The Language Biography acts as an aide for progression, as it encourages reflection on former language-learning experiences and planning for future learning in an autonomous way. Finally, the Language Dossier is a file containing evidence of personal work which attests the learners' ability to perform the linguistic and cultural experiences which have been described. It contains informal personal statements of tasks the person can accomplish in the target language, evidence from former colleagues / employers who have observed these competences and certification of formal qualifications relating to the language.

Most European Countries, while adhering to the Council of Europe's general format, have adapted and implemented their own country specific version of the European Language Portfolio. The file remains the sole property of the owner and the concept of the Language Passport has been integrated into the Europass portfolio.

The Portfolio of Intercultural Competence.

This portfolio reflects the increasing significance that is being credited to the role of cultural awareness in the success of many business operations, and the importance of managing in an informed and appropriate way people of differing cultural backgrounds.

The INCA project developed a Portfolio of Intercultural Competence to assess, document and encourage the understanding of cultural behaviours and enhance intercultural social skills. It was conceived in a similar framework to the European Language Portfolio, as outlined above, and contains three documents; a Passport of Intercultural Competence, a Biography of Intercultural Competence and a Dossier of Evidence of Intercultural Competence. As the document titles suggest, the salient difference between the portfolios is the subject matter which is been recorded and examined. However, the principals and outcomes governing each file remain intact. The portfolio identifies the individuals' levels of cultural competence against common guidelines and which in turn, outline specific areas of behavioural changes and training which will contribute to personal intercultural development. The portfolio can be amended to reflect and encompass new competences and additional training.

The Personal Competence Profile.

The private sector is increasingly taking recourse to competence-based profiling in the areas of recruitment and up-skilling. The personal competence profile has become an important tool in assigning the right person to a specific job and is prominent when appointing people in roles of leadership. This document is designed to compile and evaluate the necessary personal skills required to deal in a capable and successful manner in a variety of key situations.

The Personal Competence Profile aims to encompass, acknowledge and measure the many social aspects or 'soft skills' leading to the behavioural competences inherent in and required for various positions. It involves an assessment, by the person or others,

of a particular person's actual abilities or aptitudes in areas such as communication skills, analytical/abstract thinking, decision making, motivation, personal initiative and creativity, organisational skills, cultural awareness and other relevant personality related competences. Once the personal profile has been completed it can be compared to the job requirement details and the interview process can begin.

The language employed in a competence profile (the person can; demonstrate, evaluate, acquire, respond, develop, retrieve, promote, create, prepare, manage) is indicative of the fundamental objective of the document; to highlight and communicate the degree to which the individual can apply their personal skills in strategic circumstances. The competence profile examines the skills, values, and knowledge requirements for the jobs and expresses them in behavioural terms.

The competence profile is an effective and efficient means for a company to bring the most capable person to a particular job. However, once documented, the profile can also be applied to determine job evaluation, training, development and performance. For the purposes of up-skilling, it permits a constant review and an evaluation of the skills required to ensure a permanently competitive and knowledgeable workforce. It is also a valuable indicator of the person's development plan, and can give an accurate representation of a person's level of proficiency in various areas. The profile may be constructed in stages, resulting in a continuum of career development and life-long learning.

SUM Denmark.

The SUM system (strategic development of employees: Strategisk Udvikling af Medarbejdere) in Denmark was established to allow enterprises, in the private sector, to identify and measure competences within their own company. This allows for the analysis of competences and competence needs of their own human resources. It does not aim to form a link with formal education but is mainly target a path towards further training.

Competence hand book(s).

The 'competence handbook' has, under different guises, become popular in many countries as a form of documenting and measuring competences. It is a method of self-assessment, set against common criteria, which is then authenticated by a third party. The aim is to identify skills which will allow the employee, and by consequence the employer, to appreciate competences and aptitudes that have been accumulated and to support and indicate areas for further training and development.

The 'bilan des compétences', implemented in France in 1985, is an early example of this system and is implemented through national law. It does not formally recognise competences through validation, but allows for key skills and knowledge to become more transparent. It identifies unexploited potential with the intention of enhancing career progression through new training possibilities. In France, every citizen is entitled, by law, to 24 hours work leave, to attend one of the many centres throughout the country and complete their own personal 'bilan des compétences'.

The Finnish 'Recreational Activity Study Book' aimed at the younger population, is a similar tool, in this instance with a view to creating awareness of learning which has occurred during voluntary and leisure-time activities. In operation since 1996, it was

created by the Finnish Youth Academy and today has over 70,000 adherents. Within the context of lifelong learning the aim of the Study Book is to instil from an early age, an appreciation of the value of informal learning in developing areas such as communication skills, problem solving and team spirit. It equips the young person with a sense of their own competences but can also be used when applying for jobs or training courses. There is no formal measurement or accreditation arising from the document but rather, it illustrates the self-development and learning through the participation in voluntary activities. The entries are formulated by an adult with the young person completing the section on 'self-assessment of the learning'. A similar project, aiming to capture skills acquired through voluntary activities, has been developed by Scouting Gelderland in the Netherlands. This entails a more detailed portfolio compiling and explaining skills and expertise formed in the course of their volunteer work.

The Competence Passport.

In recent years, many European countries have attempted to readdress the disparity which exists between the official recording of formally and non-formally acquired competences.

Various initiatives across Europe have been proffered to translate these non-formally acquired competences into an accepted, comprehensive working document. The competence passport, as part of the Realkompetanse project in the Scandinavian countries, the lifelong learning passport in Germany and the skills passport in the UK, are all attempting to cover the entire range of core social (soft) skills, stemming from the totality of qualifications and experiences of the individual.

The concept of making visible the tacit knowledge of the individual is explicit in each model. The competence passport is primarily a self-reflecting tool. The individual can review and assess his/her own proficiency in specific areas against pre-defined level indicators. Once this process has been completed, input is requested from a direct manager who can verify, amend or challenge the results, until a consensus is reached on the individual's actual skill levels.

The principle governing the competence passport is that it is a personal cumulative file which remains in the possession of the owner. Therefore, if the person seeks a new employment the passport travels also. Refining and up-dating the passport throughout life is an important element, particularly within the concept of lifelong learning and career guidance. Another significant element is that the competence passport will facilitate the transfer of skills and will be a valuable and comprehensive tool to present to an employer when changing employment.

The competence passport does not endeavour to validate competences, in the sense of an official certificate confirming qualifications. Instead, it offers a valuable document which gives voice and credence to the full range of the individual's experiences and key competences developed in vocational or non-formal settings.

The Europass.

The primary function of the Europass portfolio is to facilitate the geographical mobility of European citizens within its borders. It aims to encourage an environment of lifelong learning and engender a style of reflection and description which lends to a tangible catalogue of a person's competences. Europass is principally a file to enable the transnational transparency of diplomas, certificates and skills.

The Europass portfolio is composed of five EU coordinated documents allowing the individual to present and record their personal and academic experiences and skills in a clear and comprehensible standardised framework. The complete portfolio contains a Europass CV, evidence of foreign language proficiency and learning experiences within other European countries, and provides a Diploma and Certificate supplement which clarify professional qualifications within a European context. What is particularly pertinent to this study is the systematic inclusion, in each document, of details on personal aptitudes emphasising linguistic, organisational, artistic and social skills. These documents enable the holder to express experiences attained in the course of life but which have not perhaps been officially validated, and the documents also chronicle formal qualifications.

Personal Competence Document (PCD).

One of the many initiatives launched by the Norwegian Association for Adult Learning has been the introduction of the Personal Competence Document (PCD). It is a self-evaluative tool to aggregate competences developed in the course of non-formal learning and voluntary pursuits. The aim of the PCD is to instigate in the person, a consciousness of the competences they have acquired through various activities outside the formal educational framework. It is designed to represent the cumulative record of competences accrued by focusing on competences incurred within non-formal learning and voluntary contexts.

The user charts, documents, and describes a wide range of behavioural and work-related competences which can eventually be used as a tool of validation, within the education system or working life if the user wishes. Formal certification and qualifications, when applicable, can be listed as part of the document to accredit the description of competences.

Another important function of the PCD is that it serves indirectly to increase the confidence and motivation of the individual. The complete PCD puts words on these experiences presents the individual with a clearer picture of their abilities and skills. The PCD can be employed by in user in a variety of circumstances. As the user has compiled and described activities that they have been involved in and translated these into competences they are more aware of their own achievements and therefore more informed with regards to job selection and more equipped to perform well in job interviews or in completing applications. It can also be used as a tool for validating non-formal learning if the user chooses to pursue further training.

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4.15. Evaluation

Evaluation has as a starting point to highlight what one benefits with in terms of initiatives and investments.

The evaluation can have 5 objectives:

- Feedback
- Control
- Research
- Intervention
- Power play

The evaluation focus can be:

- Objective based evaluation
- Process evaluation
- Pilot evaluation
- Interested part's evaluation

Effect and objective level:

Reactions – How satisfied were the participants with the initiative?

Training - Which competence have the participants acquired as a result of the initiative?

Application - To which degree is the acquired competence being applied in practice?

Value - To which degree has the initiative given a collected organizational value in relation to the superior objective?

Internal systems, initiatives and methods can be applied. The organization's evaluation competence is evaluated.

External systems can be applied by requesting external evaluation.

Definition

Evaluation methods are crucial to help an organisation assess and evaluate everything from an individual's career development to the overall success of the organisation in terms of meeting its overall aims and objectives. Evaluation tools can also be used to analyse the success of specific initiatives and work programmes, etc. Their practice can also help to develop and embed a culture of evaluation and career guidance across an organisation. Business is increasingly encouraging individuals to consider their effectiveness and to consider their own career development. This establishing of a culture of evaluation within businesses and amongst individuals can have many benefits

Indeed, it appears that although organisations often spend a great deal of time implementing and introducing new work practices there is often very little evaluation to support and inform organisations of their success or otherwise.

Quantitative vs Qualitative

Organisations may choose to utilise either quantitative or qualitative techniques or indeed both simultaneously to evaluate their working practices and levels of success as an organisation. Both quantitative and qualitative evaluations can provide valuable insight into the workings of an organisation albeit in slightly different ways.

Quantitative data provides much more objective data which can be easily statistically analysed and is easily comparable to previous datasets, etc. Qualitative data alternatively can often help to get beyond the rigid data and discover the human dimension to operations within an organisation. Qualitative data can better measure the soft outcomes for example and help to discover the informal structure of an organisation, etc.

QUALITATIVE	QUANTITATIVE
Subjective	Objective
Qualitative data is more 'rich'	Quantitative data is more efficient
Time consuming	Able to test hypotheses
Less able to be generalized	May miss contextual detail

Typically within academia there has long been a “paradigm war” between quantitative and qualitative research with first the quantitative and then later the qualitative revolutions. Today, however there is greater appreciation and endeavour to use the two in tandem to compliment one another.

Different methods of evaluation

Staff Survey (Organisational wide)

The Staff survey of the NHS is a key way to evaluate every aspect of the organisation. At the NHS in Bradford a staff survey is conducted each year with targets set to try to

maintain a high number of respondents (last years return rate stood at 80 percent for all staff). These staff surveys are sent out to all employees and include a wide range of questions on various areas from career development to bullying and harassment. The Staff Survey was started in 2003 to replace the need for staff to complete numerous staff surveys. The survey was designed to replace the numerous NHS organisation's individual annual staff surveys as well as the Department of Health's 10 core questions and the Healthcare Commission's Clinical Governance Review staff survey.

The NHS' organisations are able to use the survey to inform improvements in working conditions and practices at a local level, and to provide information for monitoring major staff programmes such as Improving Working Lives (IWL), Agenda for Change, and to provide information for the Health and Safety Executive's stress audit. The Healthcare Commission use the survey findings in their reviews of the NHS, and to assist the annual health check. The survey results also enable the Department of Health to assess the effectiveness of national NHS staff policies (such as training and flexible working) and to inform future developments in this area. The subject areas of the core questionnaire include an evaluation of the following areas:

- Work life balance
- Appraisal
- Training
- Learning and development
- Agenda for change
- Your job
- Your organisation
- Occupational health and safety
- Harassment
- Bullying and violence
- Infection control and hygiene
- Incidents
- Background and other details

The staff survey is multiple choice and thus enables the participant to move through the questionnaire quickly and easily. It also means that there is an opportunity to cover quite a large number of questions and cover a number of different areas within the questionnaire.

Key Performance Indicators.

The evaluations of individual teams and the indeed the organisations overall effectiveness is largely performed via performance indicators. Indeed, team performances can be assessed on any number of criteria (depending on the aim and primary function of each team) and data can also be collected in both a quantitative and qualitative format.

Careers Bradford UK.

In the case of Careers Europe (within Careers Bradford Ltd) the team is evaluated against a series of performance indicators. The team is assessed financially with targets set at the beginning of each financial year and reviewed at regular intervals

throughout the year (generally every 6 months). Furthermore, the team is evaluated in terms of its ability to respond to queries from Guidance Counsellors and Individuals regarding working, living and studying abroad (a core aspect of the Euro guidance contract). Each enquiry that is received by the team is logged into a database and the information team then has a target of responding to that enquiry within 2 days. When the information team responds to the enquiry they then add the completion date and time into the database so that overall response time figures can be drawn up. These figures are evaluated and reviewed by the team manager each month and overseen by the team manager's line manager every 3 months.

Within the Careers Guidance system in Bradford there are many targets set by the overarching body called Careers West Yorkshire. This organisation sets targets for all the main districts in the region including Bradford, Leeds, Calderdale and Kirklees. Indeed, there is a target for reducing the NEET group (Individuals Not in Employment, Education or Training) with the current target figure set at 8.3 percent for the West Yorkshire region. These figures are reviewed by Careers West Yorkshire and Careers Bradford themselves at regular intervals.

Similar systems exist within other organisations in the UK. Indeed, it is particularly the case within the public sector with this area of employment considered to be obsessed with league tables in schools and hospitals, etc. The NHS Primary Care Trusts (now called NHS trusts) receive star ratings via the use of an evaluation process based upon set criteria such as General Practitioner waiting times, etc.

The Appraisal - Personal / individual Review.

This is generally performed on a sixth monthly cycle within most organisations within the UK. It is generally conducted between the individual member of staff and their line manager and it provides an opportunity to analyse the progress and aptitude of the individual within their respective career role. As well as evaluating the individual the appraisal provides the individual with an opportunity to express any dissatisfaction and desire for career development, etc. Generally speaking the appraisal system (or Performance Review) appears to be quite extensively used within organisations in the UK. However, in Slovakia and Denmark this appears less so. Indeed, an attitudinal shift is still in progress with such evaluation procedures still considered with a degree of distrust in Slovakia post soviet era.

Appraisal talk based on the “tool” used in the Hydro IS Partner:

Agenda:

1. Competence training (roles/assignments/training/personal development)

Follow up earlier development plans

Short term (1 year)

Long term (where are you in 2 – 3 years)

Alternative development / direction (new role, new team, new competence area)

Potential obstacles towards your goal. How can you overcome these?

2. Competence (knowledge/skills/attitude)

Do you make use of what you are good at?

Do you work with assignments you do not like?

3. Working environment

Tasks/KPI
Work load/variation
Colleagues /leader
Balance/well-being (work/leisure)
Influence/Initiative
Physical working environment

4. Work value /Personal needs

What is important for you? (Competence development, the group, challenges, flexibility)

What are you content with / what are you not content with

5. Feedback

Do you receive / give / ask for feedback?

Feedback to and from CM

Suggestions for questions made to get feedback (see no. 10)

6. Go through CV

Competence catalogue

Allocation in eResource

7. Evaluation of appraisal talk

Have we been through all relevant issues?

Agree up on a follow up meeting

Quality of this conversation

8. Preparation for CM and appraisee

“Hour list” – Time used

CV (CM)

Print of competence profile / previous conversation (CM)

Template for appraisal talk

Short-term development plan (individual)

Development needs (individual)

9. Administrative update (concerns CM)

SAP HR (report from appraisal talk / competence profile)

KPI base (each month)

Make sure the CV is in place

10. Suggestions for questions you could ask when wanting feedback:

What do you consider to be my foremost skill (attitude, competence etc)

How would you choose to describe me towards other?

How would you say I contribute to this organisation/team/project?

Which competence would you recommend me to develop further to become even better in my daily work?

Construction Industry Training Board (CITB) (see appendix 3).

Within CITB in the UK the personal review of the manager is a 360 degree appraisal / review conducted by their entire team. This is quite a novel methodology and can lead to a very interesting and open dialogue. Indeed, similar to the general appraisal process, the 360-degree feedback approach can bring the following individual and organisational benefits:

- It provides the individual with an opportunity to learn how
- different colleagues perceive them, leading to increased self-awareness.
- It encourages self-development.
- It increases understanding of the behaviours required to
- improve personal and organisational effectiveness.
- It promotes a more open culture where giving and receiving
- feedback is an accepted norm.
- It contributes to increasing levels of communication within
- organisations.
- It can be a powerful trigger for changing

Planning and preparation before conducting this method of evaluation is essential to ensure that it is worthwhile. Indeed, the assessment has to be based upon a large enough sample to ensure that the data is valid. If too small, there is a danger that one rater's view will have a major impact upon the overall results. However, 7 – 12 respondents are usually sufficient in terms of reliability.

Furthermore, implementing this tool without following clear guidelines can also have a negative impact on those involved and the organisation as a whole. Feedback can be enormously powerful and therefore the process needs to be properly supported, with consideration of how it will be introduced, administered and followed up.

The organisation also utilises career planning to encourage individuals to think long as well as short term in terms of an employees career goals. Indeed, all employees are asked what they would want their job role to contain in the next 5 years, what their goal for this next time period would be as well as what their goal for the next 12 months would be. The individual then have to detail how they would get to this position and what steps they would need to take. They also get individuals to analyse and consider their career values and to list all their transferable skills.

United Utilities (see appendix 2).

United Utilities Performance Review provides an opportunity for a review of the individuals' performance against the organisations core objectives and values as well as against his/her personal development plans. The 360 degree appraisal option is not compulsory but is an additional option at United Utilities as part of the performance review (detailed above). The reviews are completed by combining feedback questionnaires from peers, performance reports and the individuals line manager.

Other evaluation methods.**Staff forum.**

Another option which is popular to help evaluate initiatives, training needs and the overall success of an organisation is through the informal staff forum approach. This is a more informal and qualitative way to assess success of a project, team and or

organisation as a whole. It provides an opportunity for individuals to speak openly regarding their perceptions of all aspects of their working lives.

Staff committee groups.

These groups tend to be a balance of staff representatives and management representatives. These groups meet in a semi formal, semi structured meeting environments. The staff side representatives are supposed to provide feedback from other members of staff with these representatives providing an easy contact point for staff that would like to voice an opinion but who don't feel comfortable contacting a member of the organisations management team. This provides another means of filling in the gaps that quantitative evaluation cannot always fill.

Standards.

Organisations in the UK often apply for accredited standards in such things as Investors in People (IIP), etc. The organisations are firstly assessed to see whether they meet all the relevant criteria to achieve the standard. They are then reassessed at regular intervals to ensure that the business maintains these standards. These government standards are a way to achieve high standards in UK business and are a means of external evaluation of their businesses. Standards such as IIP have a very high take up within the UK with the standard attracting a lot of interest on a European scale also.

Conclusion and recommendations.

Organisations utilise evaluation tools to varying degrees on a national scale and between partner countries. Many organisations use a range of tools both quantitative and qualitative in order to assess the performance, effectiveness and needs of the entire business and the individual. A combination of both quantitative and qualitative is especially necessary as simply quantitative statistical evaluation methods do not always represent the full picture.

Basically organisations that regularly evaluate their businesses are better informed and able to identify areas of conflict and barriers to success on all levels. Indeed, the higher the frequency of evaluation then the better the chance that organisation can adapt and to respond to change. A higher frequency of evaluation also helps to embed a culture of evaluation and self analysis within individual members of staff, etc.

Evaluation and follow up.

What does a business stand to gain for its investment in personnel?

Five aims for evaluation

- Feedback
- Control
- Research
- Intervention
- Play for power (Bramley).

Evaluation of competence development, different levels of measurement

- Evaluation of an enterprise is to decide the efficiency of the enterprise (Kirkpatrick).

Four effects and levels of measurement

- Reactions – How satisfied were the participants in the enterprise?
- Learning – What competence did the participants develop as a result of the enterprise?

Application – To what extent was the acquired competence applied in practise?

Usefulness – To what extent has the enterprise given combined organisational usefulness in the light of overriding aims?
(Kirkpatrick)

Usefulness/cost analysis

- Systematic attempts to measure and compare all costs (contributory factors) and useful effects (profits) in an enterprise, in order to estimate if the enterprise is profitable (pays dividends) when compared with well-defined aims.

Terms

- Costs reveal something which must be abandoned in order to achieve something else.
- Investments which must be made where an enterprise is concerned. In most cases access to resources will be limited, something which makes it necessary to make critical evaluations when resources are allocated to, and between, enterprises (Levin).

An analysis can be based on

- Work analysis – which tasks shall be carried out in the present and future.
- Competence analysis – which competence does the individual colleague possess and which competence profile does the organisation have.
- Achievement analysis – how well does the individual colleague function with regard to his work duties, including an evaluation of development potential and willingness to change.
- Colleague discussion – where leader and employee together discuss the work situation and agree on a plan of action for a certain period.

For basic information on the system: <http://pub.uvm.dk/2005/VET/> (English Version) and for more theoretical approach: <http://pub.uvm.dk/2000/didak/19.ht>

CHAPTER 5

Seeking potential workforce

Work Package 3:

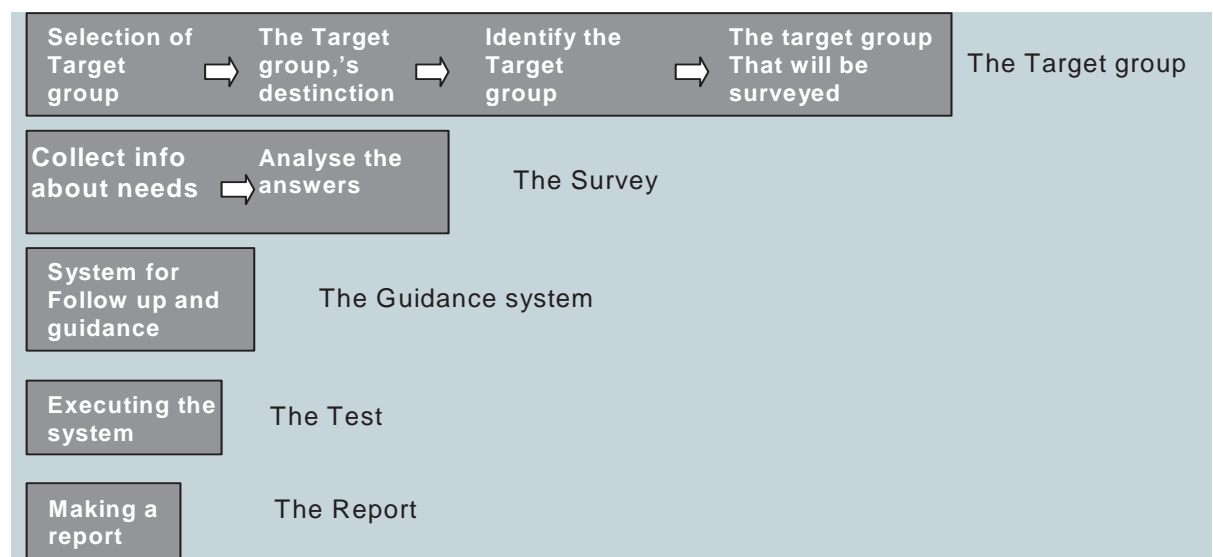
About the target group «Non – registered Unemployed».
Develop two – step method: 1) A method for approach, and 2) A method for Career Guidance – Good Practice.

5.1. Common working model

In this part of the project we are focussing on the second target group called «Unregistered Unemployed». Our main goals is to develop a two – step method:

- 1) Develop a method for approaching the target group, and
- 2) Develop a method for career guidance – good practice.

This model shows how we will handle this challenge - the structure of the Work Package 3 process:



5.2. The main goals - individually and for the society.

Chapter 5 is focussing on a recommended model for good practice based upon the accomplishment and experiences of the participating partners.

The main target groups are in common defined as «Unregistered Unemployed» and/or «Potensial workforce».

The reason for people to carry out public projects is in general to find solutions, new methods and/or systems which will gain the society in general and solve problems of national and economic interest.

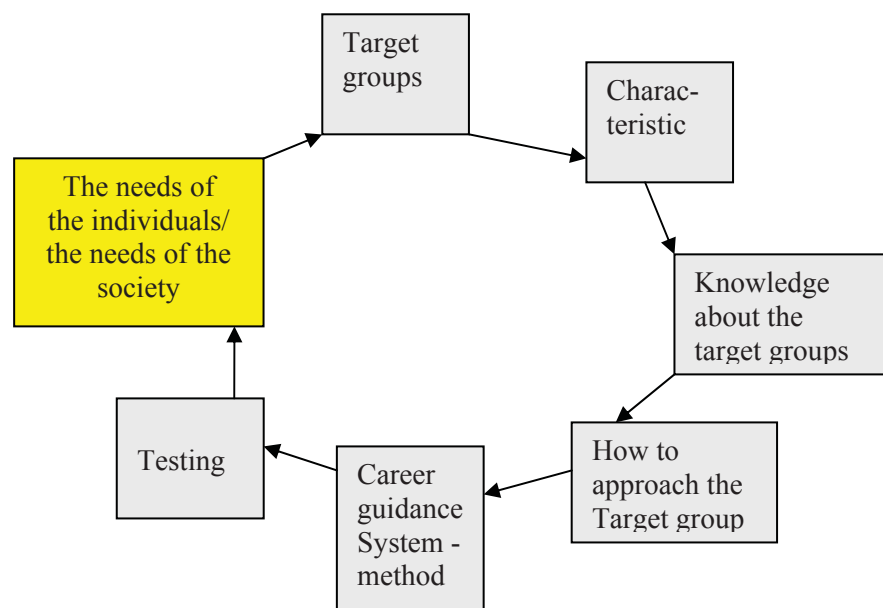
This is the basis of this project. In addition our goal is to enable the individuals to obtain increased responsibility for own activity.

The goals will in this way be the needs of the 1) Individual, and 2) Society.

A project may also try to discover or analyze the lack of motivation and activity related to the participating persons.

This process try to find individuals who want a peronal development and are positively disposed to try this.

The CIRCLE OF VALUE related to the individual and the socety may be described like this:



5.3. The labour market

5.2.1. Labour market development

The development of the labour market is characterised by changes in structure and readjustments in the way aims for projects are framed and how the project work is carried out.

The labour market in the project countries of our members is varied, but the following common elements are in evidence:

- A relatively well functioning labour market

- Economic growth
- An increase in created values
- An increase in the demand for labour
- An increase in the work force
- A lower unemployment rate
- An increase in globalisation

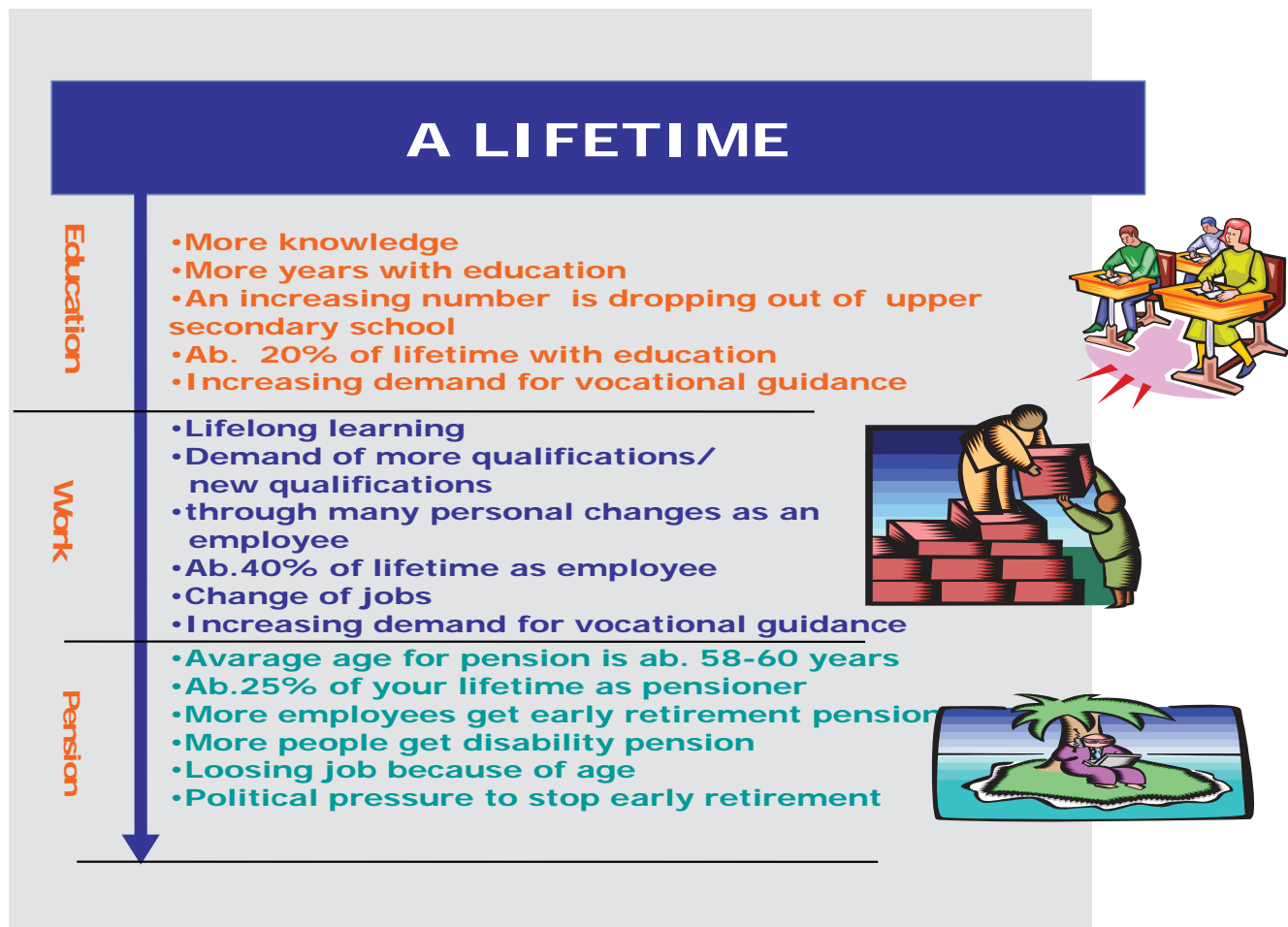
As a direct result of this development, to a certain extent, the following happens:

- An increased work force/A reduction in the labour reserve
- An increase in the speed of readjustment
- An increase in retirement from working life in favour of various welfare arrangements
- An increase in the need for competence
- An increase in the need for individual readjustment
- An increase in recruitment problems in many sectors

It has become more complicated to relate to the labour market and to make the right choices in career and education.

5.4. The need for guidance

The development in the labour market has lead to many changes in a person's phases in life and creates a great need to acquire an updated degree of competence. The main aspects in these phases can be presented as described in the model below:



It causes a large need for adult people to have access to available information and guidance on the labour market so they can make a choice which gives personal development or simply enough competence not to fall out of the labour market.

The most vulnerable group for a deficiency in information and guidance are those who are not registered job seekers. They have, to a large extent, no formal authority to apply to and must often seek information at different and unclear sources.

5.5. Main Goal.

The main goal for this part of the project is to identify **unregistered and potential man power** and develop a system for career guidance for this target group. We have focussed on a group which have no public career guidance system available today.

Or more in detail we have tried to:

- Make a system to identify the «Unregistered unemployed».
- Make a strategy for how the target group can take advantage of the career guidance.
- Present the results and a strategy for testing in a regional career guidance system.

In this context we have worked out elements in a professional plan for the regional system for career guidance. Central elements have been to:

- Make a survey of existing practise (See chapter 2).
- Present methods and tools to be used in the guidance of the target group.

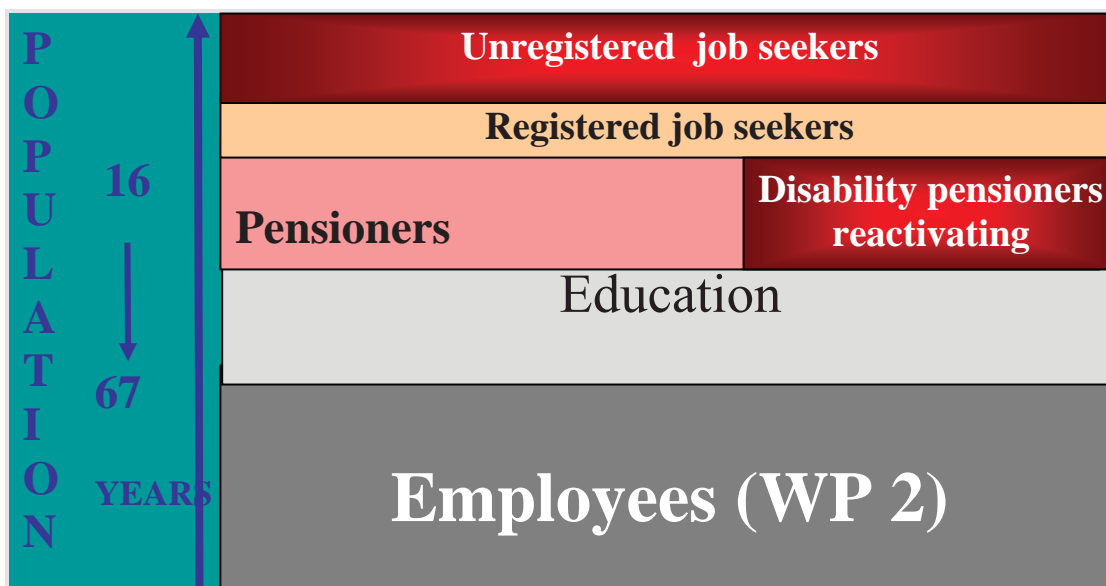
At last it has been important for us to test a comprehensive regional system for Lifelong Career Guidance with special focus on both our main target groups: **employed and unregistered unemployed**.

5.6. About the target group «Unregistered Unemployed».

Definition of the target group «Unregistered unemployed».

Unregistered job seekers are defined as potential applicants for work, who are not registered as job seekers for the public labour market or with the local labour exchange.

If we accept, as a basis, the population's activity/status or source of economic existence, we get the following survey:



The project has also selected to use «potential work force» as an extended definition of the target group. The return to work of people with benefits from the welfare system will also be a part of the target group

Working model

Selection of «national» target groups – lead threads.

The following moments were the basis when the partners had to make a concrete and nationally adjusted definition of the target group:

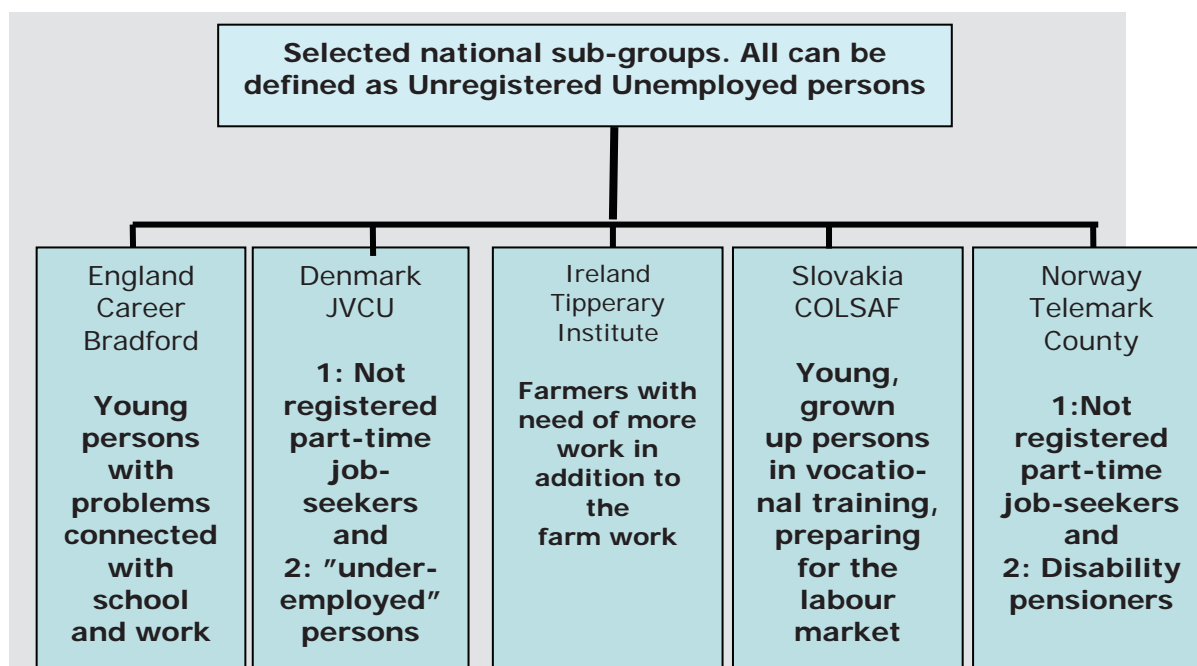
- The group can be defined as «Unregistered unemployed or potential work force».
- The group must have «national interest».
- The size of the selected group must be reasonable to operate/handle.
- Important to select a group which is professionally interesting in a trying out model with focus on methods and system.

The contractor then agreed with the partners to «follow» this working model shown in 5. *Common working model*. Since the target groups were slightly different interpreted, the use of the model varied to some extent.

In this way the partners selected different definitions on the target groups. But all the work stands “on its own two feet” and is presented in its entirety as independent project work. Attachments of interest are included as enclosures or you may find it on the web – side of the project: www.gatewaytoguidance.com. Here you will find analysis/tools/forms which have been used.

The partners selected their «national» target groups.

Each partner have, based on the situation in their own region, defined the target group in the way you see in the model below:



5.6.1. How Career Europe in Bradford carried out the WP3-process.

Selection of target group

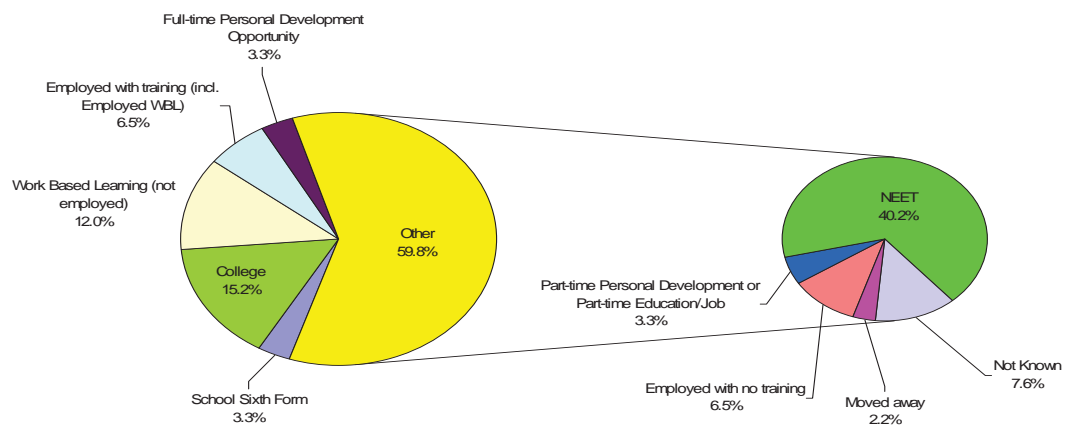
Their target group are all individuals who are **not currently in education, employment or training (NEET)**. Career Europe have selected the NEET group as they are perhaps the most challenging group to engage with within the careers service.

The NEET group

As pointed out above many of these individuals are very hard to reach by the Careers Service and their needs are often very challenging. Our knowledge regarding this target group is that it is a particularly difficult group to engage with. Many of these individuals have intensive support needs and thus the caseload of clients for personal advisors (PAs) working with such groups is below the average for both Connexions and school based PAs. Indeed, the average caseload for PAs at the connexion centres (drop-in centres for young people in England) is between 50 – 80 clients compared to around 30 for PAs working exclusively with the NEET group

The work of the Careers Service in England is focused upon young people (13 – 19 year olds) so we have decided to aim our research and approach at individuals – young adults between 15 and 18. The majority of 15 – 16 year olds in the Bradford District are within learning and indeed these figures have improved significantly over the last 3 years. Furthermore, data shows that within the Bradford District 9.7 percent of those aged between 16 -18 were classified as NEET (February 2007) with 69 of these individuals currently within the Youth Offending Teams (YOT) caseload and a further 47 of these individuals being care leavers.

Fig 1. Youth Offending Team 05/06 (15 – 16 year olds)



Thus, teams like the YOT often have under their supervision a large number of individuals who are classified as NEET. Indeed, over 40 percent of the individuals currently under the supervision of this team were NEET at the end of 2006 (see fig 2).

The CCIS Database and Targeting the NEET group.

The target group is identified by the careers services tracking system which tracks individuals from school through to employment age and beyond. Each local authority area in England must deploy a computer database that meets the DfES's standards for a Client Caseload Information System (CCIS). The main users of the database are PAs – they are the ones with the client caseloads after all. Careers Bradford has such a database.

The CCIS database has to hold information on young people from Year 8 (age 12 rising to 13) onwards. The upper age limit is 20. However, records are kept beyond that age – partly because young adults with learning difficulties and disabilities (LDD) are entitled to the services of a PA in England. These young people are also referred to as clients.

Clients are further defined by residence and school/college attended. They should be resident in Bradford district or, if a non-resident, be attending a school or college here.

At December 2006 the CCIS database had over 70,000 individual records on young people. Of these, 47,471 were clients as defined above. This data splits into 24,961 who were within compulsory education and 22,510 who were beyond compulsory education.

Every single one of the clients has to have a unique computer record with up-to-date information as defined by DfES. This includes...

- Name.
- Date of Birth.
- Ethnicity.
- Gender.
- Their current economic or educational situation. This should lead to further details as appropriate, eg: school, college, university, employer or trainer; level of course; occupational area.
- Support level as defined by the PA: intensive, extra or minimum.
- A named lead PA for the client to work with.
- Contact details. The client's postcode is particularly useful as it facilitates management information (MI) around various defined geographical locations, eg wards, constituencies and super output areas (SOAs).
- The last or current compulsory age school. This, in conjunction with the school recorded within the destination, allows us to produce MI based on the Bradford district Confederations.
- The notes of interactions with PAs and other staff.
- The intended destinations of all year 11 pupils.
- The current achievement level of all post-compulsory schooling clients.
- The names of other agencies and staff working with the client (eg a social worker).

In addition various flags or indicators have to be set as appropriate. That is, an indicator that shows that this individual client...

- Is LDD statemented.
- Is on School Action or School Action Plus.
- Is a care leaver.
- Is a looked after child
- Has a problem around substance misuse.
- Is a refugee or asylum seeker.
- Is a parent.
- Is pregnant.
- Is a carer.
- Is supervised by YOT.
- Has language support needs.
- Is a traveller.
- Has an emotional wellbeing or health issue.
- Is eligible for free school meals.
- Is an economic migrant from the EU or elsewhere.

This information is inputted by PAs. In addition some data is transferred in via partner organisations. For example...

- Bradford & District YOT provides details of those clients currently under supervision.
- The Looked After Children Team provides details of the clients currently defined as looked after.
- The Leaving Care Services Team provides details of the clients currently defined as care leavers.
- Education Bradford provides details of year 8 pupils once a year.

- Schools provide LDD information and updates on pupils who are new to the school or have left.
- Colleges provide updates on starters, leavers and applicants.
- Employers, trainers and the government Learning and Skills Council (LSC) provide details of employees and trainees.

All users of the database are checked via the Criminal Records Bureau and trained regarding computer use and business rules. The data is protected by Careers Bradford IT/Data staff and never transferred to non-partner agencies. MI summaries for use beyond the user group are always anonymous.

There are two main sets of MI produced from the database for the Department for Education and Skills (DfES)...

- Monthly summaries of the client group as a whole.
- The Annual Activity Survey of ex-year 11 pupils.

Various other summaries are produced for CSE, the Economic Wellbeing group and other interested parties. MI is also used extensively amongst PAs. In particular, it is used to set caseloads, target vulnerable and potential NEET clients and to manage work effectively.

The Approach

Method and activities for getting contact.

The methodology for approaching this group is simply to place PAs within other partner organisations. Indeed, for example we have placed a PA within the Leaving Care Services team which is part of Bradford Council's social services setup. Careers Bradford has continued to pay the salary costs of this individual whilst they are seconded to work within this team. However, whilst working there the PA continues to work to Careers Bradford's contractual obligations, aims and objectives regarding the NEET group. The approach should help us to get closer to the target group and figure 2 below highlights the details of the PAs involved in our approach.

Fig 2 “Detached” Guidance Personal Advisors

Personal Advisors	Team seconded to	Caseload	Caseload average @ Connexions
Mark Storey	Leaving Care Services	30+	50 – 80
Carol Lighthowler	Youth Offending Team	100+	50 – 80
Joanne Saxton	Looked after Children's Team	30+	50 – 80

The “detached” guidance counsellors / PAs tend to have rather low caseloads compared to their Connexions centre counterparts within the more established Connexions centre based guidance system (with the exception of Carol in the YOT).

The approach of our detached guidance advisors is very flexible and unstructured in essence. This is to enable advisors to get as close as possible to the client group. Thus people like Joanne at the LAC team have to work to build up a rapport with the

young people and have a good degree of freedom in which to do this. This can be time intensive and a relatively slow process but very necessary. To be able to work with the client group effectively there has to be a strong degree of trust that the PA was there to help essentially.

Key principles:

- A flexible, basic guidance system
- Guidance adjusted to the target group
- To improve networks and relations with other organisations

Facilitating specialist assistance:

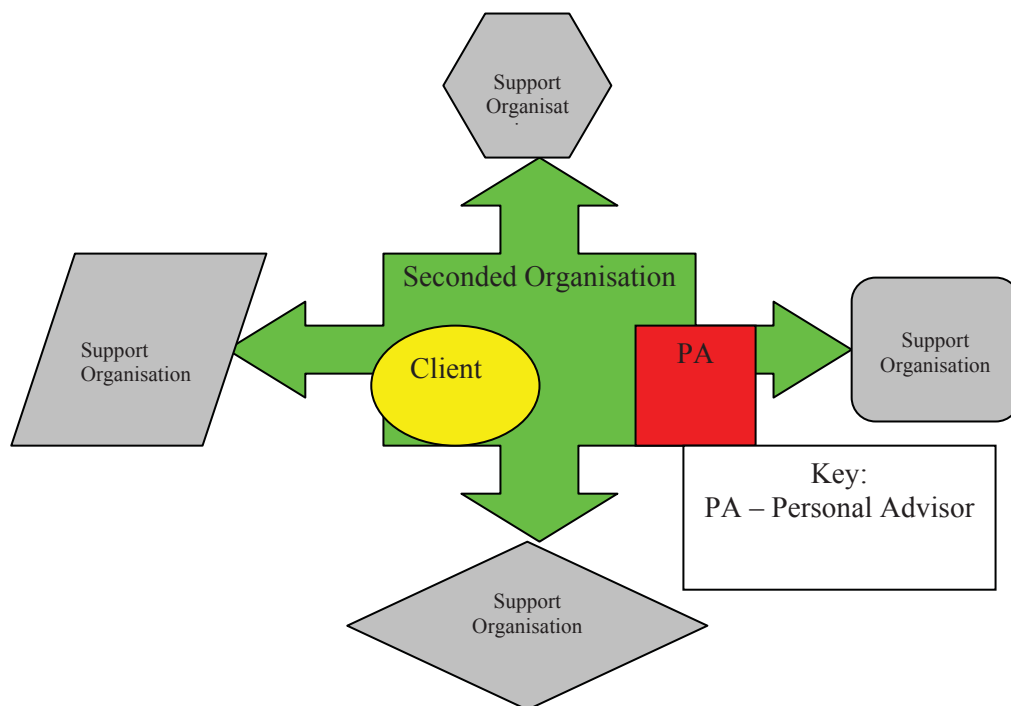


Fig 3.

To be able to fully address the intensive support needs that many of the clients faced it was deemed essential that the PAs must have strong links with other organisations which offered specialist support. Indeed, the PAs pursued a multi agency approach with emphasis upon them developing contacts with wider organisations to maximise the support available to the individual. In many cases the individuals have more pressing concerns preventing them from getting into employment and career planning. Such issues can range from being homeless to having problems with the police, etc. The very fact that our PAs were based within the different teams (YOT, etc) meant that they had instant access to advice and information regarding the clients. Furthermore, they could use the existing contacts and networking provided by the rest of the team with external organisations such as jobcentre plus and housing charities such as Shelter.

The offer to the target group.

The offer to the target group is career guidance but on their doorstep and in conjunction with a better range of linked up services. The “detached” guidance approach is almost a more specialised form of career guidance to that of the connexions model. This is due to the fact that in the connexions centre PAs do not work as closely with other members of specialist organisations. Thus PAs within Connexions centres can often get side tracked whereas our detached guidance counsellors / PAs can concentrate on the issues related to developing a career strategy for individuals and work closely with them on this. However, the needs for clients within the leaving care services and YOT however can be quite specific and multi faceted and have a tendency to reoccur from client to client. Thus, the PAs become very aware of the best methods for dealing with such individuals. For example Carol at the youth offending team often has to work with clients around the issue of benefits. She will often have to take the client down to the jobcentre to help them and has developed contacts with the jobcentre staff to ensure that they get the right information and benefits to that individual. Furthermore, because our advisors work within these multi disciplinary teams they can often concentrate solely on career guidance with them being very well placed to simply refer clients to other individuals within or linked to the team when other issues arise.

The use of professional methods and means of evaluation.

Much of the work conducted by our “detached” PAs might be considered particularly difficult to quantify. Indeed, the results of the work are often what we describe as soft outcome based. For example one of our advisors reported that an individual had shifted from not being able to make any eye contact with her to being very chatty and friendly. This could be considered to be a very positive outcome but it is difficult to record and analyse in a structured / standardised way. Thus we decided to employ a number of different evaluation tools utilising qualitative and quantitative techniques to compare the success of the approach. The approach with the client was generally maintained as rather informal although mechanisms were put in place for a more formal evaluation as follows:

Appraisals.

An appraisal for each guidance advisor is conducted every 3 months by the seconded PA’s team manager. These appraisals (see Annex 2) are essentially a qualitative tool to gauge the progress of the advisor. The appraisals are a semi formal tool rather like an interview with the manager of the advisor conducting the appraisal. The appraisal essentially provides an opportunity to review the performance of the advisor against their key targets. It also however provides an opportunity to flag up any issues that either the advisor or the manager has regarding the approach of the advisor or to discuss ways that working practices might be improved.

Quarterly Reports.

Reports are required to be produced by each PA every 3 months to compare their individual progress against the Connexions centre targets as outlined in the Connexions contract (see Annex 3) and against targets set by their respective team. Indeed, perhaps the biggest key performance indicator (KPI) in these reports is the percentage of clients moved into EET each quarter (see fig. 4 below). These quarterly reports however are a mixture between qualitative and quantitative data so that we can

make both an objective and rather more subjective assessment of the success of the advisors approach. The reports themselves are often rather long and including open questions such as:

- What has worked?
- What hasn't worked?
- Recommendations for the next period (3 months)

These reports demands self evaluation on the behalf of the advisor. It also means that through rather standardised questions we can compare and contrast between the different teams and the progress of each advisor. The questions provide easy to analyse statistical data but also include questions that are more open ended which means that evidence and data regarding soft outcomes can be included and analysed in the report too. Furthermore, there are questions included which are specific to the organisation / team that the individual works in. The reports also encourage the advisor to consider their own development needs, etc and to identify where they might improve.

Questionnaires.

Questionnaires were sent out to all clients and their parents / guardians (See Annex 1). The response rate for respondents to these semi structured questionnaires was generally around 40 percent and can be used as a guide for our “detached” PAs and their line managers. The questionnaires were deliberately quite short and mainly multiple choice to make the form easier to fill in and to try to achieve a fairly high response rate from the clients and their parents / guardians.

Results of the approach

Below are listed the collective results from the evaluation methods employed (detailed above).

Quantitative outcomes

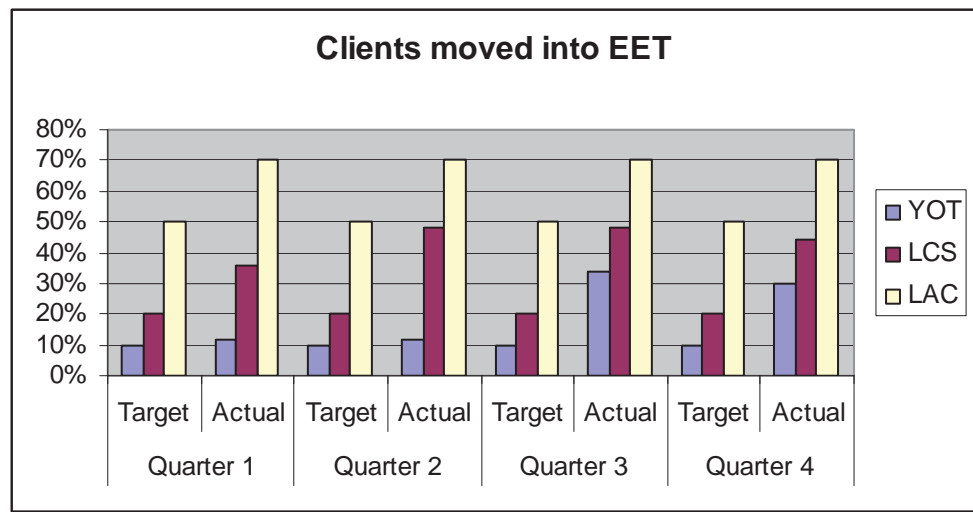
Fig. 4. Percentage of clients moved from NEET to EET

Targets, Milestones and Outcomes	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Cumulative
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
YOT	10%	12%	10%	12%	10%	34%	10%	30%	25%
LCS	20%	35.60%	20%	48%	20%	48%	20%	44%	43.90%
LAC	50%	70%	50%	70%	50%	70%	50%	70%	70%

Each team set their own standards and aims for the year ahead and with a particular focus upon the percentage of the NEET group that had moved into EET. The target for the LAC was to get 50 percent of all clients into EET by the end of the financial year 07. This target was achieved with 70 percent of the client groups in EET by the end of the year. This group might thus be deemed the most successful however the group contained mainly 15 – 16 year olds with the majority of clients legally required to attend school. The other teams contain larger numbers of clients who are above the legal schooling age and who can decide for themselves. Thus, there are varying targets from team to team as it was commonly accepted that certain groups are harder

to reach and have even more intensive support needs to cater for. We can see however that each PA within their respective environments achieved well above their respective target levels set and thus helped to reduce the overall NEET figure in the Bradford district in the last year.

Fig.5



Attitudes and Outcomes to the approach.

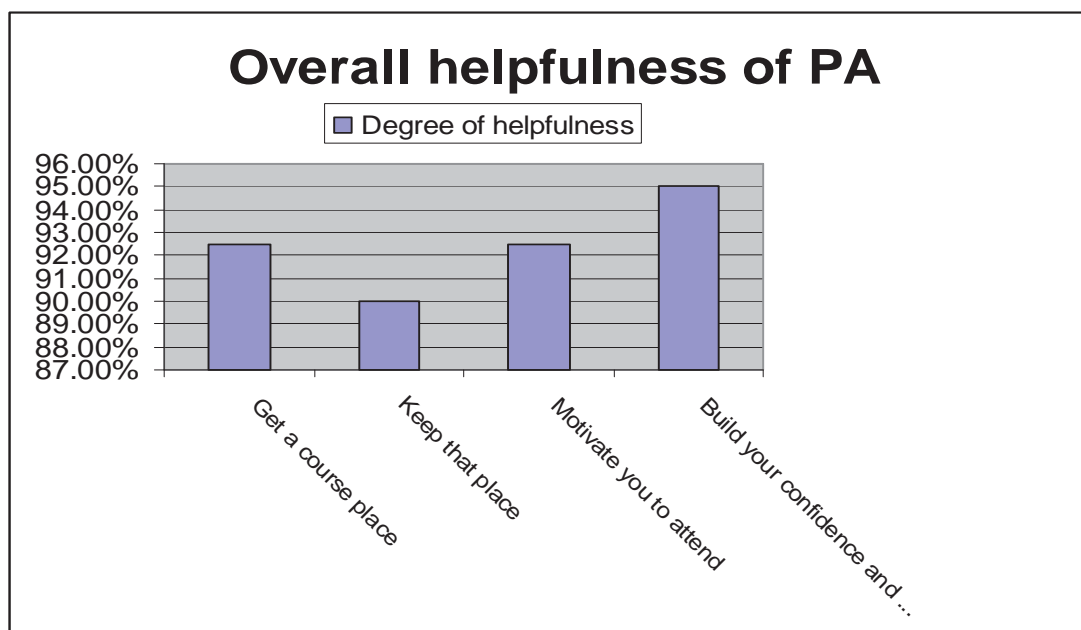
Below is a chart (Fig. 7) regarding attitudes expressed by the clients regarding the work of our PA working in the LAC and also show the number of clients who were placed in EET during the timescale of the pilot. These results are from the questionnaires that we sent out to the clients (see appendix 1)

The data shows that all the clients felt that the PAs work with them had been useful. This positive feedback was further elaborated upon within the more open ended questions of the questionnaire produced for the clients and parents / guardians. The results were thus very positive regarding the work that our PAs have conducted with the NEET group. The feedback reflected a picture of a quite a close and intimate working relationship between the client and the PA. The feedback reflected the relationship as a friendship rather than a kind of teacher pupil relationship,etc. Thus very informal

Qualitative / Soft outcomes

Fig. 6.

Fig. 7.



Also included in the questionnaire was information regarding which areas clients were particularly happy with regarding their work with our PA. Indeed, from the graph above we can see that the most effective aspect of the PA's work was with regard to helping the individuals increase their confidence and self esteem with clients almost 100 percent satisfied with the PA performance. The results continue in a very positive light with clients very happy with the help they received regarding assistance getting a place on an educational course and with regards to keeping them motivated. Furthermore, individuals were happy with how the PA assisted them in helping them to keep their place.

Method for following up and changes

Follow up would be recorded and monitored through the quarterly reports and through meetings with the PAs manager within their respective teams. Follow up with clients was conducted in an informal way generally with the PA often meeting the individual in town, at home or via taking them out (ice skating, bowling, etc). The strategy for our PAs is largely around building the confidence and self esteem of their clients and helping to deal with the complex needs which often present major obstacles to getting into EET. Over the course of the pilot individual PAs modified their approaches slightly regarding their work with the clients. Indeed, some of our PAs decided that they needed to try to distance themselves a little from their clients to encourage them to be self reliant and to be accountable for themselves. Thus, despite the fact that having a much smaller caseload had many benefits there could also be some negatives with clients overly reliant upon the PA.

Other than that however the approach was deemed to be very successful and changes throughout the process were subtle (if at all) due to the fact that the performance of the detached PAs was so successful (according to the KPIs in the quarterly reports).

Conclusions.

I think we might conclude that the methods used in this approach could be very positive for engaging the NEET group and helping to encourage them back into employment, education and training. Furthermore, the systems developed for monitoring and evaluating the success of the approach was also fairly comprehensive. Indeed, we employed both formal and informal measures to help us get a more rounded and accurate picture of the effectiveness of the approach.

The evaluation of the approach is as integral and important as the approach itself. The two go hand in hand and help to provide a target and a structure for the PA to evaluate and perhaps modify his / her approach at regular intervals.

Perhaps, if we had any further recommendations it would be to potentially introduce a second PA to work within the Youth Offending team to share the rather high caseload there. However, this would be very much dependent upon an impact assessment in relation to what effect moving a PA into another team would have upon other teams and if we could still meet contractual obligations in other areas.

5.6.2. How JCVU in Denmark carried out the WP3-process.

Status and strategy for Work Package 3.

The strategy is based on the results from “Report on the target group unregistered unemployed – Denmark” (added).

In the report we are dealing with two target groups of non-registered unemployed:

- Part-time workers who are not registered as part-time unemployed
- Underemployed

Approaching the two target groups has shown to be difficult. The most obvious way would be to go through the unions as the Danish labour force is highly organized and directed through the unions, but these have not been able to provide us with participants for a focus and testing group.

Several other attempts have been made to locate participants for the WP3 project, and finally we have turned to our own organization.

Being a public organization with a social responsibility, we provide flexible jobs, with less working hours and other subsidiary arrangements.

JCVU is a public organisation with about 600 employees. In the administration (administration, economics, marketing, services (e.g. library)) there are about 100 employed. The target groups are however difficult to identify as they are not registered as underemployed.

Seeking for our two target groups we have listed two assumptions:

1. The target group underemployed is probably found among employees with a university degree engaged according to collective agreements of the union of commercial and clerical employees.

2. Employees with a university degree engaged in temporary jobs are possible underemployed – directly due to their university degree and level and indirectly due to their possibilities in short time engagements. Working with the approach process we learned, that the relative extensive use of temporary jobs in the public sector ('project employment') constitutes a large problem to employees while forming a proper carrier.

We have contacted the group of employed individuals with a university degree in the administration of JCVU. 18 people are employed in such positions, most of them in positions requiring academic skills and thus not on paper 'underemployed'.

The group confirm that they meet regularly to discuss conditions of employment. Temporary and short term engagement is recurrent themes as well as problems and possibilities in proceeding a career strategy and a lack of competence development. The need for career guidance is clearly expressed.

We have asked the group to identify a focus group of 6 individuals who together with us will point out problems, themes and needs for career guidance.

Strategy for the survey:

1. Individual interviews

- Educational background
- Present job, job description and conditions of employment
- Factual career history (c.v.)
- Biographical career history

2. Focus group interview

- What is the need for career guidance?
- What kind of barriers do you find?
- What kind of experience do you have concerning career guidance?
- Wishes and dreams?
- What could be done?
- Who would be relevant co-operators? The company? The trade union? Public jobcentres?
- How to organise field work?

In addition we will present and discuss a number of methods of career guidance. We will use methods described in the work of Job and Employment Service in the Community of Aarhus (added) and the methods described in the chapter of workpage 2 on Career Guidance for Individuals (added).

Selection of target group

On the background of the statistical analysis, we choose to focus on the group of academics, where work is carried out in untraditional forms of employment, such as underemployed, part-time, project or temporary employees. They make up an interesting group, as they possess specific qualifications at a very high level and

general analytical and academic competence at a high level. In our statistical foundation, it is especially the group of social scientists and humanistic academics where in this meaning are part of the group of unregistered unemployed. Their potential labour market can accordingly be described as both narrow and wide. The target market's job perspective is often directed towards a limited specific area with relatively limited job opportunities. Their need for career guidance can thus be presumed to lie in relation with the wide use of their qualifications and competence.

Identifying the group.

This group of 'flexible' academics is nevertheless difficult formally to establish contact to. This is due to several factors. Partly, it is because many are not registered and therefore not in contact with the public unemployment office. They also do not have a tradition for taking advantage of the public guidance service in the job centres with respect to career guidance in relation to job change and competence development. The group also does not have a tradition to take contact with labour unions, A-kasser and so on when they have a job. The relevant labour unions are similarly not taking initiative to contact these members.

These factors indicate that the target group needs to be identified directly at the actual workplaces.

Assumptions about the group

When we selected the two target groups we listed two assumptions:

3. The target group under-employed is probably found among employees with a university degree engaged according to collective agreements of the union of commercial and clerical employees.
4. Employees with a university degree engaged in temporary jobs are possibly under-employed, which is directly due to their university degree and level and indirectly due to their possibilities in short time engagements. Working with the approach process we learned, that the relative extensive use of temporary jobs in the public sector ('project employment') constitutes a large problem to employees while forming a proper career.

The target group at JCVU

We have contacted the group of employed individuals with a university degree in the administration of JCVU. 18 people are employed in such positions, most of them in positions requiring academic skills and thus not on paper 'underemployed'.

The group confirmed that they meet regularly to discuss conditions of employment. Temporary and short term engagement is recurrent themes as well as problems and possibilities in preceding a career strategy and a lack of competence development. The need for career guidance is clearly expressed.

We have asked the group to identify a focus group of 6 individuals who together with us will point out problems, themes and needs for career guidance.

The 6 persons in the focus group all have a humanistic or social science university education.

Development of a method for career guidance for our target group

The participants are interviewed individually about their own career path, their conception about the job and career previously, during and after their education and about their experiences with career guidance. Following this, they are interviewed

together in a focus group, about their needs for career guidance during and after their study, about their preferences in relation to which authority a career guidance should be conducted as well as which character the requested career guidance should have.

Career guidance in relation to study/education

Each participant expresses that they could have benefited from career guidance during their education:

- One often chooses one's education as a result of a wish and interest, and perhaps too late you realize that good career guidance could have been a supplementary and useful contribution to find the right way into a meaningful working life. Career guidance could also contribute to consider and support relevant choices during one's education.
- One has use for assistance in the selection of complementary subjects, main subjects and supplementary subjects, as well as choosing relevant study jobs/internships during the education.
- One has use for a career guidance counsellor, and not just a job counsellor. The studies are often too locked in pictures of which type of jobs the study is directed towards. The educations are thus not necessarily geared to a modularized education system and a flexible labour market. Therefore, this becomes even more important, that a guidance during the study can deal with the individual and the individual's assumption about the working life and career.

Jointly, the participants request a career guidance with focus on career strategy, the study's narrow and wide labour market horizon, optional course perspectives, relevant competence giving internships.

Career guidance in relation to job search – from completion of education to employment

All participants in the focus group became candidates at a point in time with relatively high unemployment amongst academics in the region. After completion of education, the public system (at the time AF, now Municipal Jobe Centre) provided guidance. Guidance in regi of the Job Centre is typically limited to visitation to a process of guidance at a number of cooperating partners and 'other actors', this means private consultant companies or public education institutions. Guidance is typically organized as both group guidance and individual guidance. Our focus group has experienced guidance in this face much differently. Some have had benefits of group guidance and the network which developed, others have experienced it as a "waist of time". Some have missed individual guidance, others have benefitted significantly from group guidance. But, it is unanimous from all participants that they have a wish of a more professional based guidance, such as guidance where to a larger degree a starting point is their special professional and educational background, and a counsellor who has insight to the potential labour market appropriate for their background. They request thus a more differentiated public system, where one shall entering a *number of doors* based on the type of education one has.

Career guidance in connection with one's job

All of our participants started their employment in the organization in a time constrained position– temporary workers, salary subsidized or project positions. 4 of the 6 have at this time acquired permanent employment.

The need for career guidance for an employee is linked to several problems:

- The employee may be dissatisfied and wish to change jobs. In this situation, which may have the character of a crisis situation, there is the need for assistance to clarify competence and translation and bringing forth the qualifications. But, there are no evident places to seek guidance.

Here, there is a need for a guidance authority, which is independent and located outside of the workplace.

- There can be a need for guidance in connection with strategy related to the wish for permanent employment within the organization. Which form for competence development will be relevant? What happen where in the organization?

Here is the need for an internal career guidance councillor with guidance competence, knowledge to the individual's educational background as well as insight into the opportunities within and outside of the organization.

- There can be discussion about a function shift within the organization and therewith a need for guidance by someone with insight to the organization's short and long-term competence needs and a matching relationship to one's own wishes.

There is a need for assistance to evaluate and develop one's own career development strategy. To which degree does the actual employment prohibit or promote future opportunities? How does one maintain and develop one's competence? To what degree is there a risk for competence loss?

The focus group thus could not point at one single solution for the career guidance problem – or point at one specific authority, which could assume the function.

The target group came forth with several interesting considerations and suggestions:

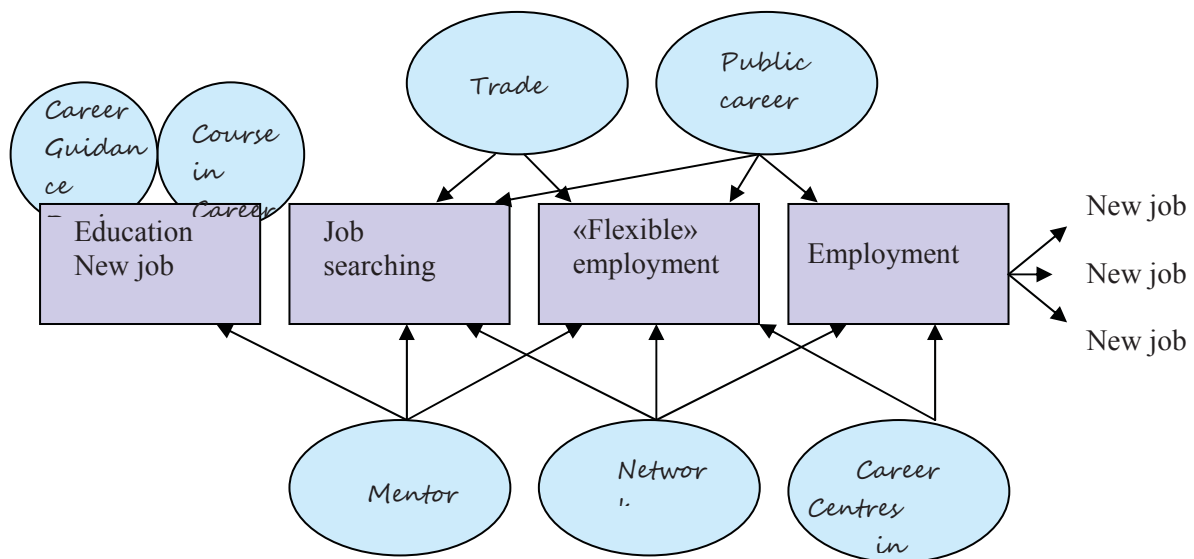
- The mentor concept and the mentor scheme was emphasized. Mentor is characterized by being an experienced person who can assume the role of personal advisor with professional insight and experience in the mentee's area. The mentor scheme was preferred over the coaching scheme because the mentor concept consist of the professional knowledge and experience
- A public developed career centre which can offer education differentiated guidance. This observation is linked to the fact that the policy of Labour Market responsible that up to now has had the unemployed and less educated as a target group.
- The organization itself establishes a strategy related to maintaining and the replacement of workers which are recruited

to positions with a time constraint (temporary placements, project workers, subsidized employees).

- Develop an internal function where career and competence guidance can be developed at large public and/or private organizations.
- An emphasis of network organization and network way of thinking – to establish a group, where participants are professional related, but create something different or are located on several working sites. The purpose with creating a network is to exchange experience, to spar and reciprocal guidance from various positions and perspectives while at the same time having a common dimension, for ex. educational background.

Model for career guidance for involuntary part-time workers and «underemployed».

With the background from the research above, we have developed a model (below) for career guidance:



Characteristic of the models agents:

The public career centre

A public career centre could be relevant in the job search phase, during a flexible or permanent employment. It can eventually be established in connection to the job centres.

Open and anonymous guidance can take place in the centre which will be available for everyone. The guided person will not be a registered «case» and we find it crucial

to secure a high degree of reluctance. The guidance shall be given by professional guidance counsellors with a wide knowledge to the education and labour market. The guidance counsellor role is independent of system interests.

The guidance can be differentiated in relation to the education level and background as well as the labour market sectors. (our recommendation is followed and not the focus group's, as we mean that it is important to prioritize a professional guidance (educated guidance counsellors) before a differentiated guidance).

Labour Union

The respective labour unions could be relevant in the job search phase and during a 'flexible' employment. Career guidance could be focused or linked to the member's educational background and career perspective. A «narrowed» guidance is anchored in a member's relation with the potential conflicts of interest which can arise – for ex. it is not in the labour union's interest to provide guidance 'outside of' the labour union's area.

Guidance should be provided by professional and educated counsellors with a professional anchoring in the area and a significant insight into the relevant areas of the labour market. The guidance counsellor's role is linked to the professional interest area and trade politics.

Network

Network implies a group participation with a less formalized degree than for ex. "experienced professional group" or 'team'. Network can also be developed spontaneously or consciously. Network will have a fundamental perspective of sparring and development. Network can function as a «base». Voluntary participation in a power and interest free zone, where one can exchange ideas and experiences without a specific objective or task having to be decided.

A network is built upon trust, equal relations, time and resources and external support. A network must have both commonality and diversity.

There is not a guidance role, but rather reciprocal guidance.

Mentor

Mentor is characterized by an experienced person who can act as a personal advisor with professional insight and experience of the mentee's area.

Mentor and mentee enter into an informal relation with focus on the mentee's personal administration of professionalism, career strategy and working tasks. The relationship between the mentor and the mentee is asymmetrical – it is the mentor's task to be the advisor rather than guidance counsellor for the mentee. Therefore, the mentor's experience and personality becomes final competencies

There is an opportunity for inclusion in relation to career perspectives as the mentor, in possession of his/her experience and network, can open doors for the mentee.

The organizations' career and competence centre

In large public and private organizations, centralized centres for career guidance and competence development can be established. The centres shall be open for all employees with the opportunity to inquire independent of one's own management, with the intention to seek opportunities for relevant competence development, career change, permanent employment, internal and external job change, and so forth. Career guidance is provided by professional counsellors or Human Resources employees.

The guidance counsellors shall be anchored in the centre and not linked to any other departments; they shall be independent of the organization's immediate interests. The guidance counsellors shall have a thorough knowledge to the organization's strategies, competence resources and competence needs.

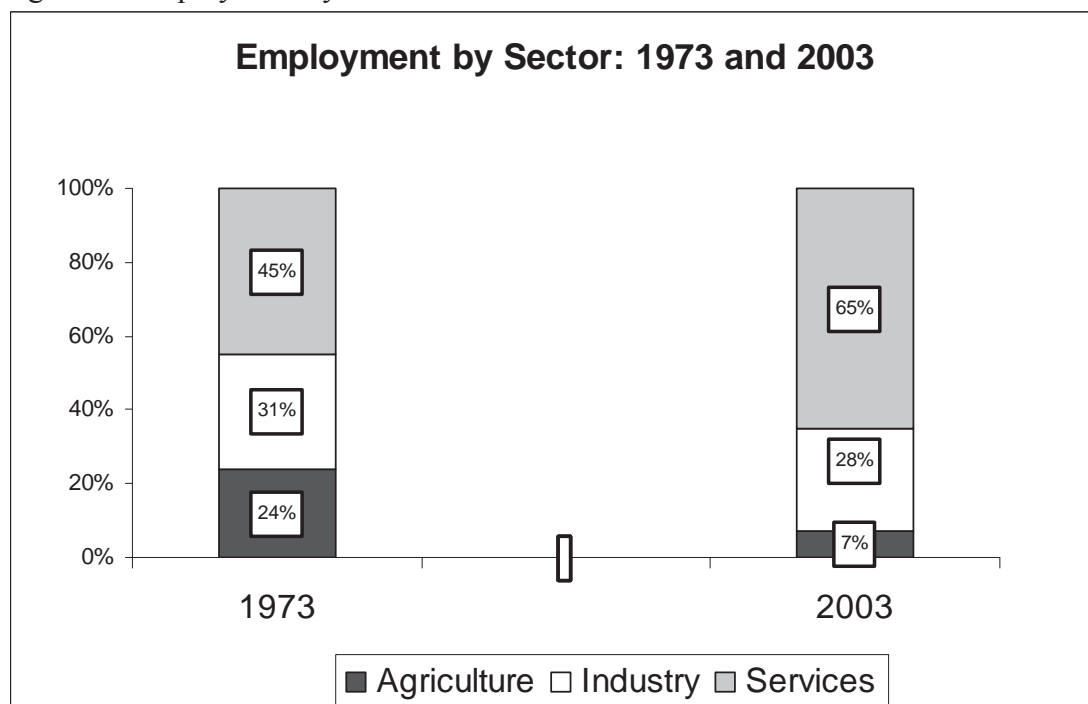
5.6.3. How Tipperary Institute in Ireland carried out the WP3 - work

Introduction

Agriculture and Employment in Ireland

Ireland has undergone major changes in the percentage of people employed in the agricultural, industrial, and services sectors in the past thirty years. The percentage decline in agricultural employment has been matched by an increase in employment in the services sector as may be seen in Figure 1.

Figure 1. Employment by Sector: 1973 and 2003

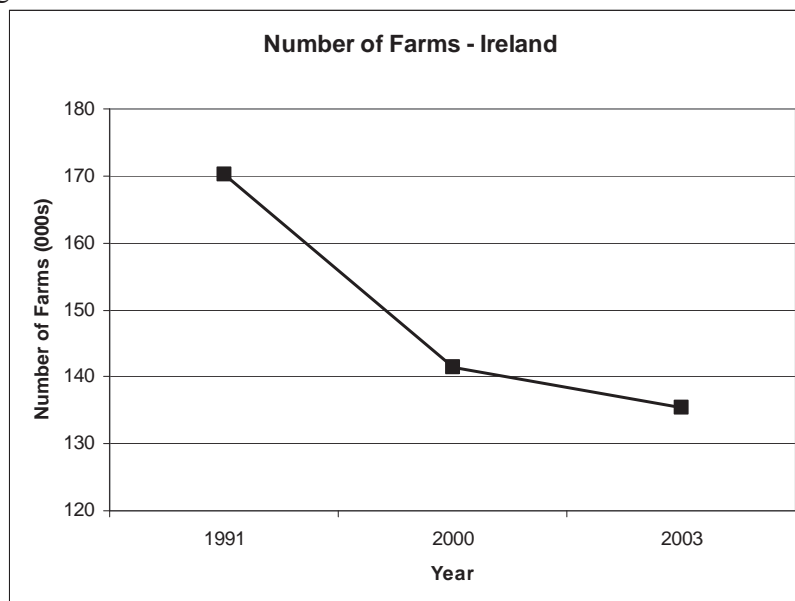


Source: CSO Yearbook 2003

Although the agricultural sector in Ireland was a main source of employment over thirty years ago, there has been a steady decline in the numbers employed in this sector. Based on the International Labour Office (ILO) classification, in 1985 there were 175,600 employed in agriculture, forestry and fisheries. This represented 16% of total employment in 1985. Twenty years later in 2004, again based on the ILO classification, the number employed in agriculture, forestry and fisheries had reduced to 117,000 or 6.4% of total employment. Figures published in the December 2006 fact sheet on Irish agriculture showed the employment in agriculture (ILO based) at 109,100. All of the above figures show a decreasing trend in the number of people employed in this sector.

In addition to declining numbers employed in agriculture, other trends have emerged over the past fifteen years. The last census of agriculture in Ireland was conducted in 2000. A comparison between the 2000 census and one conducted in 1991 showed a decline in the number of farms in the intercensal period. In 1991 there were just over 170,000 farms in Ireland and by 2000 this number had reduced to 141,527 active farms. The December 2006 fact sheet on Irish agriculture estimated that there were 135,300 farm holdings in 2003. This decline is represented in Figure 2.

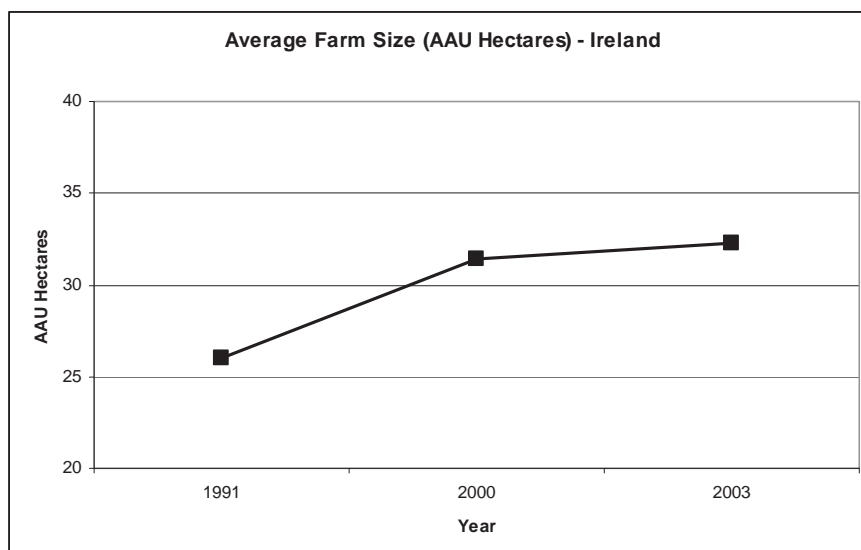
Figure 2. Number of Farms in Ireland



Source: CSO 2000 Census of Agriculture and Fact Sheet Irish Agriculture December 2006.

Results from the 2000 census of agriculture also showed that crease in average farm size. Over fifteen years ago, in 1991, the average farm size (agricultural area used – AAU) was 26.0 hectares. By the 2000 census the AAU had increased to 31.4 hectares. The December 2006 fact sheet on Irish agriculture estimated the average farm size at 32.3 hectares, see Figure 3.

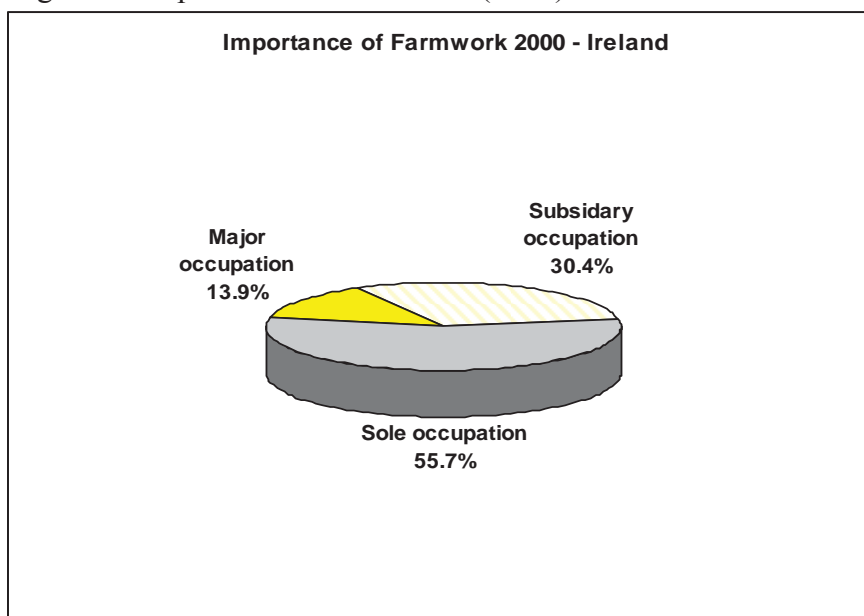
Figure 3. Average Farm Size (Agricultural Area Used) in Ireland



Source: CSO 2000 Census of Agriculture and Fact Sheet Irish Agriculture December 2006.

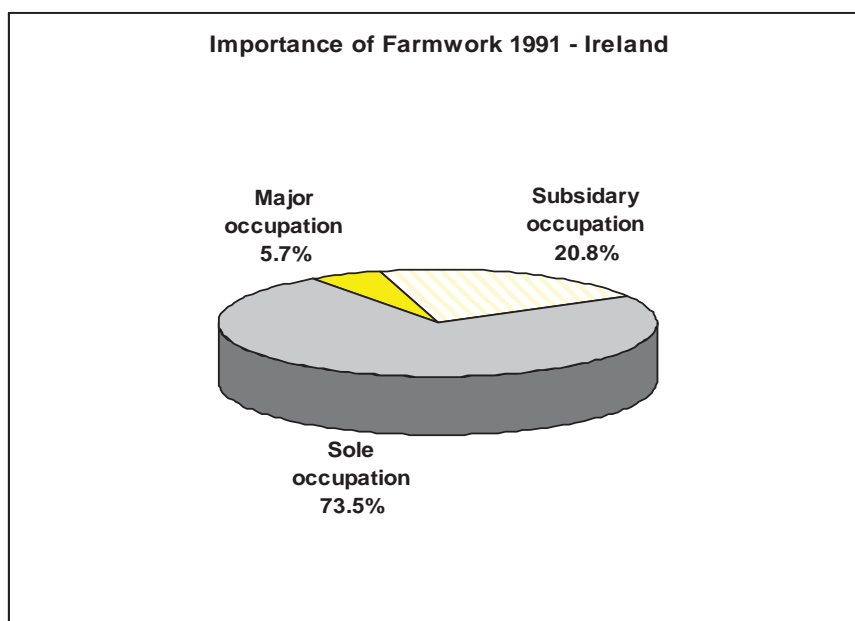
The 2000 census of agriculture also highlighted other changes in the agricultural sector in the intercensal period. A comparison was made between 1991 and 2000 on the importance of farm work, as in was it the sole occupation, major occupation, or subsidiary occupation. The percentage breakdown is shown in Figures 4 and 5.

Figure 4. Importance of Farm work (2000) - Ireland



Source: CSO 2000 Census of Agriculture.

Figure 5. Importance of Farm work (1991) - Ireland



Source: CSO 2000 Census of Agriculture.

It may be seen from Figures 4 and 5 that the percentage of people involved in farmwork as a sole occupation has decreased from 73.5% in 1991 to 55.7% in 2000.

Correspondingly, the percentages that have farmwork as a major or subsidiary occupation increased in the intercensal period.

All of the above data indicates a major change in the structure of the agricultural sector in Ireland over recent decades. There are fewer people employed in agriculture, and for those people, farmwork as a sole occupation has decreased. In addition to this the average farm size has increased in recent decades. In response to these changes in the agricultural sector, State agencies have changed the training services provided. The main agency that deals with agriculture in Ireland is Teagasc.

Teagasc

Teagasc is a semi-state organisation (part of the Agriculture and Food Development Authority) established under legislation enacted by the Irish government to provide integrated research, advisory and training services for the agriculture, food industry and rural communities in Ireland. Teagasc is a client-based organisation and operate in partnership with all sectors of the agriculture and food industry and with rural development agencies. Its 1600 staff members are based in 100 locations throughout Ireland

Around 75% of Teagasc's yearly budget comes from the Irish exchequer and EU funding with the balance generated from earned income. Some 40% of the budget is devoted to research with the remainder split half and half between advisory and training services (annual budget approximately 170 million).

Teagasc plays an important part in maintaining the nation's food supply through ensuring agricultural productivity and the safety of food through the research of its

agricultural and food scientists who also act as specialist advisors to other government advisory agencies and services.

The Minister for Agriculture and Food appoints the organisation's Board Members (11 members) which includes representatives from farming organisations, food industry, universities, Department of Agriculture and food and Teagasc staff.

Teagasc Agricultural Advisors work as part of a team within their locality to develop agricultural resources in the area. They participate in farm visits, discussion groups, office and phone consultations and training courses. They play a vital role in ensuring that farmers can participate in development schemes such as the Rural Environment Protection Scheme (REPS) and assist with applications for European Union (EU) and national programmes to support farm incomes.

To meet the national demand for lifelong learning and continued education for farmers and rural dwellers, Teagasc provide a comprehensive range of adult training programmes at their local offices based in each county. Typically the education staff in each area consists of a college principal and four to eight college lecturers, who are assisted by technicians in setting up and delivering practical training for students.

Local farms participate in providing an environment for teaching practical skills to students as well as the home farms of students as part of the course teaching approach. Each year over 10,000 farmers and/or their partners participate in courses ranging from 12.5 hours right up to certificate level. Training courses are provided across a very wide range of subject matter areas from leading edge technology and business training to issues concerning the public good such as the environment, food safety and occupational safety. The courses are delivered in modules of 12.5 or 25 hours duration. The courses are nationally accredited by the Further Education and Training Awards Council (FETAC) and participants have the option of accumulating modules and progression to FETAC awards.

With regard to increased competitive pressures in farming, together with the growing number of part-time farmers, changes are being made in the vocational training services provided by Teagasc. The organisation is also responding to the demand for training in alternative farm and rural-based enterprises.

Training Initiatives

The following is an outline of the main initiatives being progressively put in place for Prospective Part-Time Farmers:

- The duration of the Certificate in Farming is being reduced from three to two years, but with no diminution in course content.
- All practising part-time farmers will be encouraged to participate in the new two-year Certificate in Farming.
- To meet the needs of part-time farmers, the Certificate of Farming will be offered in a flexible manner employing Distance Learning where required.

The Certificate in Farming was introduced in 1983 and has been the key training programme for new entrants to farming. Since its initiation over 11,000 young people have completed the programme. Of these, 72% are in full-time farming and a further 20% are in part-time farming.

The Certificate in Farming has recently been replaced by the Vocational Certificate in Agriculture, Level 3. This certificate emphasises the development of business and management skills and in developing proficiency in dairy, dry stock or crop production. This two year course (Levels 2 & 3) is FETAC accredited. Students who obtain the Level 3 Certificate may transfer to the Higher Certificate in Agriculture under certain conditions.

- Outline of Course Content Level 2
 - Students on the course will acquire skills and knowledge relating to:
 - Soils and plants
 - Animal and crop production
 - Farm management
 - Machinery
 - Enterprise development and management
 - The environment
 - Farm buildings
 - Personal development
 - Health and safety.
- Outline of Course Content Level 3

Students on the course will focus on the development of business and management skills, and develop proficiency in a range of skills in one of these specialisms:

- Dairy Production
- Dry stock Production
- Crop Production.

The integrated Certificate in Farming and Rural Enterprise Programme is the recommended training programme for school leavers taking over the operation of a farm from which they will not make a full income. This two-year programme will combine training in farming with that in a second skill, either in an alternative enterprise, trade or craft, thereby meeting the need for multi-skills training, especially in the smaller farm areas.

Context of Development of R.E.M.A.I.N. Programme

Within the culture of partnership, Teagasc and FAS (National Training Authority) jointly created the environment for the design, development and delivery of the programme to meet the training and educational needs of a specific group within the farming community. Namely, middle income farm families who wanted to generate additional income for the farm family.

Summary of R.E.M.A.I.N. Programme

Aims and Objectives of Programme

The pilot R.E.M.A.I.N. programme was undertaken in the period May – July 2005 in Enniscorthy, County Wexford. 20 persons participated in the programme.

The main objectives of the programme were:-

- To undertake idea generation with middle income farm families to enable them consider alternative and additional sources of income
- To provide the participants with the tools to enable them plan for the development of a business or project to enable them develop an additional source
- To provide the participants with the skills to develop a Business Plan

The programme was certified with the Institute of Learning and Management and Waterford Institute of Technology.

Target Group

The general profile of target groups availing of education from Teagasc were:

- Farmers not earning sufficient income from farming activities.
- Farmers who have to supplement income by additional part time work.
- Must have completed certificate in farming.
- Likely age group – mid 30s to mid 50s.

The R.E.M.A.I.N. Programme was promoted to middle income farm families. Participants were those who wanted to generate additional income for the farm family - some were more ambitious than others. In one case the participant wanted to increase income by €10,000 p.a.

Process

A direct mail shot was sent to Irish Farmers Association (IFA) members and advertisements were placed in local newspapers. Advertisements were also placed on local radio and there was a discussion on the farm programme promoting the R.E.M.A.I.N. programme. Participants were targeted by way of a direct approach to a small database of customers of an agri - supply company.

At the introductory session the participants were given various forms to complete to :-
Assess their level of Information Technology (IT) skills

- Determine if they had any specific ideas they wanted to develop
- Establish if there was any business topic they wished to have discussed

Each of the forms was treated confidentially and provided the necessary information to meet the specific requirements of each participant (see appendices).

Programme Content

The Programme covered the following topics:

Business Ideas and Opportunities:

- Identifying and evaluating new business opportunities
- Maximising use of on farm assets and resources

Investment Opportunities:

- What to look at in considering investing in property
- What to look at if you wish to invest in shares and an understanding of how to invest in shares

Personal and Business Development:

- Goal setting
- Time management

Developing a Business:

- How to research an idea, market, product or service
- Identifying and getting to know potential customers
- How to prepare the business plan
- How to raise finance, identify grants and business structure
- How to develop sales and promote the business

Financial Planning:

- Sources of finance
- Securing loans
- How to deal with your bank
- How to prepare cash flow
- Pricing your product and service

Mentoring:

- On farm visit to discuss your options and ideas
- Skills appraisal
- Analysis of existing enterprises and new opportunities

Evaluation of Pilot Programme.

An evaluation by participants was undertaken utilising the standard FAS Evaluation form (see appendices).

The results of the evaluation were very positive.

On rating of the course as a whole, from a total of 20 participants; 5 participants rated the programme as being excellent; 14 participants rated it as being good and 1 participant rated it as average.

On the question as to whether the participants specific objectives were met 5 stated they were completely met and 15 stated they were fairly well met. None of the participants stated that they were “not very well met”, “not at all” or “was not aware”.

In the programme many of the participants were unsure what to expect and most had no idea as to what they wanted to do.

Outcome

Six months after completion of the programme 14 of the participants had either started some form of enterprise or were in the planning stages to do so.

Activities being undertaken by the participants include:-

- Setting up a book keeping service
- Developing a sand pit and quarry
- Starting a landscaping and gardening business
- Developing a pheasant and duck shoot
- Setting up a butchers shop
- Processing meat and selling directly at a farmer’s market
- Converting buildings with a view to letting
- Obtaining planning and building houses on the land with a view to starting a small development business
- Setting up a pub and lounge bar

Progress to date

After the initial pilot, the R.E.M.A.I.N. programme has taken place in a number of counties, and a second programme has taken place in one county. Approximately 80 people in total have attended the R.E.M.A.I.N. programme. There are plans, in conjunction with FAS to deliver the programme in other counties in late 2007.

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5.6.4. How COLSAF in the Slovak Republic carried out the WP3-process

Introduction

“Non-registered unemployed” as a target group on which Leonardo da Vinci GATEWAY TO GUIDANCE project activities within Work Package 3 were focusing on was a problem for Slovak partner from the very beginning of the project. The role and mission of Central Office of Labour, Social Affairs and Family (COLSAF), a public employment service in Slovakia, are strictly defined by law (Act No. 5/2004 on Employment Services), which says that there are just two categories of clients whom labour offices pay attention to:

- job seekers (unemployed citizens able and wish and seeking employment/job and being filled in the Office's register of job seekers),
- persons interested in employment (employed citizens seeking a different employment/job or interested in the provision of career information/ guidance/ counselling and the services of training and preparation for the labour market and who are not job seekers).

Unemployed who are not registered are therefore behind the scope of interest of labour offices, at least according to the current legislation and this we had to take into consideration in selecting our target group for WP3.

Selecting target group.

During the first joint project partners meeting, which took place in Skien, Norway, in December 2005, the following target groups were identified as “unregistered unemployed”:

- part-time workers (many of them are full-time job seekers without being registered at the labour office)
- single parents,
- immigrants,
- persons being at home (housewives),
- young people over 18 years of age being at home (not in employment, education, or training),
- persons who are not employed in the occupation they have a qualification for (so called “occupationally unemployed”),
- persons with disabilities and disability pensioners who are not registered as job seekers, though many of them it would be possible and desirable to return on the labour market.

Due to reasons mentioned before, we decided to focus on adult young people in vocational education and training preparing to enter the labour market – namely students in the last grade of secondary vocational or secondary apprentice schools. It should be mentioned here that youth unemployment rate in Slovakia belongs to the

highest in EU-25 or OECD countries²⁶ and therefore it was decided and agreed by the project management to have young people in VET as our target group. There are many reasons why it is so; one of them is a lack of adequate and appropriate career information, guidance and counselling before and during vocational education and training.

Selecting the region for co-operation.

Soon after the launch of the project we started a process of selection a region where it would be possible to find partners for co-operation in WP2 and WP3. It was decided to find a district with good and co-operative labour office, with a company which would like to participate in activities within WP2, and last but not least with secondary school willing to be a partner for us in WP3. During the spring 2006 the Office of Labour, Social Affairs and Family in Pezinok (Pezinok is a district town only about 20 kilometres from Bratislava) was selected as a project partner (a sub-contractor in the Leonardo da Vinci project terminology), later on thanks to the help of this OLSAF also a business partner was found – VITIS Pezinok, s. r. o. (a company producing wine and few other alcoholic and non-alcoholic beverages).

In March – April 2006 we addressed three secondary schools from that district – Secondary Wine and Fruit Growing School in Modra, Secondary Horticulture School in Malinovo, and Business Academy (also a secondary school) in Pezinok. The first two schools responded to our offer to participate in the project, after personal visits and talks with the school management only the first one finally became our partner.

Development of the action plan

The basic idea of our action plan in WP3 was to develop and provide a training course for selected secondary school students focused on career information and guidance skills.

In the Slovak school system there is no systematic career education on elementary schools level and only since 2003 there is some at the secondary vocational and apprentice schools – schools have an option (not duty) to include into curricula a new subject – *Introduction to the world of work* – in the last grade (it might be in the third or in the forth grade – all secondary vocational schools have four grades, majority of secondary apprentice schools have three grades). The course in its full version has 30 hours and its content is divided into 11 themes:

- Introduction to the labour legislation
- Collective labour legislation
- Employment relationship
- Working time and rest periods
- Wages
- Obstacles to work
- Labour protection
- Employment, training and re-training
- Inflation and unemployment

²⁶ In 2005, e. g., unemployment rate of young people aged 15-24 as a percentage of the labour force was 11,2 %, and nearly 30% as a percentage of the age group (source: Jobs for Youth – Slovak Republic, OECD Report, March 2007).

- World of work and labour market
- How to apply for a job

It is obvious that only last two or three themes have also some practical value for student and through them it is possible to acquire also some practical skills necessary for successful start on the labour market.

To support and strengthen the practical part of the subject we decided to involve representatives of local labour office and also a representative of our business partner in the training course as we were persuaded that practical view on how it goes might be very useful for students. Besides that, excursion of our students to both Career Information and Guidance Centre of the labour office in Pezinok as well as to VITIS Pezinok was an integral part of our action plan.

Description of the target group.

Students in the last, 4th grade were our target group within WP3 – there were 38 students in two classes. The specialisation that students are studying is “wine and fruit growing” and secondary school in Pezinok is the only one in Slovakia where this specialisation is possible to study. There are two lines in this specialisation – the first is entrepreneurship, the second is agro-tourism (both in wine and fruit growing), all our students had the first one. Age of our students was 18 years in average.

Content and realisation of the training.

With respect to limited time that was available for our training course and also to the current period of the school year (end of January – beginning of February, the period shortly before or after the mid-year classification) the following topics of the course was finally chosen:

- A. Introduction to the labour legislation, Collective labour legislation, Obstacles to work –

2 hours

- B. World of work and labour market: the content was here divided into three topics, the first one more theoretical, other two more practical:

- demand and supply of labour force; competition on the labour force; graduates on the labour market as a specific group of disadvantaged job seekers; sources of career information; career guidance and counselling services
- self-esteem, self-assessment – training of practical skills
- how to prepare for a job interview

4 hours

- C. How to apply for a job

- advertisements
- CV/resume, job application, motivation letter
- phone call with an employer, principles of phone communication
- training of job interview skills

6 hours

D. Besides that, there was another part included in the training course – an employer's view on recruitment & downsizing, human resources management and other relevant issues.

2 hours

The content of the training course was thus divided into two days (6 + 8 hours each day). For themes A, B, and C there were two colleagues from the co-operating Office of Labour, Social Affairs and Family in Pezinok in the position of teachers – *Mrs. Poljovková*, the head of Information and Guidance Department, and *Mrs. Karnayová*, the head of Counselling Services Department. Last but not least, *Mrs. Kolečáková*, the head of Human Resources Department of VITIS Pezinok, s. r. o., was then the teacher for theme D. Organisation of the whole training was prepared in close co-operation with the school management and *Mrs. Matušková*, a teacher of economics who is responsible also for the new subject *Introduction to the world of work*.

From the project budget textbooks “*Introduction to the World of Work*” (published just three months before the training) for students were bought. All themes were appropriately presented in this textbook and this was very helpful.

Immediately after the training course students participated in excursion to the labour office (OLSAF) in Pezinok where they were informed about all functions and activities of the public employment service institution with special focus on unemployed persons, employed job seekers and disadvantaged groups on the labour market. Special attention was paid to presentation of services offered by the Career Information and Guidance Centre of the OLSAF to all target groups including elementary school pupils, secondary school students and others.

The main aim of the excursion to VITIS Pezinok, our business partner in the project, was to show students both production area and also other important departments of the enterprise (economics, logistics, and distribution), as well as organisation and management of the human resources department of the company.

It was really very good coincidence that we had in the project VITIS Pezinok, a company that is dominantly oriented on producing wine and non-alcoholic beverages (produced on the basis of vine grapes), and Secondary Wine and Fruit Growing School, which is preparing its graduates just for this economical sector.

Feed back.

Two months after the training course (in April 2007) our students were asked to fill in a questionnaire through which we wanted to get some feed back of what had been done. Their reaction was very positive and as it such was a great satisfaction for the project management and for all who were directly involved in the training course. Details on this feed back (responses of students to each of 13 questions of the questionnaire) can be found in the Annex.

Final evaluation and recommendations for the future

Training course for secondary school students in Modra focused on themes introducing the world of work and transition from school to work was useful and successful experience for us as partners in the Leonardo da Vinci project GATEWAY TO GUIDANCE. Though the project was within its WP3 dealing with “unregistered

unemployed” we decided to have young adults still in vocational education as our target group on which we oriented our project activities. Instead of having unregistered unemployed registered and then through various activities and measures including career guidance put back on the labour market we decided to focus on those who are one of most vulnerable group on the labour market – graduates of secondary schools; the main purpose here was to reduce the risk that they would become unemployed through investment into training course focused of career education and related practical skills.

The secondary school we have chosen was very enthusiastic from the very beginning and at the end the school management highly appreciated what was done for students within the project – without our involvement no such special training course would be realised, no new experience would be acquired.

Activities within WP3 also showed that this approach might and should be disseminated also to other schools in the country – especially co-operation with labour office (it could be also some other employment agency) and a concrete enterprise was very fruitful in preparing students for the transition from school to work, from education to labour market.

And this is perhaps the main message from the project and its WP3 as was realised by the Central Office of Labour, Social Affairs and Family as a project partner and its co-operating institutions – Secondary Wine and Fruit Growing School in Modra, regional Office of Labour, Social Affairs and Family in Pezinok and the company VITIS Pezinok, s. r. o., as our business partner in the project.

5.6.5. How the Competency Forum in Norway carried out the WP3-process.

Introduction

The Career Centre Telemark (CCT) was invited to plan and carry out the practical part of the project Gateway to Guidance directed towards the target groups defined as «Unregistered Unemployed». CCT is a part of a 3 year project and the establishment of the centre is a result of a long and focused objective to acquire a more systematic structure of career guidance in Telemark. This establishment was professionally influenced by this Leonardo Da Vinci pilot project as well.

The centre has three main tasks:

- Individual career guidance to adults
- Change-over focused company guidance
- Resource centre for other career guidance counsellors in the county

The objective with this part of the project was linked to individual career guidance to increase the client’s decision-making competence. They provided the individual client with appropriate information and guidance linked to professional and/or educational opportunities and supported them in reflection over their own career development.

Main objectives:

- More people in work – less inactive

- Identify and provide career guidance to unregistered job-seekers

The contractor selected two target groups which both may be defined as «Unregistered Unemployed»:

- Part-time workers (target group 1)
- Disability pensioners (target group 2)

TARGET GROUP 1: PART-TIME WORKERS

Selection of the target Group part-time workers

It is an increasing demand for manpower in Norway, and part-time employed are supposed to have an interesting potential. Both as unregistered and registered job-seekers the group is expected to have more working capacity.

Besides part-time employed do not get much attention from the Employment service.

Part-time employed - are registered in NAV (National Organization of Welfare) as part-time job-seekers, but NAV is mostly working with unemployed and disabled people.

It will be important to make a survey that shows the demand of the part-time worker for further employment and/or further qualifications and as a result of that offer career guidance.

The project focused on part-time employed i Telemark.

Characteristics of the target group part-time workers.

Many part-time employed are registered in NAV as part-time job-seekers, and NAV have much information about that group. This information will be used in this analysis. In the analysis the group is called «part-time job seekers».

Number of part-time job seekers:

Region:	Part-time Job seekers	All job seekers	% part-time Job seekers
Norway	41 126	233 517	17,6 %
Telemark County	1 574	9 884	15,9 %
Grenland region (Industrial area)	978	6 225	15,7 %
Vestmar region (Industrial – rural)	139	936	14,9 %
East-Telemark region (Rural)	184	1 311	14,0 %
Middle of Telemark region (Rural)	148	798	18,6 %
West-Telemark region (Rural)	124	613	20,2 %

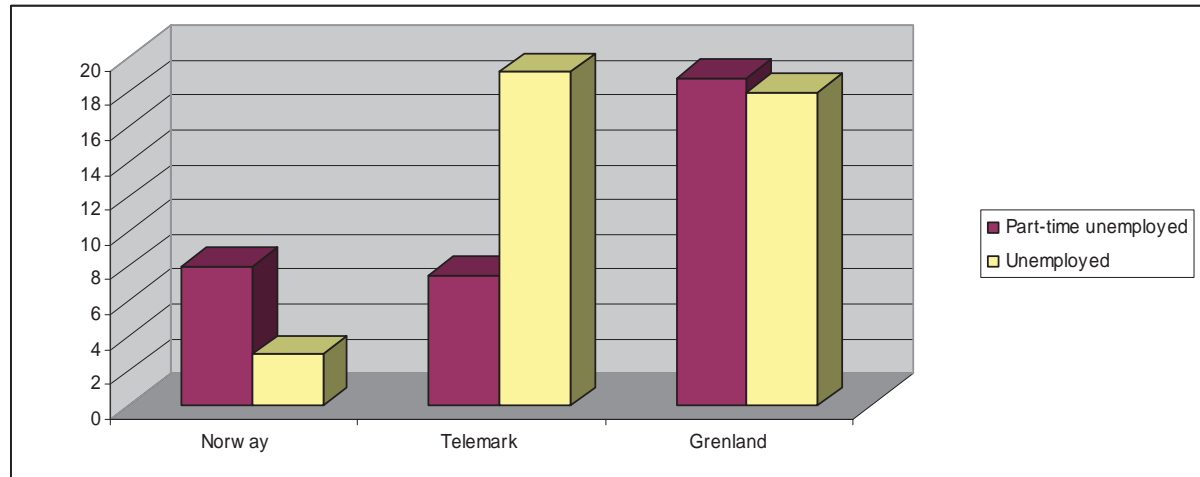
Figures from Ainfo with average figures from 2005.

A big share of the job seekers is part-time workers, but Telemark County has a lower share than figures for the rest of the country.

Typical district regions as Middle of Telemark and West-Telemark have higher share than the rest of the country. Less job offers are probably the reason for that.

The number of job seekers has been reduced from 2004 til 2005

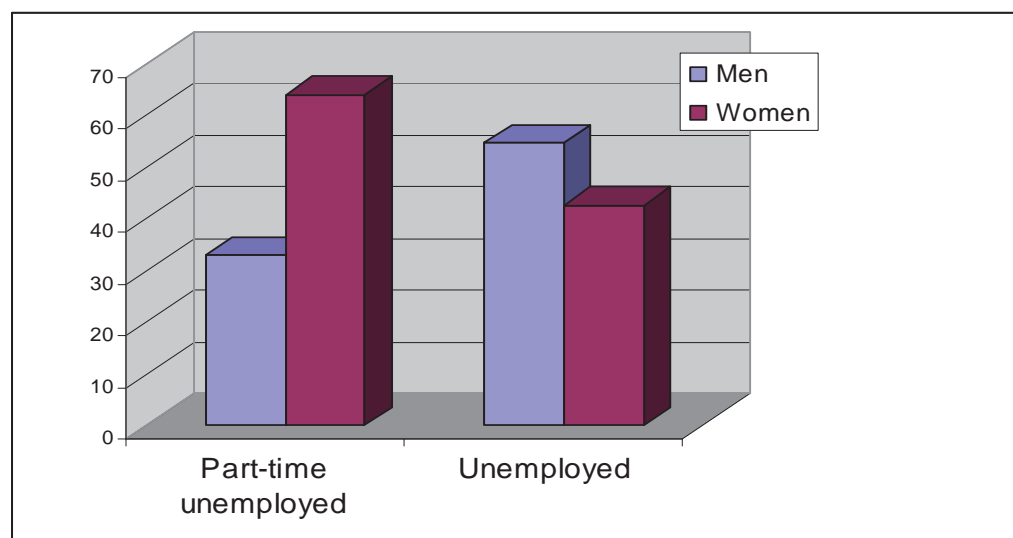
Reduction in unemployment in percentages from 2004 to 2005 (average figures for 2004 and 2005):



Unemployment has been reduced during 2005. The reduction in Telemark has been higher than for the country, but the reduction for part-time job seekers is much lower than for the unemployed job seekers.

Gender:

Percentage of men and women for part-time job seekers and unemployed job seekers:



2 of 3 part-time job seekers in Grenland region (urban, industrial area) are women. For unemployed job seekers more men than women are unemployed.

A main reason for the great share of women as part-time workers is that the part-time jobs mainly are typical occupations for women.

Age:

Part-time job seekers and unemployed job seekers divided in age. Average figures for Grenland region in 2005.

	Under 20 years	20-24 Years	25-29 Years	30-39 Years	40-49 Years	50-59 Years	60 years and more
Part time job seekers	12	130	121	282	229	143	61
Part-time job seekers - %	1,2%	13,3%	12,4%	28,8%	23,4%	14,6%	6,2%
Unemployed job seekers- %	3,9%	17,5%	14,4%	27,9%	20,4%	11,5%	4,4%

The average age for a part-time job seeker is higher than for unemployed job seekers.

Duration of unemployment:

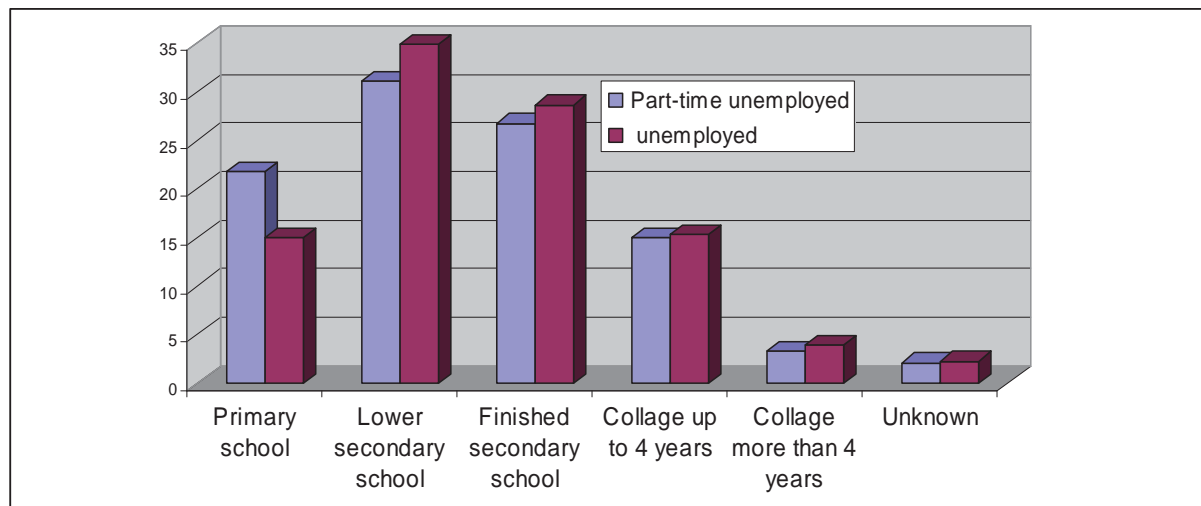
The duration of unemployment for part-time job seekers in Grenland. Average figures for 2005.

	Under 4 weeks	4-7 weeks	8-12 weeks	13-25 weeks	26-39 weeks	40-52 weeks	53 weeks and more
Number of part-time job seeker and percentage	281 28,7%	156 16,0%	122 12,5%	171 17,5%	90 9,2%	49 5,0%	109 11,1%

The figures show that about 45 % of the part-time job seekers finish their job-seeking periode within 2 months. That situation is the same for unemployed job seekers.

Level of education:

Highest level of education for part-time job seekers in Telemark County compared with level of education for registered unemployed persons in Telemark



The average education level for part-time job seekers is some higher than for unemployed job seekers, but for both groups the education level is low. About 45% of the part-time job seekers had an education level that was lower than “finished secondary school”.

Economy:

- 57% of part-time job seeker registered in NAV had unemployment benefits.
- A part-time job seeker can receive unemployment benefits as long as the part-time job is up to 50%.
- Some part-time workers may find the economical conditions so satisfactory that they do not seek jobs.

Part-time job seekers occupations:

Part-time job seekers in Grenland are seeking work within these groups of occupations:

Agriculture, forestry, fisheries	9
Transport and storage	29
Construction	30
Teaching	24
Technical and scientific work	51
Administration	64
Business services	86
Manufacturing	97
Wholesale and retail trade	150
Clerical work	206
Nursing and health	207

The number of occupations with registered part-time work:

1. Sales staff	135
2. Clerical work	74
3. Nurse	63
4. Care assistant	62
5. Other work of caring nature	36
6. Storemen	25
7. Cleaning	23
8. Teacher	21
9. Secretary	20
10. Cook	18
11. Transport/drivers	17
11. Public executive officer	17
13. Computing work	14
13. Assistants/manufacturing	14
13. Kitchen hands	14
16. Medical secretary	11
16. Work in chemical production	11
18. Decorator/designer	10

This survey consists mainly of typical female professions.

Identifying the target group.

Part-time employed can be divided in these groups:

1. Part-time employed that is registered as job seekers in NAV
2. Part-time employed that is job seekers, but not registered in NAV
3. Part-time employed that is not job seekers

Group 1 is registered in NAV, and they are easy to find and meet. Information is available.

It is more complicated to get in touch with other part-time employed. In order to get their names, it will be necessary to make these inquiries:

1. Make a report to Data Protection Registrar
2. Communicate with Statistics Norway
3. Ask Statistics Norway for information from the Register of Employees
4. Get a price agreement and order the information

Part time workers - Analyses and definitions of the target group

Source: Ainfo (Statistics from Employment service) and Statistics Norway

SSB (Statistics Norway) informs that there are no international definitions for part time. We will use the same definition that SSB use in the Labor Force Survey:

A part-time worker have an agreement for working weekly less than 32 hours. Persons working between 32 and 37 hours will also be registrated as part-time workers if they describe it as par- time. For persons without agreement for working hours, for instance self-employed persons, the statistics will be based on registered working hours.

Persons with more than one part-time job and the working hours are the same as full-time or more, the persons will be registrated as full-time worker.

SSB describe "underemployed" as part-time worker that have tried to get more jobs and that is able start working within one month. Underemployed can therefore be characterised as part-time job seekers. This group will be of special interest for the project.

Some of these job seekers are registered in the Employment Service as part-time job seekers.

Who is working part-time?

SSB divide part-time worker in these 5 main groups:

- a. Working persons (employees and unemployed)
- b. Education activities

- c. Old-age pension and early retirement pension (More than 60 years)
- d. Persons with health problems and with early retirement pension (Less than 60 years)
- e. Work at home

The project will only have focus on main group A-Working persons (employees and unemployed).

This group includes about 68% of all part-time workers.

SSB definition of "working persons":

Part-time worker that have a relatively strong connection to the labour market. Some are not job seekers and have different reasons for working part-time instead of full-time. The main reasons are probably bad health, children care, education or pension. Included in this group are also those who state that "unemployment" is their main activity. They are supposed to have a temporarily job while being job seeker and/or the number of working hours are very low.

How much do a part-time employee work?

Weekly working hours for part time employees:

30 hours+	20%
20-29 hours	30%
10-19 hours	30%
10 hours-	17%

The average working time for women is higher than for men.

The average number of working hours for female part time workers are higher than for men.

It is more common for part time workers to have working hours that differ from regular day time working hours. In 2002 (1. quarter) 38 % of part time workers had working hours in week ends or evenings/nights. For all employees the percentage was 30.

The main reason for these differences is shift work. Women working within health and care are the main contributing factors.

Underemployed (potential job seeker)

In 4th quarter of 2002 the number of underemployed persons were 80 000 in Norway. If the needs for more work should be satisfied, 29 000 man-labour years had to be offered.

In the same period 87 000 unemployed job seekers offered 29 000 man-labour years.

In other words we find here a great potential for man power.

15,4% of part time workers who state that their main activity is active worker are underemployed. The average for all part time workers is 13,4%.

Men are more underemployed than women. 16,7% of the men are underemployed. Compared to the women the figure is 12,4%. This difference is increasing for those who state that active worker is their main activity. In this group 24,1 % of the men are underemployed and 13,7% for the women.

It is important to settle that the number of underemployed women are 58 000 and 23 000 for the men. The reason for that is that the number of part time female workers are much higher than for men.

The number of working hours have influence on underemployment. The share of underemployed for part time workers with more than 29 hours pr week were 9 %. For part-time workers with 10 – 29 hours per week the percentage was about 15%. The figures for underemployment are lower for regular day time workers.

Occupations with many part time workers are health and care, trade and hotel and restaurant. Within health and care underemployment was higher than average figures, but for trade and hotel/restaurants the figures are below average.

It might be surprising that underemployment is high in occupations that have had an increase in employment and need of competence in certain professions.

An analyse made by SSB showed that underemployment was reduced 12% if underemployment was defined as real working time instead of agreed working time. That means that many part time workers who had need of more working hours than the agreed time, succeeded with that.

The number of part-time workers.

The share of part time workers (compared with figures for all workers) increased from 1972 and had the highest level in 1985. After that the share of part time workers has been stable. Today (2002) the increase is ca. 26%. The high figures in 1970/1980 was due to an increase in female employment that involved many part time occupations.

Part time employment for women had the highest level in 1985. At that time more than 50% of working women was working part time. This percentage has been reduced later on to 43% in 2002.

Mens part-time working have had a small increase in the period from 1972 to 2002. The increase is mainly due to young people who finish their education. In 1972 the difference between part-time working men and part-time working women was 38%. In 2002 the percentage was reduced to 32%. The difference has been lowering during these years.

Part-time workers compared with other European countries

Numbers of part-time workers in Norway compared with other European countries. Figures from Slovakia were not available, but compared with these European countries Norway has a high share of part time workers.

Percentage of part time workers of all employed workers – 2002:

Country:	All	Men:	Women:
Norway	26,3	11,0	43,5
Denmark	20,6	11,0	31,4
Ireland	16,5	6,5	30,5
Great Brit.	25,0	9,4	44,0
Finland	12,4	8,0	17,1
Sweden	21,4	11,2	32,9
Iceland	27,8	12,7	44,9
Belgium	19,4	5,9	37,7
Germany	20,8	5,8	39,5
Greece	4,5	2,3	8,1
Spain	8,0	2,6	17,0
Netherland	43,8	21,5	72,8
Austria	18,9	5,1	35,7
Portugal	11,3	7,1	16,4
Switzerland	31,7	10,9	57,0

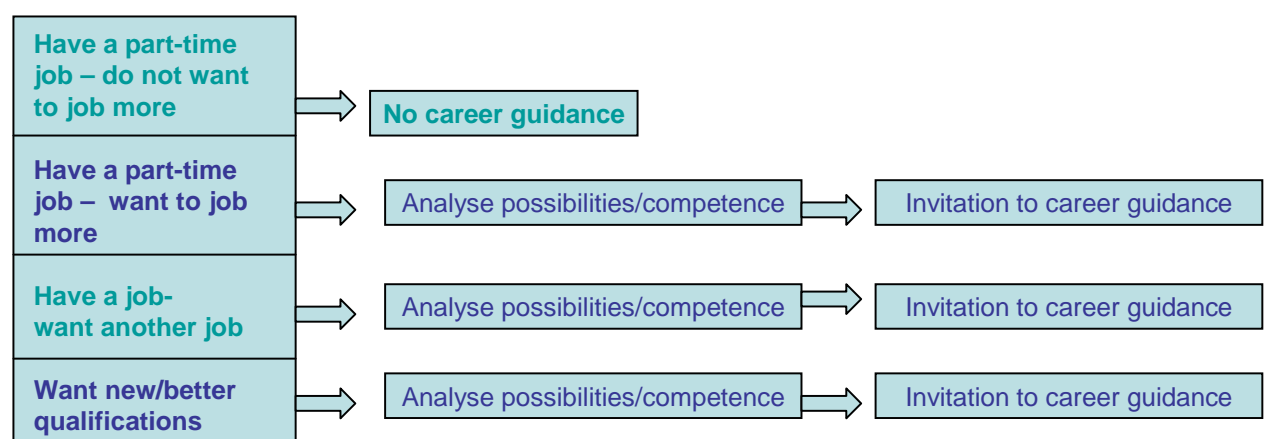
Source: Eurostat 2002

The agreed number of working hours for a part-time worker in Norway is higher than the average for these European countries. Average weekly working hours in Norway was 22,2 hours. The average for EU (The situation in 2002) was 19,6 hours.

The needs of the target group

It will be necessary with questions that are relevant for analysing the target group asking for personalia, occupational background, qualifications, economy, attitudes/possibilities/problems and current guidance offer.

After analysing these answers, the persons for testing operation can be picked out after this model:



TARGET GROUP 2: DISABILITY PENSIONERS

Selection of the target Group part-time workers

The number of people receiving disability pension is increasing, as for the number of elderly in our population. The pressure on the National Insurance to give financial support is also increasing. The authorities' political aim is to help the disability pensioners back to employment. In order to limit the increase in the number of disability pensioners and to increase the number of disability pensioners that take employment, disability pension is sometime used as a time-limited benefit*. In addition, occupational rehabilitation** in most occasions must have been tested in order to give a disability pension. The number of people receiving rehabilitation benefit*** has increased considerably, and the measures for the occupational disabled are given increasingly priority.

At the time being, a test-project is carried out in five counties in Norway. Wage subsidies are given to employers in return for an employment of a disability pensioner. So far, relatively few disability pensioners participate in this project. There are probably several reasons why the number of participants are limited.

The main object of our project is to identify, clarify and give career guidance to the target group in order to collect information on the reasons why, and to recruit among these potential workers. A survey will be carried out.

Because there are a great number of people receiving disability pension, the population should be limited when carrying out the survey. In order to collect relevant information about the target group, it is important to collect a representative sample, at the same time as the number of people is not too big to operate.

***Time-limited disability benefit:**

This benefit is granted when the future earning ability cannot be fully excluded. The person cannot work at the time being, and medical treatment, rehabilitation or occupational rehabilitation are considered not to increase the person's ability to achieve or keep jobs. The benefit is granted for 1-4 years, and it can be prolonged several times.

**** Occupational rehabilitation:**

Occupational rehabilitation is assistance given by NAV, the Norwegian Public Employment Service, to employees who for health reasons have difficulty in finding or keeping jobs. The assistance can be guidance, education, trainee placement, assessment of limitations and possibilities, employment exchange or adapting of the working environment.

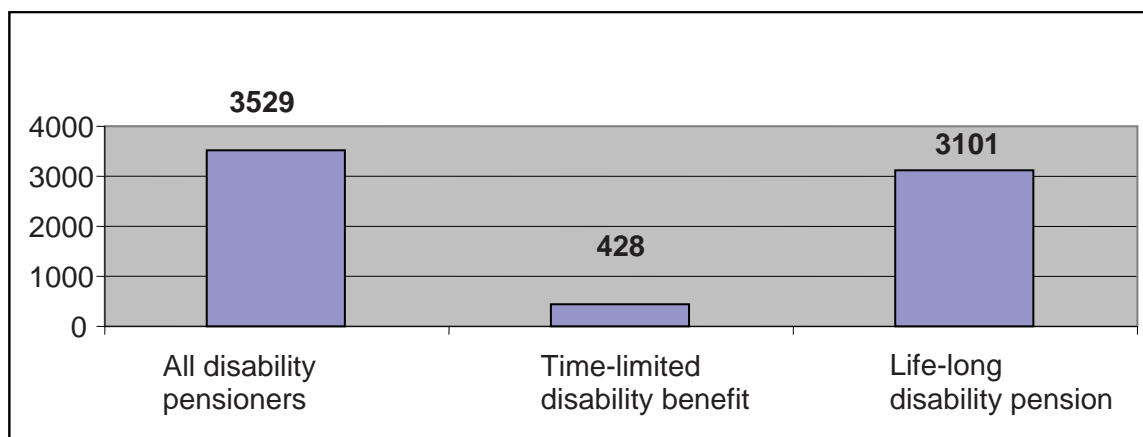
*****Rehabilitation benefit:**

The benefit granted when participating occupational rehabilitation.

Characteristics of the target group «Disability pensioners».

Number of disability pensioners:

Number of disability pensioners in Telemark County per 30.06.05:



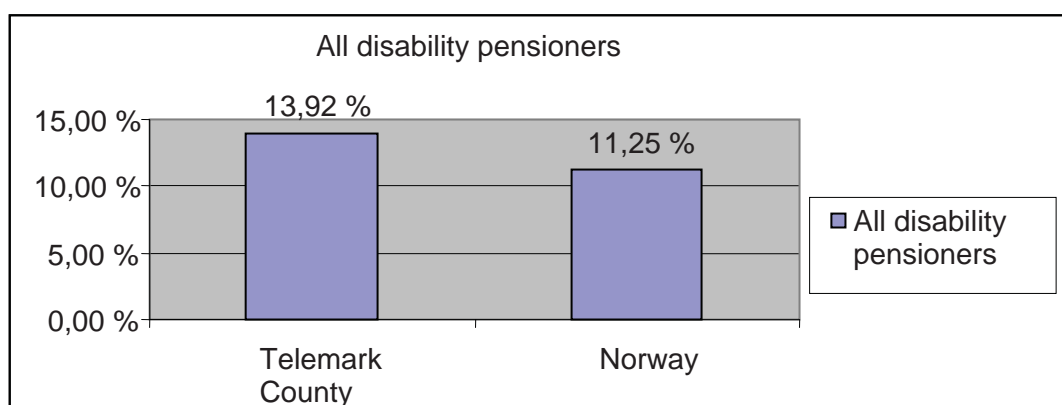
At the same date, the total number in the country as a whole was 315 409 people. Telemark County has a share of all disability pensioners at 4,41 %. The percent of the county-population receiving time-limited disability benefit was 4,92 %. 3,57 % of the population in Telemark County are between 20-66 years of age*. Telemark County has a high percentage of the total number of disability pensioners.

*The age of retirement in Norway is 67 years.

Percentage of disability pensioners:

The percentage of disability pensioners in Norway:

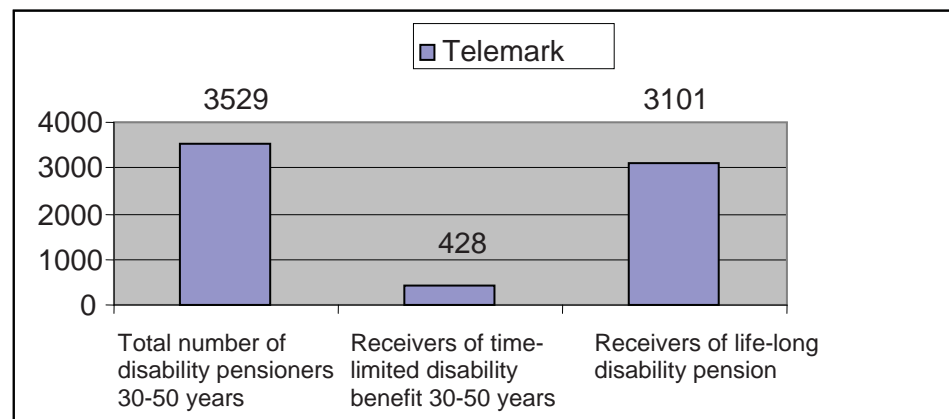
The number of disability pensioners is per 30.06.05, while the population-number is per 01.01.05 and includes the people **20 – 67** years of age.



Telemark County has a noticeable higher share of disability pensioners than the country-average. Both people receiving time-limited disability benefit and receivers of life-long disability pension are included.

Number of disability pensioners 30 – 50 years:

The number of disability pensioners in the county of Telemark 30 – 50 years of age:



The percentage in Telemark County and the country as a whole is measured according to the number of people 20-67 years of age.

Telemark County has a noticeable higher share of disability pensioners than the country-average, including both people receiving time-limited and life-long disability benefits.

Sex-differences in number and percentages:

Number and percent of women and men, disability pensioners:

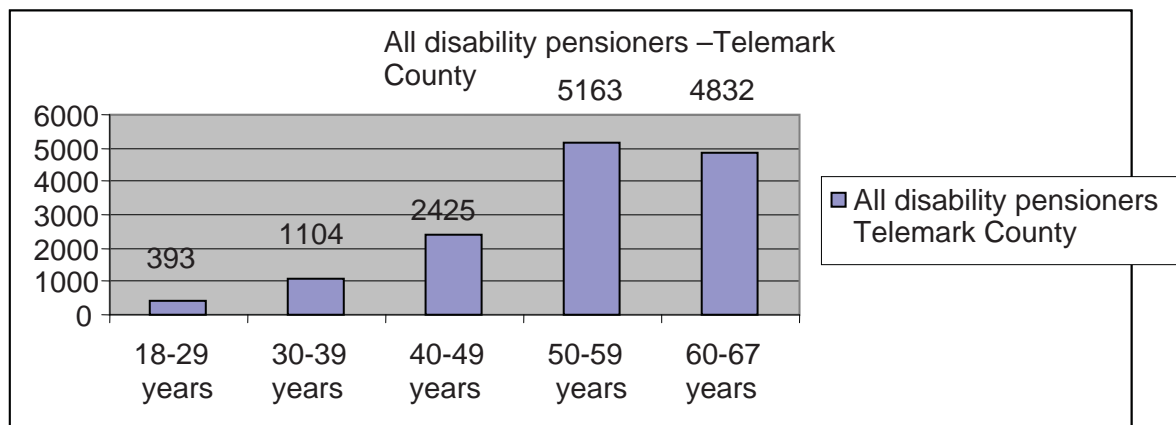
Area:	No/Percent	Women:	Men:	Total:
Telemark County	Number	8 059	5 858	13 917
	Percent	57,7%	42,3%	100%
Norway	Number	181 354	134 055	315 409
	Percent	57,5%	42,5%	100%

There are most women receiving disability pension. The numbers in Telemark County and the whole country are almost equal.

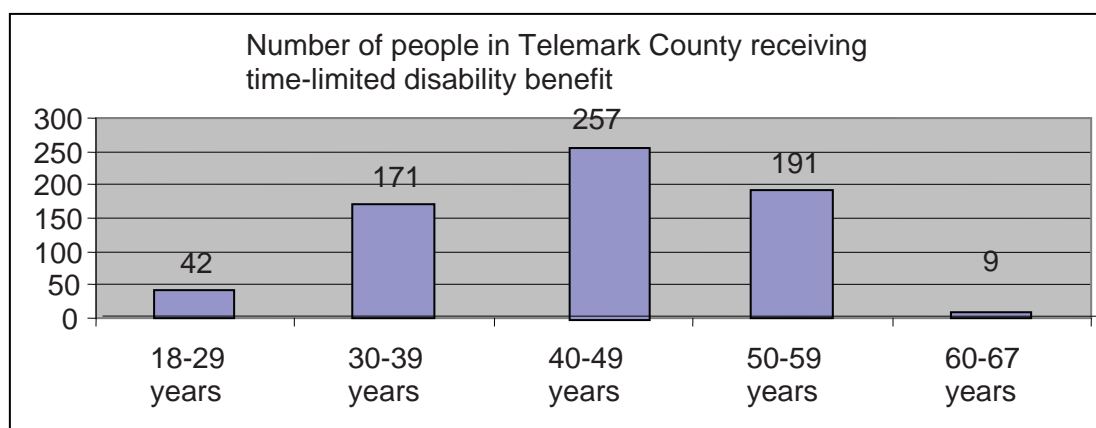
In an historical perspective, there is an increase in the number of people receiving disability pension, especially when it comes to women. The development has been as follow in approxilately numbers:

	1975	1995	2004
Women	70 000	137 000	180 000
Men	70 000	100 000	130 000

Distribution in age:

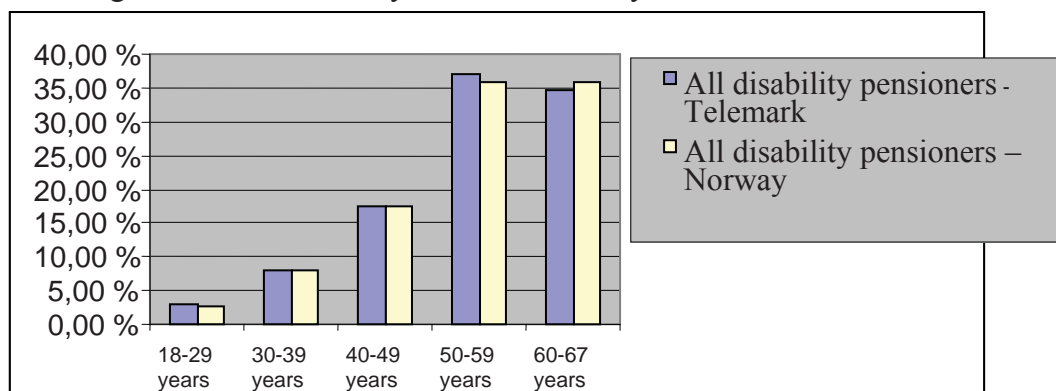


Distribution in age - people receiving time-limited disability benefit in Telemark County:



Percentage among age-groups:

Percentage in Telemark County and in the country:



The numbers illustrates that more than every third disability pensioner is between 50-59 years of age. The percentages in the different groups are almost equal in Telemark

County and the country as a whole, but in the age-group 50-59 years Telemark County has a higher share of disability pensioners.

Characteristics – summary:

After the age of 50, disability pension is the most common cause for not having paid work. Ca 60 % of those without employment, are receiving disability pension (2003). Telemark County has a large percentage of the country's disability pensioners. Every eight adult inhabitant in Telemark County is receiving disability pension. The main reason why the number is this large is assumed to be the county's high employment in industrial professions.

The increased number of women receiving disability pension, also accounts for Telemark County. The number of immigrants receiving disability pension is increasing and there is a large increase of young people among those receiving disability pension.

When looking at the large number of people receiving disability pension together with the number of unemployed people, we can explain the relatively low percentage of unemployment as a result of many disability pensioners. In most European countries the total sum of unemployment and people receiving disability pension is between 10-13 % of the population 16 to 64 years of age. In Norway, this number is 12 % (1999). When taking all the numbers in consideration, we can conclude that it may be a masked, higher unemployment related to the number of disability pensioners.





We also must consider that many people are receiving a graded disability pension* together with income from employment. In addition, when receiving full disability pension, a person is allowed to have a limited income also. Many of the disability pensioners therefore have income next to their pension.

Identifying the target group: The Disability Pensioners.

Disability pensioners that want reactivation to employment are being registered as job applicants. Various measures are used in order to assist the disability pensioners' return to a working career. So far, relatively few disability pensioners are recruited to this project. Within November 2005 113 people (Norway) was registered in the project.

All other disability pensioners are registered in The National Insurance Service as recipients of a disability benefit. Names, ages and addresses to persons in this group are governed by The National Insurance Service and it is necessary to be allowed admittance to this information when planning the actions towards our target group

It was difficult to get that admittance. In order to get in touch with the target group, this advertisement was tried out in the local news-papers:

**Disability pensioner or time limited disability pension
Are you in need of job and/or more qualifications**

The project "Gateway to Guidance" is now offering career guidance. The guidance will not have any influence on your pension payment.

We want to support you that want to return to the labour market or improve your level of education. The career guidance will take place in the new Career Centre Telemark in Skien.

"Gateway to Guidance" is a Leonardo-project linked to competence and life-long learning and the main objective is to make a system for career guidance for selected target groups.

The project is a cooperation between Slovakia, Denmark, Ireland and England. Prosjektet i Norge ledes av Telemark Fylkeskommune is the project manager in cooperation with NAV Telemark .

County Administration of Telemark and NAV Telemark is responsible for the project.

If you want to participate, do as follows:

- Contact Career Centre Telemark tlf. 800 32022 before 22.12.2006
- Answer a few simple questions
- Make a time for appointment and receive more information about the project
- You meet at the appointed time in Career Centre Telemark
- The career guidance take place
- Agree to a follow up guidance

If you want more information about the project, contact Magne Løwe, tlf. 35 54 44 43, mob. 91 69 34 30 or E.mail magne.lowe@nav.no.

* Graded disability pension:

Is granted when a person loses a part of his or hers earning ability. The graded disability pension is 55,60,65,70,75,80,85,90 or 95 percent of the earning ability the person had prior to losing a part of his or hers earning ability.

The advertisement was a success and 15 persons in the target group were linked to the project

Guidance for both target groups.

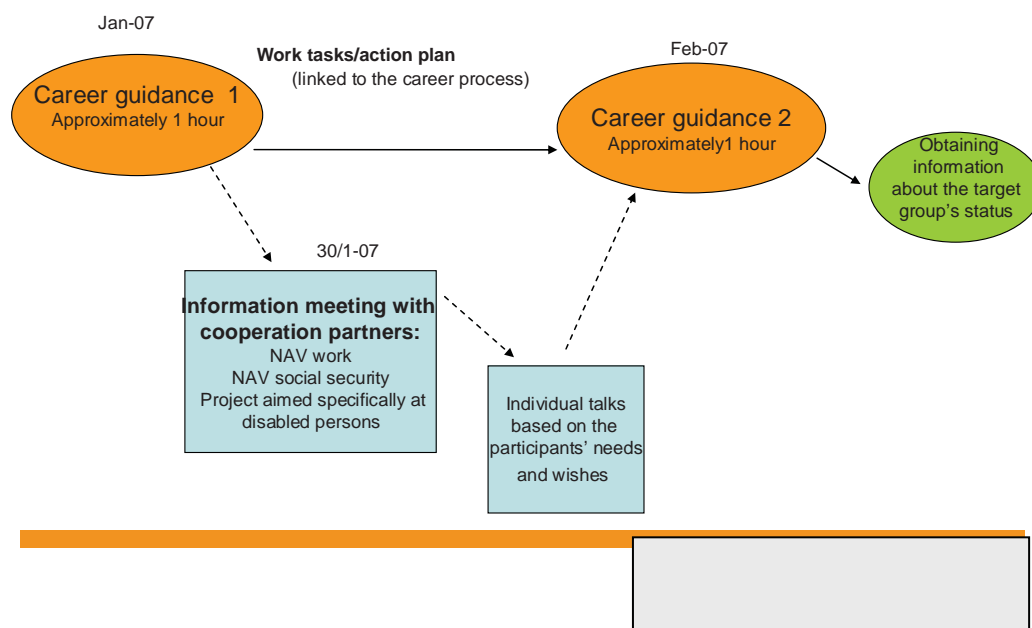
It was important for CCT to offer this target group the best they had to provide in relation to their special point of view; to carry out good career guidance, but also to link participants to others who could give them support when the CCT no longer were guiding them. It was important for CCT to be a 'door opener'. This was an articulated objective, which could be achieved by 'linking' the users with the authorities in the county who have this target group within their area of responsibility. CCT assumed that this would increase the likeliness for objective achievement within the target group. The approach of the Career Centre to career guidance of disabled pensioners is because of this built upon the following elements:

1. Take advantage of already existing competence and experience in Telemark.
2. Formally co-operate with authorities/projects/professionals who have disabled pensioners as one of their target groups and who have competence and resources to eventually cooperate further with the project's target group.
3. Take advantage of 'common' guidance methods in dialogue with the users.
4. Combine individual guidance conversations with joint meetings where a selection of the county's various services for the target group are presented and general financial aspects and an eventual 'return' to work/education is

presented. The users can also arrange individual meetings with our co-operating partners.

These base pillars can be viewed as a model which we tried to put into practice for both target groups;

...Our approach to GG



In the planning phase, CCT were concerned about how to anchor their ideas with potential co-operating partners, organizing a good joint meeting and determine our plan for the career guidance sessions.

The bodies which became the three co-operating partners were all a part of, or financed by, NAV (Norwegian Labour and Welfare Organization):

1. A project which offers support to disabled pensioners and the employer for maximum five years.
2. An executive officer in NAV who works especially with reactivating the disabled pensioners.
3. A five week course in self-development, clarification and job search, development by NAV, focussed on disabled pensioners.

CCT assumed that these are the most central actors in this field in the county. This means, actors who together possess various measures for returning the unemployed back to the work force. CCT decided that the initial meeting for the joint meeting for the target group was voluntary, and that the counsellors would work hard during the first career guidance session to motivate participants to participate in this meeting.

Description of the guidance adapted to part-time workers.

Typical for this target group is that all the participants were, as a starting point, in a working situation, but wished more employment. This also weighed heavily in the advertisement in which the project directed itself towards potential participants.

Some assumptions which influenced the approach to the target group:

- This group, which already was in employment, had probably more resources than the disabled pensioners. They took part solely to get more employment than they already had.
- They believed that the contact with CCT could clarify the expectations of the individuals.
- They needed help in the CV and application process. They have not been job-seeker for a long time. The labour market in Telemark is very good and active job seekers will probably find a new job more easily than for decades.
- There exist some hindrances in everybody not to be employed to the extent they wished, and that the career guidance process would have to take time.

This gave the following approach:

1. The target group's qualifications make it possible to arrange a common meeting. All the participants can, at the same time, obtain information about the project's background and intention, and about the situation in the county's labour market. At this meeting CCT will give a little lecture on how the participants actively can be responsible for own development.
2. Use ordinary guidance methodology in career guidance conversations with expectation clarification and focus on a survey of resources, requests and possibilities. In addition CCT will carry out an examination of motivation (driving forces) to check the level of the participants' need and wish for increased employment.
3. Co-operation with NAV on a voluntary day's course in job seeking between the first and second guidance conversations.
4. Two career guidance conversations at two week intervals to give time for the necessary process to fulfil the individual plan of action and attend the job seeking course with NAV.

At the planning stage, we were concerned both with establishing our ideas with the leaders in NAV on a local level, organising a good, informative common meeting and working out our plan for the actual career guiding periods.

Our co-operating partner this time was an adviser who had worked very much on job seeking.

Method used and the dialogue structure.

The general objective for CCT's career guidance system was to provide the job-seeker to strengthen its *decision-making competence* with questions linked to one's own career.

The main focus was to make adaptations so that:

- The client identified and formulates his/her needs, interests, conditions and competence.

- The client became self-motivated and competent to search for information about professions, educational possibilities and the labour market.
- Client reflected over his/her own options and in this way made a good career choice for himself/herself and took responsibility for his/her own career development.

This objective gave CCT some guidance in relation to how they approached and carried out the dialogues at the centre. They related rather strongly to the norms and framework which were sketched in the literature about the field of guidance. The dialogues length is from approximately 1 to 1.5 hours. The counsellors focussed on structure and system and jobs based from that the guidance dialogues shall go through the various phases which characterizes a guidance dialogue (for ex. introduction, mapping, idea and closure phase). CCT also wanted to make the focus persons more responsible, so that they could be more responsibility for their own situation and their own choices. The role of CCT was to be a supportive «players» and reflection partner. It was important for CCT maintain this role and not move towards advising, expert role and so forth.

CCT decided to use their 'common' adaptation also towards this target group.

What was the contextual focus in the guidance counselling in our project linked to disabled pensioners?

The contextual focus was different because CCT chose to have diverse needs with each individual as a starting point. They experienced that the basic elements in guidance and dialogues were different. There were however some common elements that CCT assumed were important:

1. Expectation declaration; to define what the client wants as a result from the dialogue.
2. Information about the joint meeting with our co-operating partners.
3. Homework which was relevant for the individual participant, between dialogues 1 and 2.

CCT used individual plans of action actively. The counsellors made templates in advance where they together with the client filled in the problem the client was to study for the next session. In addition they used time to define the next step for the client after the final dialogue. Many had tasks to do at home such as to describe in writing their own competence, or make a 'pros and cons' list of what the dream of working would mean for them in practice. The meaning of this was to focus on the opportunities and find out what they may lose by not taking part in the working life.

Plan to build up motivation and self-confidence.

CCT believed that the career guidance dialogue in itself can be a positive contribution to the long process for this target group to return to the working life. The points below are central contributions strengthening motivation and self-confidence.

Recognition and neutrality.

The recognition element in guidance is very valuable for this target group. «Support» and «challenge» are two central founding elements in guidance. The participants felt that it was positive to be supported in their history. In addition they appreciated to be challenged by a *neutral* professional dialogue partner.

Other perspectives.

One of the guidance counsellor's most important tasks is to introduce new perspectives; e.g. to view oneself as a resource instead of a hindrance, as well as to focus on own competence, dreams and opportunities. The participants experienced this as positive because they received support to determine their existing competence and to evaluate strengths and the degree of realism in their own dreams/ambitions.

Consciousness-raising.

Career guidance provides a *good framework for reflection* about one's driving force and in which direction one wishes the driving force to take them. Career guidance is motivating in the manner that the focus person is given a good opportunity to be aware of what she/he really wants, why she/he wants it, and afterwards proceed realistically in respect to the opportunities which exist.

Taking responsibility.

The career guidance counsellors are concerned about how to make the individual to be *responsible* for own choices and opportunities. This can be achieved in several ways. One way is to support (push) to active action. *Action orientation* became an important keyword in the guidance counselling platform. This meant that after the guidance counselling, everyone should take some steps forward, small or large, adapted to the needs and resources of the individual. Even the smallest step will support the individual's feeling of increased responsibility and influence over his/her own life.

Methods for following up the participants.

CCT's method for following up was precisely the "coupling" of participants to the co-operating partners. They could offer the participants individual support, over time, depending on their needs. This kind of support gave the participants the possibility to "mature in their decision-making process".

EVALUATION:

Target group 1 – Part-time workers

Methods for following up project participants. The part – time workers.

CCT has not especially directed attention to further follow-up, other than that we will contact them after six months to find out how things have turned out. We have, on the other hand, informed them that they are free to contact us if their needs are like any other client of the centre. With a good labour market and a real will to increase employment, there is a good possibility of success. Not everyone, however, will manage this in their present position (for example in the health and social sector there are great challenges where achieving permanent positions are concerned).

Briefly about project participants

Gender:

1 man
14 women

Average age:
41 – 45 years

Level of education:
College/university 4 years or more 1
College/university 3 years of less 4
Upper senior school/diploma 8
Elementary school 2

The effects of career advice and how we have measured the effects

We wished to focus on three aspects of evaluation in the project

1. The participants' experience of utility value in the career advisory process.
2. How the participants, immediately after the project, had plans for or were involved in further activities to increase their employment or change jobs.
3. To what extent participants were in increased employment or other work about 6 months after the end of the project.

We have used three methods in the work of evaluation

1. A summary together with the career adviser in the conversation.
2. An anonymous filling out of the questionnaire (Reflex) immediately after completion of the last advisory conversation (see supplement).
3. A telephone interview around 6 months after the final conversation.

Experience of utility value

Both in the summary with the career adviser at the end of the process, and in the anonymous web-based questionnaire, they expressed an experience of utility value. To illustrate this we will include some anonymous comments from Reflex:

- This was wonderful. I have found out that I can do other jobs than the ones I am educated for.
- I understand that I must work harder on the process myself, and that this takes time. It is I myself who must find out about this, and that there is no magic formula.
- I have waited for this!! At last there is help available for us who are in no system whatever.
- This is a good opportunity to start on something new.
- I have had a very positive experience. It has made me see my possibilities in a new way. It gave me a "lift" to further progress.
- It has made it easier for me to find out what I want.

- It is fine to focus on the possibilities in working life. A “kick in the posterior “ to further progress.

What have they experienced which was most useful?

- Have personal advisors in guidance.
- Talk about and reflect upon different issues.
- The advisory conversation itself, which helped to show the way forward and possibilities where I myself am concerned.
- The most useful aspects have been the conversations with the career advisor.
- Help to find out which career I can use my education for.
- The personal conversations have helped me; to see in which direction I will go in life, to find my qualities and to be even clearer about which door I will close behind me.
- I have learned to trust myself and received positive responses to my own thoughts.
- The career advisor was clever at emphasizing my good qualities.
- The discussion through my own thoughts has given me a valuable contribution to the way ahead.

The results connected to the aims intended immediately after participation in the project.

Aims intended :

- 8 wish to change branches
- 8 wish for more education
- 3 need more time to think
- 2 wish to continue in their present situation
- No one wishes to increase the work percentage in their present job.
(NB! More alternative answers)

The next step :

- 8 wish to make a curriculum vita/application
- 7 wish to orientate themselves on the labour market
- 5 are orientating themselves on the labour market
- 5 will actively look up potential employers
- 7 will apply for positions
- 5 will apply further education
- 1 another choice (inspiration course)
- 1 does not know

Terminating conclusions

We see that none of our participants were interested in increasing the work percentage in their present jobs. Half of them wished to change branches and about as many saw that it was necessary to acquire more education in order to get the job or career they wished for. We here at CCT discovered that most of them had answered the advertisement because it was directed at those who were partially employed. It seemed as though they saw their position as part-time employees as a ticket to a good

offer. The most important thing for most of them was therefore not increased employment or a full time job in their present position, but another job. They wished, on the contrary, to receive help to see other possibilities. They wished for “a kick in the posterior” to get started.

Target group 2 – Disability pensioners

The effect of career guidance and the way we have measured them:

The focus was concentrated on three aspects in the evaluation.

1. Experience of utility value in the broadest sense.
2. To what extent the participants, immediately after the end of the project, had plans to take part in further activities to approach the labour market.
3. To what extent the participants were in work-orientated activities approximately 6 months after the end of the project.’

We have used three methods in the work of evaluation:

1. The participant made a summary together with the guidance counsellor.
2. An anonymous filling out of a questionnaire (Reflex) immediately after the last guidance counselling.
3. A telephone interview approximately 4 months after the last conversation.

Experience of utility value.

Both in the summary with the guidance counsellor at the end of the process, and in the web-based questionnaire, they expressed an experience of utility value.

The usefulness consisted mainly of two elements:

- 1) To be able to speak to a neutral discussion partner about their situation, and
- 2) To receive a survey of the people who could help them in the future.

The results connected with the activity immediately after having taken part in the project.

15 persons applied to take part in the meeting. The following happened to 13 of them:

- 1 was disqualified. He had misunderstood the advertisement.
- 3 withdrew for different reasons before completion (one was ill, one not interested and one wished no help any more).
- 2 decided to take advantage of the tuition offer.
- 4 applied for the course in self-development (1 of these also participated in the “direct to job-project”).
- 1 went directly to a practice position.
- 2 were referred to NAV Telemark for more clarification.

All the 9 participants who completed the course stated that they would commence some activity or other after their participation.

Actual activity approximately 6 months after the end of the survey.

Information about the participant’s level of activity was collected approximately five months after the end of the part of the project. This was accomplished by carrying out

a telephone interview where the participants told whether they were working or took part in other programs which may lead them to a new job. The result of the telephone interviews was as follows (each number represents one participant. Two of them we did not manage to contact):

1. Thought it useful to participate, was included in the inspiration course, received help with the curriculum vitae. Had some ideas about starting a business but nothing definite as yet.
2. Was in contact with IMAS concerning the project «Supported Employment», but had not found a potential employer. May possibly take part in an AMO-course later. Consider to work part-time (50%).
3. Had some work practice and experience of statistics. Satisfied with the present situation, but hoped for a permanent position.
4. Attended an inspiration course, but did not «handle» it and had to leave. Decided to continue as a disabled pensioner.
5. Experienced that the project initiated reflection because the person was motivated for action. Applied for studies in authorship, but was not accepted. Had attended course in writing at the school of Culture in Skien City. Works voluntarily for Mental Health and considers applying for a position as project colleague there. Is thinking about “taking the plunge” in a 100% job.
6. Experienced having cleared up some elements concerning expectations and realities. Considered contacting the IMAS project “Supported Employment”. Considered also to remain in the present situation.
7. Had received a few new ideas and was about to apply for college. The school had promised to adapt studies according to the person’s health condition. Did not receive support from NAV Porsgrunn (Office of labour and welfare), but was advised to apply for more work. Rejected the plans of education. Consider to achieve a more extensive position.

Closing considerations

No one of the participants were clearly ready for the labour market immediately after the guidance process was concluded. CCT had been rather too optimistic before the last contact with the disabled pensioners.

They realized that noone of the participators was employed in ordinary job, but still in more or less goal-orientated processes. Some were in contact with the co-operating bodies. CCT also stated that several expressed a need for help and support. This may indicate that they themselves realise that they are not able to meet the demands of today’s labour market. CCT presented potensial working places of interest for the target group. There exists today, as far as the CCT-advisor know, nothing better or more to offer, and they thought that those who have the health and a positive willingness to work may consider these offers as a possible door-opener to the labour market later on.

This is indeed a serious step for many, and they find it most sensible to retain their disability pension.

5.7. GOOD PRACTICE

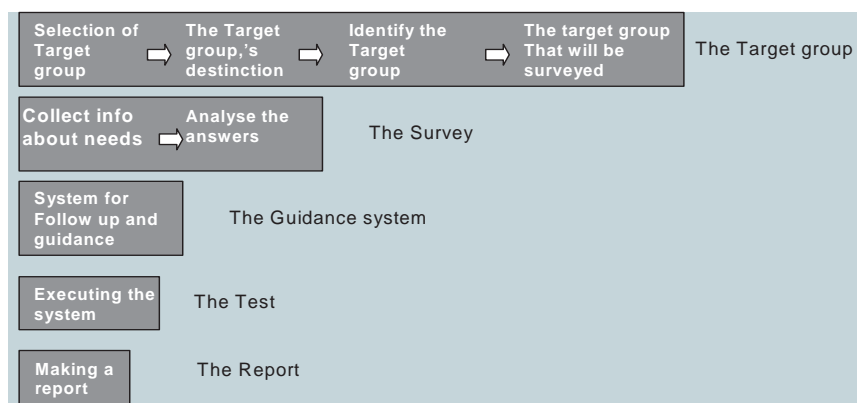
Introduction

This paragraph includes the working out of a suggested method of procedure (good practice) and models directed at the target group unregistered job seekers or «potential work force». We think the results will be of interest for what we call «corresponding target groups» as well.

This method of procedure (good practice) is the sum of the experiences from the participating countries with the main emphasis on Norway's and Career Centre Telemark's work with their target groups.

5.7.1. Obtaining information about target groups

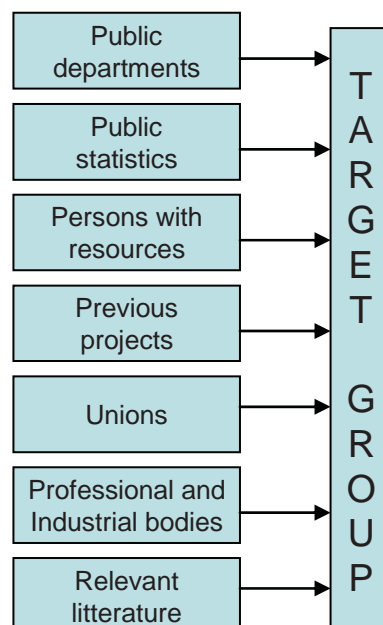
Based upon the model below (and presented in paragraph 5) the next step will be to describe the main elements in analysing the target groups.



Sources of analysis to find a target groups.

In addition to public and private professional suppliers of information, it can be of valuable help to make contact with voluntary organisations and single individuals who have interest for and involvement in a target group.

Here we sum up the actual source of information:



Public employment services hold important information about different target groups. This material is usually available, and a public service which has responsibility or shared responsibility for target groups will, as a rule, contribute its competence and statistic material. The Public Employment Service has, for example, interest in and responsibility for unregistered work seekers. Public services often have several levels; they can be at national, regional, county and local municipal level.

Public statistics may be obtained through national statistics offices. They work out, as a rule, standard material which is available to everyone. In addition, one can especially order statistics according to one's own needs. This order must usually be paid for and, according to the Personal Data Act of 2000, one must also, in many cases, apply to the Data Inspectorate for release of the information. If necessary, it is important to send an application as early as possible.

Resource persons can be found inside public services, interest organisations or as privately involved people. It is a question of people with interest and competence, who wish to contribute with their knowledge to helping target groups.

Earlier projects will, as a rule, be available. They can be national, regional and municipal projects. In addition, many of the Leonardo-projects have been accomplished. Information can often be obtained from the organisations' web-sites.

Trade unions are often involved in working with target groups. This can either be on the part of employers or employees.

Interest organisations have involvement with and knowledge of target groups. In addition, they work on behalf of target groups. This means that one can obtain constructive contributions and help in the process.

Vocational literature on the target groups can be of great importance and give valuable support to a project. This can mean literature, publications and articles.

Almost all of the sources have their own web-sites with relevant links.

Gathering of information through the internet will be a necessary work operation. Seeking information by the use of a headword in, for example, the search engine Google can give an insight into target orientated sources

Model for analysis of target groups

This analysis model constitutes a collected foundation based on the analyses arrived at in the countries which are taking part in the project, and must be regarded as a guiding instrument.

Nr.	Area	Basis	Level
1	Target group's number	Actual numbers Development number Geographic comparison	Today's number Time interval Country - region
2	Target group's share	Actual numbers Development number	According to Population According to Population
3	Target group's gender distribution	Actual numbers Distribution	Today's numbers Today's numbers
4	Target group's age distribution and suggested distribution	Actual numbers Distribution <ul style="list-style-type: none"> • 19 years and under • 20 – 24 years • 25 – 29 years • 30 – 39 years • 40 – 49 years • 50 – 59 years • 60 years and over 	Today's numbers Today's numbers
5	Permanence in the target group with a suggested division of permanence	Actual numbers Distribution <ul style="list-style-type: none"> • Under 4 weeks • 8 – 12 weeks • 13 – 25 weeks • 26 – 39 weeks • 40 – 52 weeks • 53 – 80 weeks • 81 weeks of more 	Today's numbers Today's numbers
6	Target group's level of education with suggested key to the educated groups	Actual numbers Distribution Developing numbers <ul style="list-style-type: none"> • Elementary school • High school not completed • High school completed • Higher education up to 2 years • Higher education 2 – 4 years • Higher education over 4 years 	Today's numbers Today's numbers Time interval
7	Target group's career status/background	Numbers Distribution	Divided between trade groups

8	Members of target group with Immigrant background	Numbers Distribution	Divided between countries According to everyone in the target group
9	Basis for subsistence for the target group	Numbers Distribution <ul style="list-style-type: none"> • Wage incomes • Social benefits • Convalescent benefits • Unemployment benefits • Disablement benefits • Others 	Divided between the bases for subsistence

Sources of analysis for the participating countries:

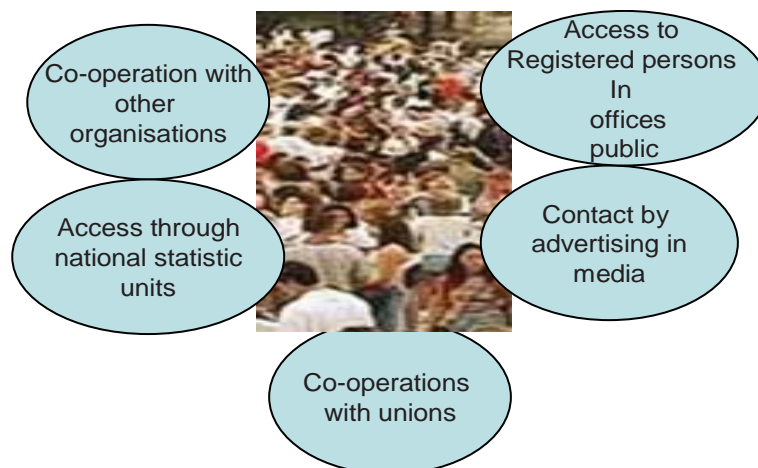
Country/partner:	Source of analysis:
England/Career Europe Bradford	Public statistic and accessible, common data sources about persons in the target group.
Ireland/Tipparary Institute	Public statistic and accessible, common data sources about persons in the target group. For example: CSO Yearbook 2003 CSO – Central Statistics Office Ireland, (2000), <i>Census of Agriculture</i> , Cork, Ireland Department of Agriculture and Food, (2007), <i>Annual Review & Outlook For Agriculture & Food 2006/2007</i> , Dublin, Ireland. Teagasc, (2006), <i>National Farm Survey 2005</i> , Galway, Ireland.
Slovakia COLSAF	Unemployed who are not registered are therefore behind the scope of interest of labour offices (PES), at least according to the current legislation and this we had to take into consideration in selecting our target group for WP3. Addressed three secondary schools from that district
Danmark JVCU	Used data and employees from own organization.
Norge Karrieresenter Telemark	Public statistic from SSB og AINFO (public level/PES-info).

When you have satisfied knowledge about the target group the next step will be to get into contact with the target group and the the focus will be concentrated on:

5.7.2. How to approach the target group

Method/activity to get into contact

The carrying out of the project has showed that the target group can be reached in different ways.



Cooperation with other organizations may be efficient for the target group. These bodies may have relevant competence and experience from the group. This may be voluntary, public and private organizations; all motivated for a cooperation with other partners to help the target group.

This produce good results supporting the main goals of the organization and, even more important, increase the competence and enthusiasm of the individual.

Access through national statistic units can be necessary, among other things, to collect personal data from employee registers. Such an order must usually be paid for and must probably be approved by a national data inspectorate. Telemark County Municipality/NAV did this, but had to desist as it took too long.

Cooperation with trade unions is favourable for some target groups. JVCU has, in its foundation model, included assistance from relevant trade unions.

Telemark County Municipality/NAV had cooperation with a trade union to release the names of part time employees who wished for more work\competence. This gave satisfactory results. Contact with trade unions demands close follow up, motivating information and cooperation agreements put into concrete forms.

Advertising in the media, which means in practise local newspapers, has shown itself to be very effective. One asks therefore for contact with a target group and the project meets then, in the starting phase, motivated people in this group. The Tipparary Institute advertised in local newspapers for the target group “farmers with a need for more income”. Telemark county municipality advertised in local newspapers for the target groups “part-time employees with a wish for more work” and “reactivation of people with disablement benefits”. As a main conclusion, the direct advertising for people in the target group has been successful. When the aim is to give an offer of career guidance, then the persons who make contact will be prepared to make changes in their lives

How the participating countries approached the target groups:

Country/partner:	Contact with the target group
England/Career Europe Bradford	Career Europe Bradford established a close cooperation with organizations working actively with persons in the target group; where the names of these persons were accessible
Ireland/Tipperary Institute	Tipperary Institute established a cooperation with a partner which is working with the development and help of the target group. This approach was very successful. Tipperary Institute advertised in local papers asking for «Farmers in need of more work».
Slovakia COLSAF	Addressed 3 Secondary schools and OLSAF in Pezinok + business partner Vitis r.e.c.
Danmark JVCU	Addressed employees in own organisation.
Norway CFT	Telemark County Administration/NAV cooperated with a labour union to get access to the names of part-time workers who want more work/increased competence. This led to satisfactory results; the cooperation with labour unions acquired close following up, motivating information and a concrete agreement of cooperation. Telemark County Administration/NAV advertised in local papers for the two target groups: «Part-time workers» and «Reactivating Disability Pensioners».

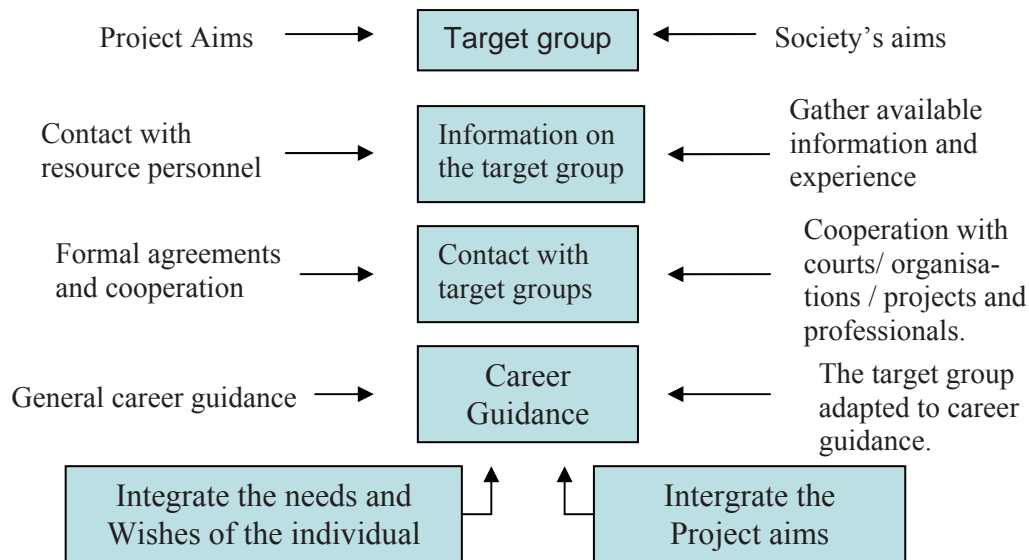
Access to those registered in public registers is an easy way to gain information about people in the target groups. It can also be useful to apply to national Data Inspectorates for permission. Relevant sources of public records could be:

- Public employment services
- Welfare offices
- Social security offices

The offer of career advice should have as its aim to guide and motivate the target group to its own development and competence search on the way to a new job, more work, back to work, new education or new competence

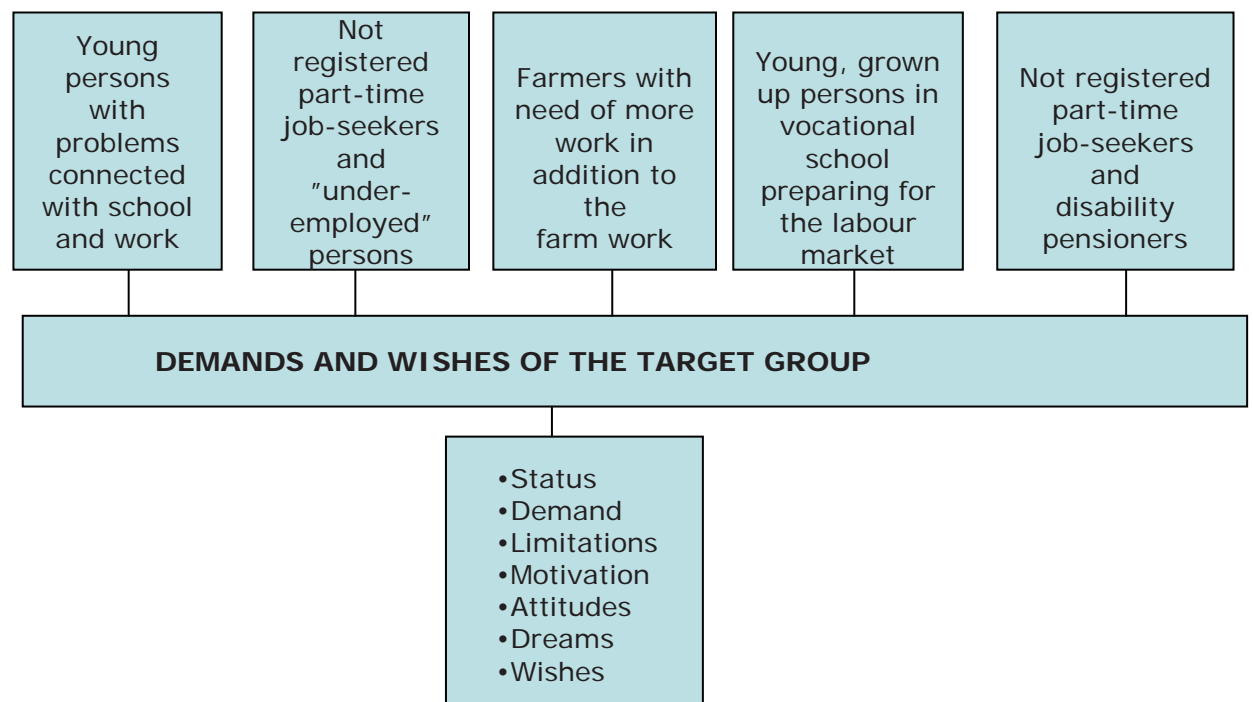
5.7.3. Career advice for the target group

For all partners taking part, this model for accomplishment will be descriptive:



5.7.4. Collect information about the needs and wishes of the target group.

When information about the target group and the people in the target group is available, then it will be desirable to have information about the needs and wishes of these people, relative to the aims of the project and related society. It is a question of knowing the target group's own aims, or simply the lack of them.



This can be done by interviewing people in the target group or sending out a questionnaire which should be filled out and returned.

A questionnaire will be designed to give us relevant background knowledge about the target group in order to offer them career guidance.

To receive information about the target group that holds high quality, the collected data should include the following:

1. Personal data
 - age
 - marital status
 - profession
2. Training requirements audit
 - show qualifications, both education and employment
3. Economy
 - full disability pension/ time-limited disability benefit/ graded isability
 - pension
 - potential employments
4. Personal attitude/prospects/limitations
 - present employment?
 - wants larger employment?
 - applied for a job?
 - wants to apply for a job?
 - wants skills audit?
 - health limitations when considering employment/education?
 - goals in life?
5. Contact
 - wants career guidance?
 - wants assistance in seeking employment or other measures?
 - wants assistance in starting an education/taking a course?

The questionnaire will be sent accompanied by a prepaid answering envelope and information letter. Our object in response rate is at least 60%.

The information letter accompanying the survey must be motivating and point out clearly that future contact is noncommittal and that our intention is to offer assistance by people in the target group to see new prospects in life.

Country/partner:	Information about the needs of the target groups.
England/Career Europe Bradford	Individuals who are not currently in education, employment or training (NEET) . Many of these young individuals have

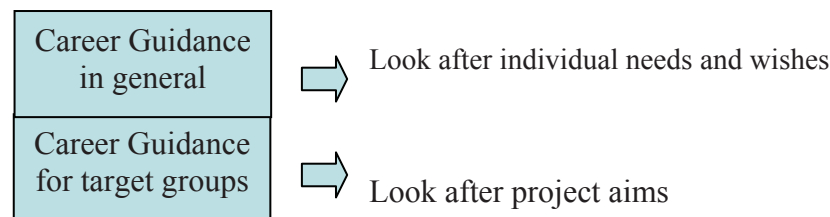
	intensive support needs and thus the caseload of clients for personal advisors (PAs). A particularly difficult group to engage with.
Ireland/Tipparary Institute	Farm families who wanted to generate additional income for the farm family and carry out the R.E.M.A.I.N. Programme: The main objectives of the programme were: <ul style="list-style-type: none"> • To undertake idea generation with middle income farm families to enable them consider alternative and additional sources of income • To provide the participants with the tools to enable them plan for the development of a business or project to enable them develop an additional source • To provide the participants with the skills to develop a Business Plan
Slovakia COLSAF	To give appropriate career information, guidance and counselling before and during vocational education and training for the target group.
Denmark JVCU	The target groups possess specific qualifications at a very high level. It is especially the group of social scientists and humanistic academics who are focussed. Their potential labour market can accordingly be described as both narrow and wide. Their need for career guidance can thus be presumed to lie in relation with the wide use of their qualifications and competence.
Norway CFT	Entering the labour market. Increasing the work percentage in their present job. Diverse individual needs. The basic elements in guidance and dialogues were different for the different groups. Common elements: Expectation declaration and information.

5.7.5. The Career Guidance System

The offer of career advice should have as its aim to guide and motivate the target group to its own development and competence search on the way to a new job, more work, back to work, new education or new competence



The career guidance is carried out as a comprehensive process where quite a lot of considerations must be clarified.



Because of the selection of target groups we have all the time in the project handled with what we call *Career guidance for target groups* in one way or another.

Career Guidance – Our approach – Good practise.

Ethical principles which should be included as a part of a company's business plan are: availability, respect, trustworthiness and new ways of thinking.

Individual career guidance

In guidance, it is significant to take as a starting point the guidance client's needs, point of view and expectations. The career guidance objective is to: *Contribute to reflection over one's own career development and strengthen the ability to good career choices.* The success criteria to accomplish this is to:

- Carry out process oriented guidance which contributes to reflection, taking responsibility, own activity and improvement of the client's decision-making ability.
- Provide correct information about education and career related opportunities.
- Make visible the short and long-term effects of the guidance.

The target group is adults without an offer to be followed-up by NAV (the unemployment service). It is also possible to cooperate with NAV with regards to guidance of the target groups which they have main responsibility for. This can be done upon further agreement, such as through participation in project work and discussions with three participants. 'The gray zone problem area' in relation to the target groups must be regularly clarified with NAV, with the background in concrete experiences.

A guidance session lasts between 1 – 1 ½ hours with the possibility for follow-up sessions. The Career Centre's client guarantee implies that a guidance session will take place within 2 weeks from the time the client requests this. We have used the ICT tool *Refleks* in the client evaluation and follow-up process, as well as in result measurement activities.

Background for methods and structure in the career guidance sessions

Our general objective for career guidance is that the customer strengthens her/his *decision-making competence* with questions linked to her/his career. When we have chosen guidance as a method to help people with professional and educational choices, this implies that there is a belief that guidance is an effective instrument to make the client aware of her/his strengths and development potential, to take responsibility for one's own development, as well as to stimulate to action based on the client's own premises. We also emphasize that guidance is a professional field with its own didactics. The fundamental instrument in career guidance – as in all forms of guidance – is the communicative skills, fundamental attitude and ethical awareness which are part of establishing security and confidence in order to challenge already set thoughts and open up for new perspectives. Our main focus is, therefore, to lay the grounds to:

- Identify and express their needs, interests, qualifications and competence.
- Be motivated and competent to seek information about careers, education possibilities and the labour market.
- Reflect on their own choices and therefore make a good career choice for themselves and take responsibility for their own career development.

This gives us some direction in relation to how we approach and carry out the guidance sessions at the Career Centre. We have a relationship based on the view of human life, the communicative skills, norms and scope which is outlined in literature about the guidance profession.

Phases in the career guidance session

The session's length will last 1 to 1.5 hours. We focus on the structure and process and work from that the guidance session shall undergo different phases which characterize a guidance session (i.e. introduction, evaluating, idea and closing phase²⁷). To have focus on these will ensure a certain structure in the conversation which usually can not follow a common template. The phases below can run into each other and last over several sessions:

- **The Introduction phase**
 - Framework and expectation clarification
- **Evaluating**
 - Wishes, values and resource fundament (will, is, can)
 - Driving forces and opposing forces
 - Consider testing needs
- **Idea phase**
 - Joint idea work
- **Closure**
 - The path ahead
 - Individual action plans until the next session

People are unique with unique needs. A sign of a good guidance counsellor is to be able to meet the guidance client at the level where she/he is situated and follow the

²⁷ Litterature: Karriereveiledning; Ken Hugo Jørgensen, 2004.

flow of the conversation, while at the same time directing the focus to bring she/he a step further.

The content related focus in the guidance sessions

One of the most important basic elements in guidance is to take as a starting point the different needs and experiences of the client. The content related focus therefore becomes very different. There are nevertheless some common elements which we see as being important.

4. **Expectation declaration** to define what the client **will** accomplish out of career guidance and what opportunities we have to contribute with.
5. Find out the **resource groundwork**; reveal **values**, who they **are**, what they **can**, and what **driving forces** they have? We will 'evaluate' their current situation, wishes for the future and look at necessary steps so that they can achieve what they **wish**. The guidance counsellors use for ex. drawing and writing on a flip-over as part of their method.
6. **Individual action plans** which are relevant for the individual client between session 1 and eventually session 2.

Individual action plans are used actively. Examples of points from the action plans are: to be active in searching on the Internet to locate information about the job market and educational opportunities, to take contact with potential employers and to check their networks. This can be to write applications and update their resume which we give guidance about with reference to the next guidance session. The client seeking guidance will also work with various declaration and process tools. We have completed templates for these in advance, where we together with the guidance client (if necessary) fill in the issue which the client would like to explore next time. Time is also allotted to define the next steps for the client after the final guidance session. Many clients are also given a written home assignment to describe their own competence, and/or to make a 'pros and cons' list of what their ambition for a 'new career' will mean in practice for them.

How to build up motivation and self confidence?

We believe that the career guidance conversation itself can be a positive contribution in the long process which it involves for this target group to return to working life. The points mentioned below may be seen especially as central contributions to the building up of motivation and self confidence.

Acknowledgement and neutrality

The acknowledgement element in career guidance is, we believe, very valuable where this target group is concerned. "Support" and "challenge" are two central and basic elements in guidance. To be both supported and understood in the telling of one's past history and also to be challenged to make some changes, by a neutral discussion partner, can be experienced as positive by participants.

Other perspectives

One of the most important tasks in guidance is to introduce new perspectives. Here it is a question of moving from seeing oneself as a liability to seeing oneself as a resource and, at the same time, having focus on one's own competence, dreams and possibilities. We spend much time on this in guidance.

The participants experience this as positive because they receive support in the task of developing their own competence and evaluation of the strength and degree of realism in their dreams.

Making fully aware

Career guidance gives a good framework for reflection on what one's driving forces are and in which direction individuals wish the driving forces to lead them. We believe that career guidance is motivating in the way the persons in focus get a good opportunity to realise what they really want, why they want it and can finally orientate themselves realistically where the possibilities available are concerned.

Making responsible

Career advisors are concerned in making the individual responsible where the possibilities of choice that the person is faced with are concerned. This may be done in several ways. One way is to encourage active actions, so action orientation is an important point in our guidance platform. That means that, after guidance, everyone must take some steps, large or small, adapted to the person's needs and resources. Even the smallest step can contribute to the experience of increased responsibility for and influence over one's own life.

The advisers are promoters and supporters on the way, while the clients themselves must do the job by directing their lives in a different direction. The use of individual plans of action is a natural tool in this process.

Norman E. Amundsen advises, in his book ; *Dynamisk vejledning*, that career advisers should use the whole spectrum of their creativity and fantasy with full intensity, in order to influence job seekers to use these in solving their own problems. Amundsen also refers to the importance of encouraging responsibility by pointing out that, when the advisers make demands on job seekers, then their advice will be stamped by responsibility (Amundsen 2001). We are also concerned with encouraging responsibility in the clients in focus, so that they will take responsibility for their own situation and their own choices. The role of the advisors is to be supportive and reflective partners. It is important to hold on to this role and not move into an advisory "tipping" or expert role etc.

Our definition of Career Guidance

With background on the text above, we have come to the following definition of career guidance:

Career guidance shall contribute so that the client strengthens her/his *decision-making competence* by means of which:

- the client identifies and formulates her/his needs, interests, expectations and competence,
- the client becomes motivated and competent to look for information about professions, educational opportunities and the labor market,
- the client reflects on her/his options and therewith makes good career choices for herself/himself and takes responsibility for her/his own career development.

The guidance counsellors' role as a career guidance counsellor shall be to contribute to reflection towards the client's career development and to contribute so that the client proceeds in a forward direction. They are supporters to the client's thought process. The guidance counsellor does not have the means nor shall give quick answers, but shall contribute to increased awareness so that the client manages to see her/his opportunities.

Professional use of guidance - method a Danish approach with an example from the Municipality of Aarhus.

Different target groups with different needs can result in unlike discussions. A model system of career guidance cannot reach a deadlock!

The following is instructive and a starting point for the individual career guidance:

<p>Introduction</p> <ul style="list-style-type: none"> • Confidence and personal contact • Ethical contract • Reactions to and preparation for change • Stress
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<p>Job and career aim – who do you want to be?</p> <ul style="list-style-type: none"> • What is my passion? • Which job and career suit my passion? • Which market value suits me? • Which dreams and visions do I have? • What are really important aims? <p>The aim should be S.M.A.R.T</p> <ul style="list-style-type: none"> • S - specific • M – measurable • R – relevant and realistic • T – time related 	<p>Reality – know yourself</p> <ul style="list-style-type: none"> • Market value • Competence profile • Personal profile – the whole person • Responsibility and victim role • Resources and obstacles • Which way have I taken up to now? • Where do I arrive if I continue? • Personal quality • Basic values • Network • Learning strategies • Motivation • Job and career situation
<p>Possibilities: Job and career plan</p> <ul style="list-style-type: none"> • Individual career plan • Future orientated market value • Competence development strategy • Learning strategy 	<p>Actions – Plan of action</p> <p>Realise plan of action</p> <ul style="list-style-type: none"> • Reality check – S.M.A.R.T • Coherence – logical levels

<ul style="list-style-type: none"> • Reality check • Create coherence • Development aspects • Resources and obstacles <p>Work out a plan of action</p>	<p>Actions should be</p> <ul style="list-style-type: none"> • Result orientated • Motivating • Time related <p>Examples of practical actions:</p> <ul style="list-style-type: none"> • Break habits • Job seeking • Discussion training • Start on competence development • Promote and use a network • Speak with available leaders about career possibilities • Work on personal development etc.
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Career Bradford (CB) established a methodology for approaching their target group by placing Personal Advisors (PAs) within other partner organisations. For example they placed a PA within the Leaving Care Services team which is part of Bradford Council's social services setup. CB continued to pay the salary costs of this individual whilst they are seconded to work within this team. However, whilst working there the PA continues to work to Career Bradford's contractual obligations, aims and objectives regarding the NEET group.

The approach of this detached guidance advisors is very flexible and unstructured in essence. This is to enable advisors to get as close as possible to the client group. To be able to work with the client group effectively there has to be a strong degree of trust that the PA was there to help essentially.

Key principles: This is a flexible, basic guidance system adjusted to the target group. An expressed goal is to improve networks and relations with other organisations.

To be able to fully address the intensive support needs that many of the clients faced it was deemed essential that the PAs must have strong links with other organisations which offered specialist support. Indeed, the PAs pursued a multi agency approach with emphasis upon them developing contacts with wider organisations to maximise the support available to the individual. In many cases the individuals have more pressing concerns preventing them from getting into employment and career planning. Such issues can range from being homeless to having problems with the police, etc. The very fact that our PAs were based within the different teams (YOT, etc) meant that they had instant access to advice and information regarding the clients. Furthermore, they could use the existing contacts and networking provided by the rest of the team with external organisations such as jobcentre plus and housing charities such as Shelter.

The main goal of the career guidance process is to secure the specific goals of the project itself. In this goal is to develop a system of guidance based upon a general system is means that there Det betyr at det skal utvikles et veiledningssystem som baserer seg på generell veiledningsmetodikk, men som rettes mot definerte målgrupper med en struktur og oppbygging som har som mål at det kan brukes som metode overfor andre definerte målgrupper. Med andre ord utarbeide et veiledningsverktøy som kan anvendes som metode og system på et bredt grunnlag uavhengig av land og type målgruppe.

5.8. How the partner countries carried out the career guidance:

The project in each country is presented in paragraph 6 – 10. Their policy, guidance content and practical methods of testing are all together presenting a system which we find useful to summarize. The goals and way of living of the different target groups leads to different results from testing out the guidance models. This is also highlighted in the following paragraphs.

5.8.1. The career guidance experiences in Slovakia – COLSAF:

A -Target group(s)

- Young adults still in vocational education
- Students in Secondary school in the last, 4th grade

B -The contents of the guidance

B1 - guidance objective

To develop and provide a training course for selected secondary school students focused on career information and guidance skill

B2 - guidance model

Career guidance for students

- Introduction to the labour legislation, Collective labour legislation, Obstacles to work
- World of work and labour market
- How to apply for a job
- An employers view on recruitment&downsizing
- Excursion to employment service
- Excursion to employer (The business partner)

C-The testing of the model

C1 - method for getting contact

Give secondary schools a guidance offer. These secondary schools were picked out:

- Secondary Wine and fruit growing school In Modra
- Secondary Horticulture school in Malinevo

C2 - Strategy

Make efforts to introduce career guidance for secondary schools and build up competence in secondary school and activating the cooperating partners in the guidance work.

C3 - Cooperating partners

- The Office of Labour, Social Affairs and Family in Pezinok
- Vitis Pezinok

The cooperating partners were the local employment office and a local employer.

C4 - Means

Work out and introduce a training course lasting 2 days

Students participated in excursion to the labour office (OLSAF) in Pezinok where they were informed about all functions and activities of the public employment service.

A meeting with the business partner to show students both production area and also other important departments of an enterprise (economics, logistics and distribution). As well as organisation and management of the human resources department.

5.8.2. The career guidance experiences in Tipperary Institute - Ireland:

A -Target group(s)

- Farmers not earning sufficient income from farming activities.
- Farmers who have to supplement income by additional part time work.
- Must have completed certificate in farming.
- Likely age group – mid 30s to mid 50s.

B - The contents of the guidance

B1 - Guidance objective

- To undertake idea generation with middle income farm families to enable them consider alternative and additional sources of income
- To provide the participants with the tools to enable them plan for the development of a business or project to enable them develop an additional source
- To provide the participants with the skills to develop a Business Plan

B2 - Guidance model

Persons in the target group participated in course with this content::

Business Ideas and Opportunities

- Identifying and evaluating new business opportunities
- Maximising use of on farm assets and resources

Investment Opportunities

- What to look at considering investing in property
- What to look at if you wish to invest in shares and an understanding of how to invest in shares

Personal and Business Development

- Goal setting
- Time management

Developing a Business

- How to research an idea, market, product or service
- Identifying and getting to know potential customers
- How to prepare the business plan
- How to raise finance, identify grants and business structure
- How to develop sales and promote the business

Financial Planning

- Sources of finance
- Securing loans
- How to deal with your bank
- How to prepare cash flow
- Pricing your product and service

Mentoring

- On farm visit to discuss your options and ideas
- Skills appraisal
- Analysis of existing enterprises and new opportunities

C -The testing of the model

C1 - method for getting contact

A direct mail shot was sent to Irish Farmers Association (IFA) members and advertisements were placed in local newspapers. Advertisements were also placed on local radio and there was a discussion on the farm programme promoting the R.E.M.A.I.N. programme. Participants were targeted by way of a direct approach to a small database of customers of an agri - supply company.

C2 - Strategy

Give guidance to within the culture of partnership, Teagasc and FAS (National Training Authority) jointly created the environment for the design, development and delivery of the programme to meet the training and educational needs of a specific group within the farming community. Namely, middle income farm families who wanted to generate additional income for the farm family.

C3 - Cooperating partners

Teagasc was a very active partner. Teagasc is a client-based, semi-state (part of the Agriculture and Food Development Authority) organisation and operate in partnership with all sectors of the agriculture and food industry and with rural development agencies. Its 1600 staff members are based in 100 locations throughout Ireland

C4 - means

At the introductory session the participants were given various forms to complete to :-

- Assess their level of Information Technology (IT) skills
- Determine if they had any specific ideas they wanted to develop

- Establish if there was any business topic they wished to have discussed
- Each of the forms was treated confidentially and provided the necessary information to meet the specific requirements of each participant .

The pilot R.E.M.A.I.N. programme was undertaken in the period May – July 2005. 20 persons participated in the programme.

The main objectives of the programme were :-

- To undertake idea generation with middle income farm families to enable them consider alternative and additional sources of income
- To provide the participants with the tools to enable them plan for the development of a
- business or project to enable them develop an additional source
- To provide the participants with the skills to develop a Business Plan

5.8.3. The career guidance experiences in Careers Europe Bradford - England

A - Target group(s) The target group are individuals who are **not** currently in education, employment or training (NEET). This NEET group is perhaps the most challenging group to engage with within the careers service.

The research and approach at individuals were mainly for persons between 15 and 18 years old.

B - The contents of the guidance

B1 - Guidance objective

The approach of our detached guidance advisors is very flexible and unstructured in essence. This is to enable advisors to get as close as possible to the client group. PA (Personal Adviser) has to work to build up a rapport with the young people and have a good degree of freedom in which to do this. This can be time intensive and a relatively slow process but very necessary. To be able to work with the client group effectively there has to be a strong degree of trust that the PA was there to help essentially.

Key principles:

- A flexible, basic guidance system
- Guidance adjusted to the target group
- To improve networks and relations with other organisations

B2 - Guidance model

The offer to the target group is career guidance but on their doorstep and in conjunction with a better range of linked up services. The “detached” guidance approach is almost a more specialised form of career guidance.

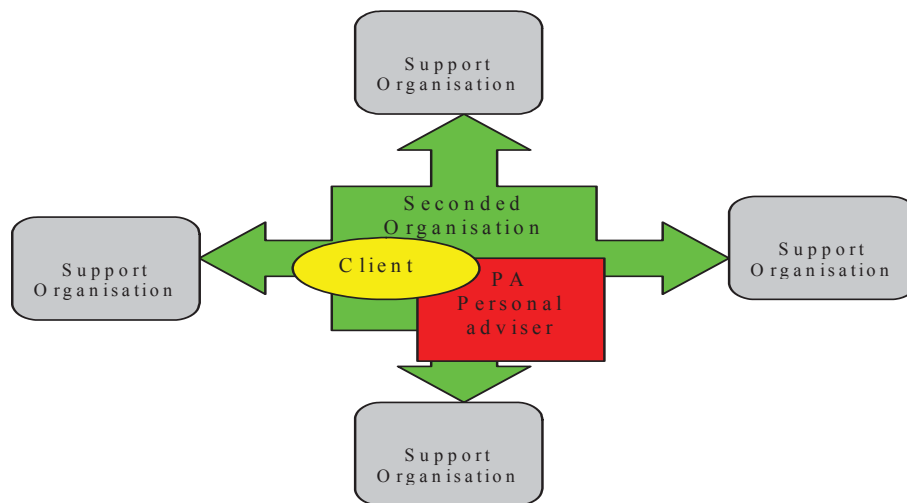
To be able to fully address the intensive support needs that many of the clients faced it was deemed essential that the PAs must have strong links with other organisations which offered specialist support. Indeed, the PAs pursued a multi agency approach with emphasis upon them developing contacts with wider organisations to maximise the support available to the individual. In many cases

the individuals have more pressing concerns preventing them from getting into employment and career planning. Such issues can range from being homeless to having problems with the police, etc. The very fact that our PAs were based within the different teams (YOT, etc) meant that they had instant access to advice and information regarding the clients.

C - The testing of the model

C1 - method for getting contact

The methodology for approaching this group is simply to place PAs within other partner organisations.



This model shows how PA – Personal Adviser - was able to give guidance by meeting the target group on their own doorstep.

5.8.4. JVCU – Denmark - Target group 1

A -Target group

Employees in the municipality of Aarhus that in different ways are abundant.

As a consequence of outsourcing and savings the task dealing with this target group is to find vacant relevant jobs within the municipality . If a member of the staff cannot be moved to another job in a municipal department, he/she must be enlisted in the central staff and placement services. Another target is the permanent employees who due to physical or mental illness or abrasive degradation might be excluded from the job market, but where it also might be possible to replace them in another job at ordinary terms of employment.

B - The contents of the guidance

B1 - Guidance objective

The superior and most important premise when working with people making a change of career is to meet them “where they are” in their life here and now.

The starting-up point is a forced change of career, due to changes of organisation, savings or long-lasting – often work-related – periods of illness, and thus the situation often involves a loss. – However, the situation might also lead to realizing new possibilities, reawakening “old dreams”, and discovering new or hidden competences.

B2 - Guidance model

The first procedure means these actions:

1. a clarification of the individual situation and an assessment of the willingness as for career guidance, hereunder possible referral to a psychologist, social worker, the Development House or similar suggestions
2. setting down the frames and the contract for the process
3. uncovering and surveying qualifications and competences –acquired both in working life, spare-time life, and personal life
4. uncovering the style and competences of learning
5. flashback on previous occupation, clarify experiences and characteristics
6. establishing insight into the personal competences – i.a. from lists of inspiration dealing with a wide range of possible personal competences
7. clarifying values – partly by working with value cards, partly by using Edgar Scheins’ career anchors

The next stage in a typical process is more focused on the possible new working life. Some of the tools are .

- clarification and registration of the individual net work and a discussion of how to use it in a job-seeking and career changing situation – and motivation for individual acting
- documentation of competences and qualifications in a CV arranged according to functions. Here it is important to translate subject-specific competences into more transmittable competences (i.e. the teaching competences of school teachers into disseminating competences)
- paying attention to relevant jobs and active job-seeking. Realizing that a job might be offered which does not necessarily have to be the dream job.
- the efforts of finding new possibilities, new horizons with launch pad in the “foundation”:
 - Job tourist in your own town – the individual might intensify the curiosity and interest
 - 2 days of visiting work experience placement in a municipal institution or administration. Experience says that this might contribute constructively to stripping away or enhancing the idea of the dream job.
 - Using the paper for studying job functions
 - Working with writing applications

C -The testing of the model

C1 - method for getting contact

The target group is registered in own organisation

C2 - Strategy

When the person has gained a replacement job follow-up activities are possible; either as development of competences together with the new leader – joining courses or learning at the job, or by assigning a mentor at the new working place or a coach for more personal – but not therapeutic – support.

The staff and placement services make a distinction between the coach and the mentor function. The concept “mentor” is used as the name of a supporting function in connection with the working place, whereas “coach” is used for more personal support and guidance.

It is possible to extend the following-up period. Some times a replacement must be given up, and the person returns to the staff and placement services. Not everything succeeds, and it might be necessary to fire persons.

C3 - Cooperating partners

JVCU supported and cooperated with The municipality of Aarhus

JVCU – Denmark-Target group 2

A - Target group

Underemployed employees in own organisation with career guidance needs:

5. The target group underemployed is probably found among employees with a university degree engaged according to collective agreements of the union of commercial and clerical employees.
6. Employees with a university degree engaged in temporary jobs are possible underemployed – directly due to their university degree and level and indirectly due to their possibilities in short time engagements. Working with the approach process we learned, that the relative extensive use of temporary jobs in the public sector (‘project employment’) constitutes a large problem to employees while forming a proper carrier.

B - The contents of the guidance

B1 - guidance objective

Career guidance in relation to study/education

- One often chooses one’s education as a result of a wish and interest, and perhaps too late you realize that good career guidance could have been a supplementary and useful contribution to find the right way into a meaningful working life. Career guidance could also contribute to consider and support relevant choices during one’s education.
- One has use for assistance in the selection of complementary subjects, main subjects and supplementary subjects, as well as choosing relevant study jobs/internships during the education.
- One has use for a career guidance counsellor, and not just a job counsellor. The studies are often too locked in pictures of which type of jobs the study is

directed towards. The educations are thus not necessarily geared to a modularized education system and a flexible labour market. Therefore, this becomes even more important, that a guidance during the study can deal with the individual and the individual's assumption about the working life and career.

It will be need of a career guidance with focus on career strategy, the study's narrow and wide labour market horizon, optional course perspectives, relevant competence giving internships.

B2 - guidance model

The participants are interviewed individually about their own career path, their conception about the job and career previously, during and after their education and about their experiences with career guidance. Following this, they are interviewed together in a focus group, about their needs for career guidance during and after their study, about their preferences in relation to which authority a career guidance should be conducted as well as which character the requested career guidance should have.

Interview model:

1. Individual interviews

- Educational background
- Present job, job description and conditions of employment
- Factual career history (c.v.)
- Biographical career history

2. Focus group interview

- What is the need for career guidance?
- What kind of barriers do you find?
- What kind of experience do you have concerning career guidance?
- Wishes and dreams?
- What could be done?

Who would be relevant co-operators? The company? The trade union?

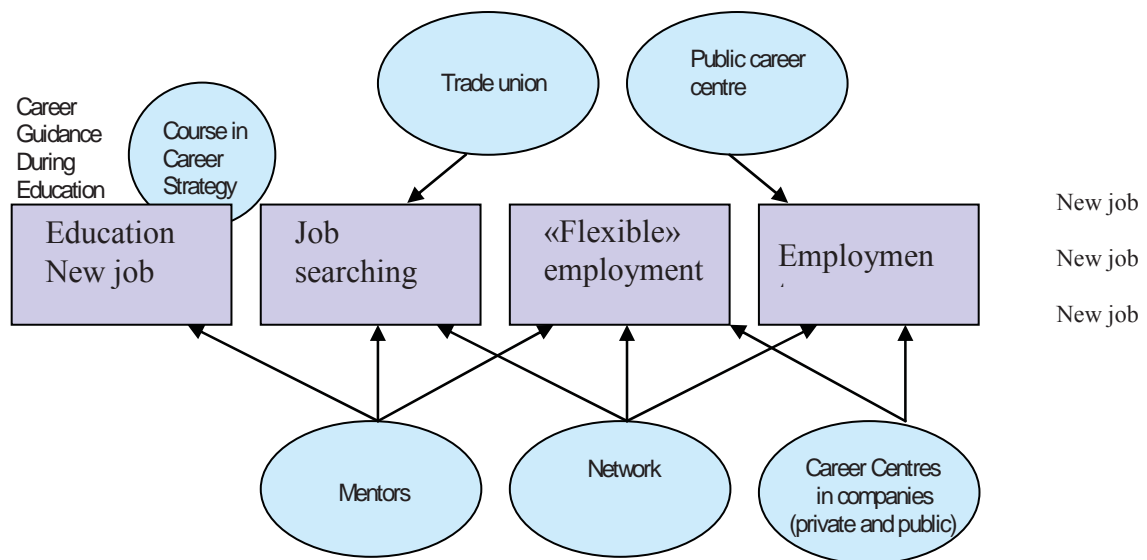
C -The testing of the model

C1 - method for getting contact

The target group is employees in own organisations.

C2 - Strategy

The strategy for implementing career guidance during the education period and while working as an underemployed can be illustrated this way:



Career guidance in connection with one's job

All of our participants started their employment in the organization in a time constrained position– temporary workers, salary subsidized or project positions. 4 of the 6 have at this time acquired permanent employment.

The employee may be dissatisfied and wish to change jobs.

There is a need for a guidance authority, which is independent and located outside of the workplace.

There can be a need for guidance in connection with strategy related to the wish for permanent employment within the organization.

Here is the need for an internal career guidance counsellor with guidance competence, knowledge to the individual's educational background as well as insight into the opportunities within and outside of the organization.

There can be discussion about a function shift within the organization.

There is a need for assistance to evaluate and develop one's own career development strategy. To which degree does the actual employment prohibit for promote future opportunities?

C3 - Cooperating partners

It was a cooperation within own organisation.

5.8.5. The career guidance experiences in Telemark Fylkeskommune/NAV Telemark - Norway

A-Target group

Main objectives:

- More people in work – less inactive
- Identify and provide career guidance to unregistered job-seekers

Two target groups were selected which both may be defined as «Unregistered Unemployed»:

- Part-time workers (target group 1)

- Disability pensioners (target group 2)

B - The contents of the guidance

Career Centre Telemark (CCT) executed the guidance.

B1 - Guidance objective

The general objective for CCT's career guidance system was to provide the job-seeker to strengthen its *decision-making competence* with questions linked to one's own career.

The main focus was to make adaptations so that:

- The client identified and formulates his/her needs, interests, conditions and competence.
- The client became self-motivated and competent to search for information about professions, educational possibilities and the labour market.
- Client reflected over his/her own options and in this way made a good career choice for himself/herself and took responsibility for his/her own career development.

B2 - Guidance model

It was important for CCT to offer the target groups the best they had to provide in relation to their special point of view; to carry out good career guidance, but also to link participants to others who could give them support when the CCT no longer were guiding them. It was important for CCT to be a 'door opener'. This was an articulated objective, which could be achieved by 'linking' the users with the authorities in the county who have this target group within their area of responsibility.

Disability pensioners:

5. Take advantage of already existing competence and experience in Telemark.
6. Formally co-operate with authorities/projects/professionals who have disabled pensioners as one of their target groups and who have competence and resources to eventually cooperate further with the project's target group.
7. Take advantage of 'common' guidance methods in dialogue with the users.
8. Combine individual guidance conversations with joint meetings where a selection of the county's various services for the target group are presented and general financial aspects and an eventual 'return' to work/education is presented. The users can also arrange individual meetings with our co-operating partners.

Part-time workers:

1. The target group's qualifications make it possible to arrange a common meeting. All the participants can, at the same time, obtain information about the project's background and intention, and about the situation in the county's labour market. At this meeting CCT will give a little lecture on how the participants actively can be responsible for own development.
2. Use ordinary guidance methodology in career guidance conversations with expectation clarification and focus on a survey of resources, requests and possibilities. In addition CCT will carry out to an examination of motivation (driving forces) to check the level of the participants need and wish for increased employment.
3. Co-operation with NAV on a voluntary day's course in job seeking between the first and second guidance conversations.
4. Two career guidance conversations at two week intervals to give

time for the necessary process to fulfil the individual plan of action and attend the job seeking course with NAV.

Process to build up motivation and self-confidence is an important part of the guidance.

The headlines for this process are:

- Recognition and neutrality.
- Other/new perspectives.
- Consciousness-raising.
- Taking responsibility.

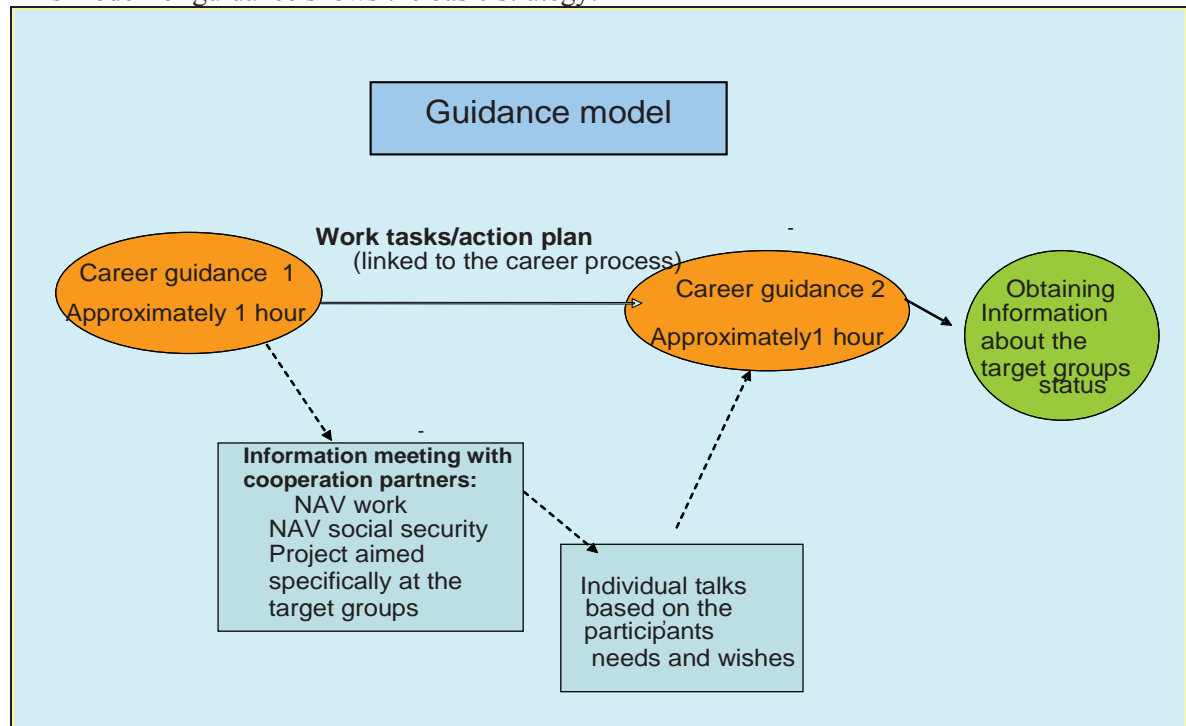
C -The testing of the model

C1- method for getting contact

Advertisement in the local news-papers made it possible to get in touch with the the target groups.

C2 - Strategy

This model for guidance shows the basic strategy:



C3 - Cooperating partners

Organisations/persons who are linked to the work with the target groups were chosen as cooperating partners. The most important partners were:

- NAV (Norwegian work and welfare organisation)
- Unions

5.9. Evaluation

Evaluation of the national projects.

The evaluation focus can be:

Objective based evaluation

Process evaluation
Pilot evaluation
Interested part's evaluation

Effect and objective level:

Reactions – How satisfied were the participants with the initiative?

Training - Which competence have the participants acquired as a result of the initiative?

Application - To which degree is the acquired competence being applied in practice?

Value - To which degree has the initiative given a collected organizational value in relation to the superior objective?

Land/partner:	Evaluation
England/Career Europe Bradford	<p>Every personal adviser was evaluated by the participants (Enclosure 1) The focus was first of all on registration of the participants satisfaction.</p> <p><u>The use of professional methods and means of evaluation</u></p> <ul style="list-style-type: none"> • Appraisals • Quarterly Reports <ul style="list-style-type: none"> -What has worked? -What hasn't worked? -Recommendations for the next period • Questionnaires
Ireland/Tipperary Institute	<p>The project was also evaluated by the participants. The evaluation form is enclosed (enclosure 2).</p> <p>The result of the process was also registered. This evaluation showed that the competence acquired in the project lead to good results.</p>
Slovakia COLSAF	<p>Conclusions were made. An appraisal of a the process and the co-operating partners was made.</p> <p>The evaluation was positive and it seems that They are about to build up a system for guidance in secondary schools that will be an important step forward for Slovakia.</p>
Norway Career centre Telemark	<p>A standard evaluation of how satisfied the participants were with the project offer was made. This evaluation is called "Reflect" and is web-based and is made immediately after the last guidance counselling.</p> <p>The utility value and project results were also evaluated. A telephone interview approximately 4 months after the last conversation was made.</p>

Ireland:

Evaluation of the national projects:

The evaluation focus can be:

Objective based evaluation
Process evaluation
Pilot evaluation
Interested part's evaluation

Effect and objective level:

Reactions – How satisfied were the participants with the initiative?

Training - Which competence have the participants acquired as a result of the initiative?

Application - To which degree is the acquired competence being applied in practice?

Value - To which degree has the initiative given a collected organizational value in relation to the superior objective?

How the partner countries evaluated their own processes and/or propose to evaluate a process:

Country/partner:	Evaluation
England/Career Europe Bradford	<p>1. Every personal adviser was evaluated by the participants (Enclosure 1). The focus was first of all on registration of the participants satisfaction.</p> <p>In addition to that evaluations were also made on the process.</p>
Ireland/Tipperary Institute	<p>The project was also evaluated by the participants. The evaluation form is enclosed (Enclosure 2).</p> <p>The result of the process was also registered. This evaluation showed that the competence acquired in the project lead to good results.</p>
Slovakia COLSAF	<p>Conclusions were made. An appraisal of the process and the co-operating partners was made.</p>
Norge Career Centre Telemark	<p>A standard evaluation of how satisfied the participants were with the project offer was made. This evaluation is called "Reflect" and is web-based and is made immediately after the last guidance counselling.</p> <p>The utility value and project results were also evaluated. A telephone interview approximately 4 months after the last conversation was made.</p>

Enclosure 1 – Career Europe Bradford

Rachel

City of Bradford Metropolitan District Council

Young People's Consultation re Connexions in LAC

Dear _____

You have had support from Jo Saxton, Connexions Personal Adviser in LAC. As she is completing her first year with us, we would like some feedback on how she has performed.

Could you please take a moment to complete this questionnaire and return to me in the pre paid envelope.

Thank you

Rachel Curtis
Principal Care Manager

1. Before meeting Jo, did you have contact with a Connexions PA before? (Yes) / No
If Yes, where? e.g. school, connexions centre, community centre

school

2. Have you found Jo's work with you useful? (Yes) / No
If Yes, what has been useful?



She's been there to support me all the way through. She's given me confidence.

If No, what could have been done differently?

3. Are you currently in Education, Employment or Training? (Yes) / No
If yes please rate Jo's role in: 1 = poor – 5 = excellent


	1	2	3	4	5
Helping you get a place					(5)
Helping you keep your place	1	2	3	(4)	5
Motivating you to start and attend	1	2	3	4	(5)
Building your confidence and self esteem	1	2	3	4	(5)

4. Have you been in Education, Employment or Training since leaving education and dropped out? (Yes) / (No)

BRADFORD

one landscape many views



IRELAND

Evaluation of Pilot Programme.

An evaluation by participants was undertaken utilising the standard FAS Evaluation form (see appendices).

The results of the evaluation were very positive.

On rating of the course as a whole, from a total of 20 participants; 5 participants rated the programme as being excellent; 14 participants rated it as being good and 1 participant rated it as average.

On the question as to whether the participants specific objectives were met 5 stated they were completely met and 15 stated they were fairly well met. None of the participants stated that they were “not very well met”, “not at all” or “was not aware”.

In the programme many of the participants were unsure what to expect and most had no idea as to what they wanted to do.

Outcome.

Six months after completion of the programme 14 of the participants had either started some form of enterprise or were in the planning stages to do so.

Activities being undertaken by the participants include:-

- Setting up a book keeping service
- Developing a sand pit and quarry
- Starting a landscaping and gardening business
- Developing a pheasant and duck shoot
- Setting up a butchers shop
- Processing meat and selling directly at a farmer's market
- Converting buildings with a view to letting
- Obtaining planning and building houses on the land with a view to starting a small development business
- Setting up a pub and lounge bar

Enclosure 2:

PARTICIPANT EVALUATION FORM

Training Organisation _____

Name of Tutor _____

Programme Title _____

Date _____ Duration _____

Participant's Name _____ PPS No _____

Participant's Company _____

Job Title _____

How would you rate the course on the whole:

Excellent Good Average Poor Unsatisfactory

☐☐☐☐☐

Were your own specific objectives met?

Completely Fairly Well Not Very Well Not at All Was not Aware

☐☐☐☐☐

Please tick the appropriate boxes using the code below:

1 = Weak

- 2 = Only Satisfactory – room for considerable improvement
 3 = Average
 4 = Good – minor points could be improved
 5 = Excellent

	1	2	3	4	5
Presentation: Standard of presentation					
Practical exercises					
Role Playing					
Delivery of Training					
Review Sessions					
Handouts/Notes					
Administration: Room & Work Facilities					
Participation: Encouraged to Express Views					
Discussion					

Signature of Participant : _____
 This Programme is Funded by the Irish Exchequer and the European Social Fund

CHAPTER 6

A recommended comprehensive system – policy making and dissemination plan

6.1. Career Guidance – a comprehensive model for adult persons.

Introduction

Career guidance for adults in the project countries is very different. All countries agreed that a comprehensive public offer for adults is missing. Registered job-seekers have a public offer and young people in the public school system also have a formal offer, but all other adults have problems finding a career guidance arena.

Career Centre – a public career guidance offer for all adults

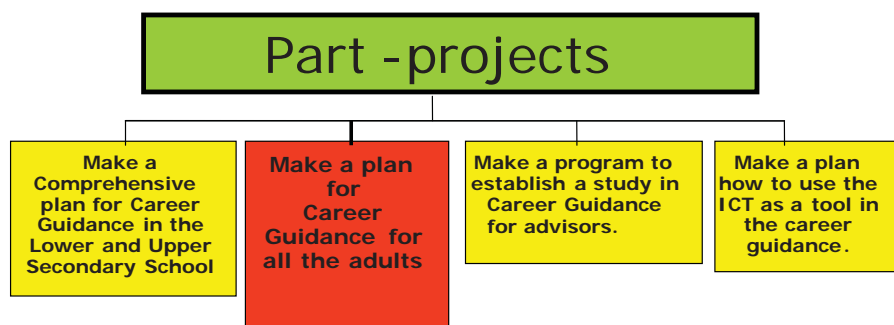
The need for career guidance for adults is increasing. Due to change-over, demand for new competence and reskilling, “long life learning” is a reality for most adults.

A Career Centre is an available offer that is meant to satisfy these needs.

Based on a Norwegian project we propose to build up a system for career guidance for the whole population. The main object must be:

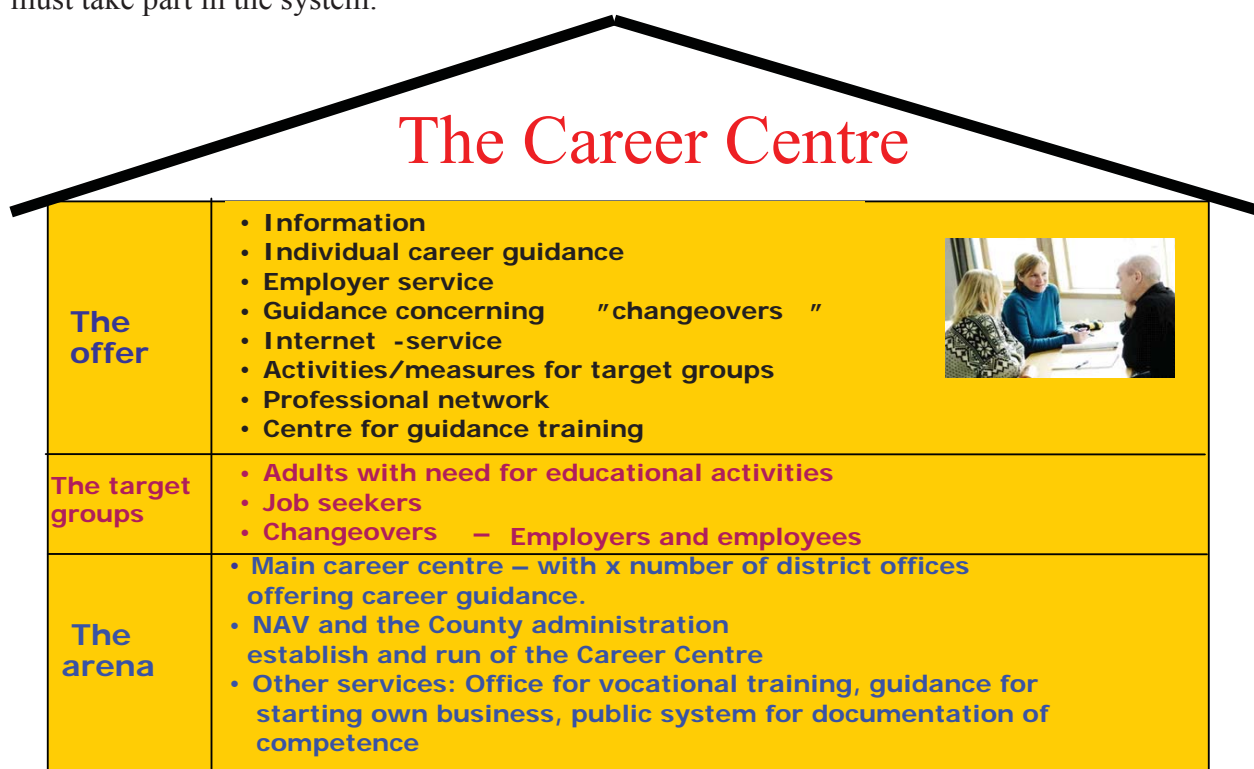
Make a comprehensive system of lifelong career guidance, accessible for everyone and of high quality.

When developing a centre one method may be to organize the process in this way:



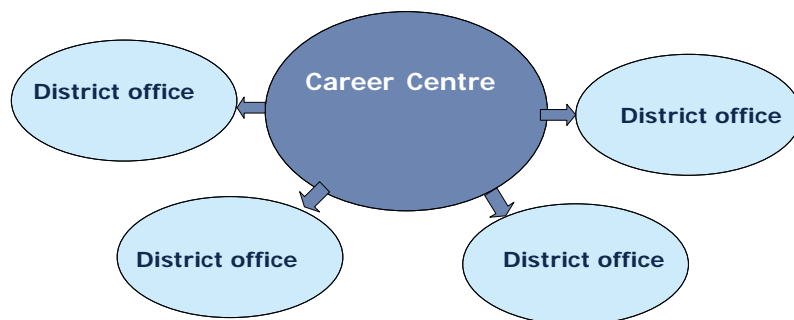
The main emphasis is placed on the model and system for career guidance for all the adults.

This figure describes what the Career Centre may offer and our proposal about what must take part in the system:



Organizing

The Career Centre is supposed to have an offer to all the population in the region. The main office is supposed to be established in the biggest city in the region. Including the district offices, the total activity will be like this:



The district offices are located as an independent offer close to the public employment service – the NAV offices.

The Career Centre must be a co-operation between several organizations; the Norwegian model propose two “equal” bodies like the County administration and the regional county administration of NAV (Norwegian Labour and Welfare organisation) to be the executive owners and run the centre.

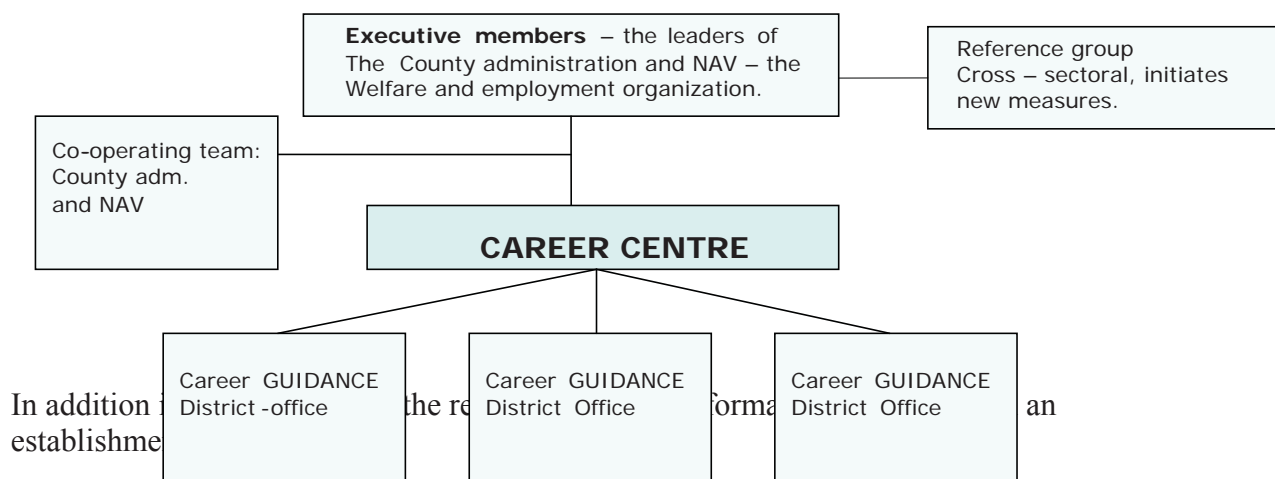
In addition it is of vital interest to establish a reference group. This group may have members from:

- The County administration
 - The Head of the NAV – National Welfare and employment organization
 - The Head of the County Department of Education
 - The Head of the Confederation of Association of Local and Regional Authorities
 - The Head of The Labour Union (LO)
 - The Regional Leader of the Association of Local and Regional Authorities
- And other organisations that have influence on improving the competence level in the region.

The reference group is supposed to focus on improvement to develop the competency level in the region. In this context it is especially concerned about the needs of its citizens and the working life and the region.

This group meets regularly, organises conferences and initiates new measures to create competency development within public and private sectors.

This organisation can be described this way:



The offer at the centre.

The Career Centre offer must be a basic service for the target groups.

- An open and available information service (information, brochures, application forms, setting up appointments)
- Individual career guidance – in the centre or out of office.
- Give employers and employees guidance in connection with change-over's
- Telephone service
- Internet service – web site
- Activities/measures for target groups
- Building up network
- To be a resource centre for other career counsellors

Comments:

An open and available information service will be the contact point in the career centre. Personal job-seeking and educational activities must be possible for customers in the centre. A free internet access and free use of telephone must also be available. Schools, educational institutions and employers may market their offers in the centre. The daily news-paper and proper literature must be available.

The following routines are laid down as a foundation for cooperation between the Central Career Centre and the district offices:

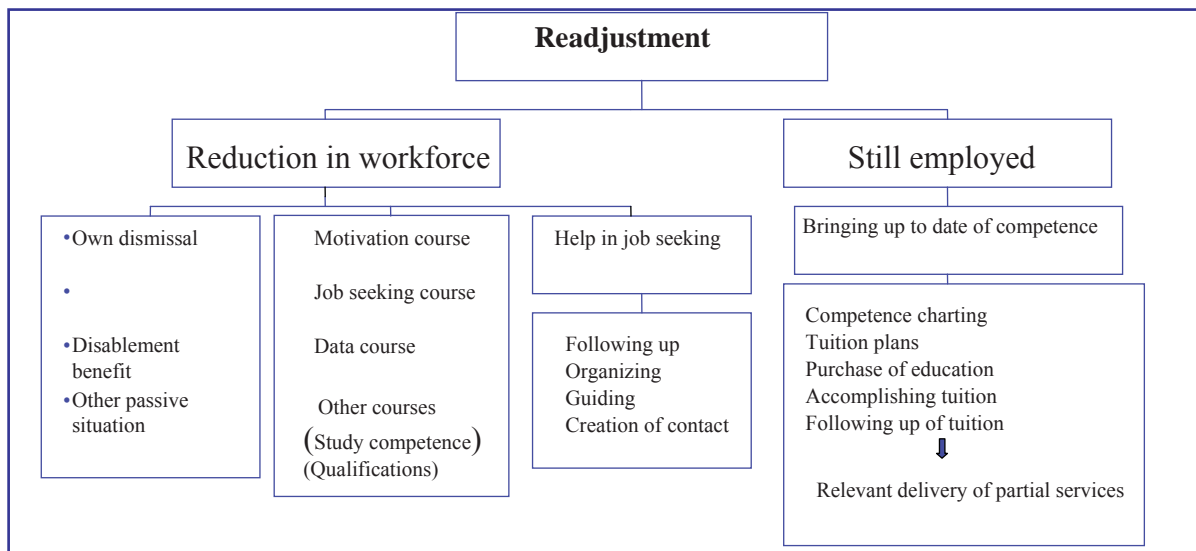
- According to agreement, one day is set aside for a visit from the Career Centre.
- The place for contact must have vacant office space for the agreed consultations. The office space must be suitable for career guidance and have a computer with access to the internet.
- The place for contact gives information about and marketing for the Career Centre, among other things by informing about the possibilities of telephone service.

Give employers and employees guidance in connection with change-over's.

Many businesses are going through restructuring and have to adjust themselves to new conditions concerning change in competence and change in the demand for manpower. Both individuals and the businesses may need advice, guidance and information in that situation.

Readjustment directed guidance for firms will include information/guidance as well as guidance/instruction where the readjustment process is concerned.

Guidance/instruction can have its starting point in the following situation:



Instruction/guidance can concern both businesses and single individuals. Accomplishment of competence assessment and the carrying out of competence raising initiatives will not lie within the Career Centre's guidance area, but can be a future development area, however as a paid service.

Telephone service is carried out with permanent telephone times and with free ringing up for customers (815 service). The service should give the customers guidance and information about offers and activities at the Career Centre, and give answers which mean that the customer him- or herself can work further with his or her needs/wishes.

Internet service is offered through the establishment of a home page.

The home page should give the following offers:

- Information about the Career Centre and the services which are offered.
- Important key information about education and labour force requirements.

In addition there will be established an e-mail address, which should give answers to all enquiries.

Career conversations will last as long as there is a need, but ought to have a framework of 30 to 60 minutes.

The advisors ought, in relevant cases, to be able to use test tools, such as an interest test. Testing tools must be available.

A development area can be an offer of coaching. That will mean personal follow up with confidential conversations according to need. If this is put into practise, it ought to be a paid service. The Career Centre will develop a system/method for coaching.

Guidance is given according to professional systems and methods for career guidance based on these principals:

- To be a supportive person and a conversational partner in the choice of profession or education.
- Contribute to making the participants reflect on their own career development and bring them one step ahead - one of our key concepts is assuming responsibility.
- Not give quick answers, but contribute to greater awareness, so that the participant will be better able to see what opportunities are available.
- The person seeking guidance is responsible for the contents, the career guide for the process

Common activities directed at the target groups' needs. The Career Centre should have an activity room. A half yearly plan should be set up. Activities should be directed at the target groups' needs/interests which can be:

- Information/application activities from education institutions
- Businesses with recruitment needs
- Branch directed activities
- Offers from the State Loan Office
- Lectures/seminars about developments/trends in the labour market
- Job seeking activities
- Lectures/seminars about self development
- Working life themes

Reference service/network building will be an important function for the Career Centre. In order to give the customers a foundation to go further with their needs/wishes, it will be necessary to establish contact net where a binding agreement is entered into between the Career Centre and relevant reference bodies/cooperating partners.

Building up network is very important. In order to answer all questions, it will be of importance to have contact with other sources of information. In this way the Career Centre will establish cooperation agreements.

The objective for such agreements will be:

- Make appointments on behalf of our customers
- See to it that information will be sent to our customer
- Establish correct contact for the customer

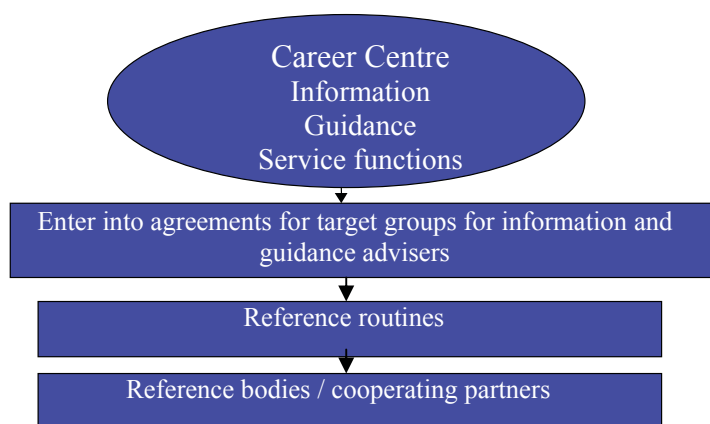
To be a resource centre for other career counsellors is an essential task. The Career Centre must make efforts to increase the knowledge of career guidance in the county.

All counsellors in own organisation and co-operative organisations must increase their guidance competence, and the Career Centre is meant to be that arena.

The competence items can be labour market development, career guidance systems/methods, relevant projects and new technology.

Examples of location for district offices could be:

- ☐ Adult education
- ☐ Municipal service office
- ☐ Library
- ☐ Employment centre



Reference routines should take care of the following needs:

- Enter into agreements about meeting times with agreement partners for Customers.
- Agree on the sending of information and /or written answers to customers.
- Establish other forms of contact with agreement partners according to customers' wishes.

Relevant agreement partners can be:

- Office for vocational education
- Municipal County centre for adult education
- Educational institutions
- Social security offices
- Entrepreneur centres
- Tuition centres
- Employment centres
- State Loan Office

For the most relevant agreement partners, office days can be agreed on, according to need, at the Career Centre.

Resource centres for career guidance are a function which should take care of the needs for vocational development for people who work with vocational and educational guidance.

The Career Centre is meant to be an area for information and competence promotion for advisers in the Career Centre, advisers in junior and senior high schools as well as for contact persons in the districts.

In addition, advisers in the Employment Centres, and other advisers who are connected with KFT, will be in the target group.

Relevant competence promotion themes can be the development of the labour market, guidance methodology, working life knowledge / themes, relevant data systems and relevant experience material.

This task must also be seen in connection with the results in part-project 3.

Cooperating partners.

The partners must be responsible cooperating partners. The composition of this group will vary from region to region, from county to county and from country to country.

Very important: Cooperating partners must contribute with resources, where it concerns both operation and personnel, in order to manage the establishment of a Career Centre.

The cooperating partners' reward for contributing resources can be summed up in the following ways:

- Relief in the work of information and guidance
- Co-ordination in the work of information and guidance
- Development of guidance competence in the county
- YOU is applied in a greater context
- Contribution to competence raising in the county
- Contribution to the reduction of unemployment

6.2. Career Guidance – the role of the State in policy-making in relation to the field of information and guidance.

The project tried to focus on policy-making in relation to the field of information and guidance, with focus on three key mechanisms:

- 1: Legislation
- 2: Develop quality standards and generate evidence to monitor quality provisions and
- 3: Chart a course leading to improved practice.

Regarding 1 - Legislation - there has been a “movement” at the state level during our project period. As partners we have – most informally – followed these changes and affected the results. Some examples: A time schedule for establishing a comprehensive system has been worked out in Slovakia. In Denmark they have presented a new Reform for guidance of adults in 2007. In Norway they have established a body on state level with partners from 2 Ministries and this reference – group:

- Ministry of Education and Research
- Ministry of Labour and Social inclusion
- The Norwegian Public Employment and Welfare Services (NAV)
- The National Institute for Adult Training (VOX)
- The Norwegian Association of Local and Regional Authorities (KS)
- Confederation of Norwegian Enterprise (NHO)
- The Norwegian Confederation of Trade Unions (LO)
- Union of Education Norway
- Norwegian Directorate for Education and Training- secretariat

Regarding 2 – to develop quality standards and generate evidence to monitor quality provisions – we find the situation still fragmentary. Nevertheless we have found elements and topics of high relevance: The use of evaluation in general, and how to use this “tool”? Following up and evaluation of main goals, tasks to be solved, ethic standards and so on.

We agree that there will be a big international challenge to find and agree upon what should be the common and valid quality standards to follow up and measure. In fact this could be a project on its own.

Regarding 3 - chart a course leading to improved practice – we have made a significant contribution in this project (See Workpackage 2 and 3 and paragraph 6.1.).

In the future we will face a lot of dilemmas related to the process of doing career guidance more professional, e.g.:

1. To see the pupil/adult as a whole person or a person with specific career planning needs.
2. National control/authority versus local freedom/authority
3. What kind of coordination and cohesion is needed/wanted
4. Needs in different sectors and levels are different and need to be elaborated
5. Ethical and juridical dilemmas in information flow
6. Funding and distribution of resources
7. What is good quality at different levels

6.3. Dissemination plan.

Dissemination plan of Careers Europe – Career Bradford - UK.

The aim of this report is to outline dissemination conducted during the lifecycle of the project but also to identify future dissemination of the project to sustain the work of the project beyond 2007.

Project dissemination during the project lifecycle:

Date	Description of dissemination activity	How many participants
05/06 June 06	Project information and website details provided in Euroguidance Publication for the International Product Fair and Conference (Vilnius)	50 participants
24/25 Oct 06	Guidelife Project Kick-off Meeting (Ankara)	20 participants
03/11/06	Lisbon Agenda UK seminar (London)	50 participants
09/10 Nov 06	Institute of Career Guidance (ICG) National Conference (Glasgow, 09/10). Had a stall with representatives from sector skills councils, etc at the event.	150 participants
28/11/06	Leonardo Workshop – 50 participants (Manchester)	50 participants
6 th December 2006	Visit to Cambridgeshire and Peterborough Connexions – presented Careers Europe activities to service managers	5 participants
11 th December 2006	Presentation to Education Business Partnership Bradford	4 persons
11/12 Dec 06	Love Languages Kick-off Project Meeting (Vienna)	15 participants
26 th January 2007	Presented to 40 trainee guidance counsellors at Huddersfield University	40 trainee guidance counsellors
14 th February 2007	Meeting with Careers Scotland management Glasgow, Scotland	6 managers
15 th march 2007	Visit to Connexions West Yorkshire to present to Guidance Counsellors Wakefield, Yorkshire	Presented to 30 persons
11 th June to 15 th June 2007	Careers Wales West Careers exhibition and training week – presented to Careers Teachers, college staff and Guidance counsellors Carmarthen, Wales	Approximately 200 persons
20 th June 2007	Careers Exhibition, Northumbria – presented to Careers Teachers, college staff and Guidance counsellors Dissington, Northumbria	Approximately 80 persons
July 2007	Careers Europe representative attended the ACEG (Association of Careers Education and Guidance) conference in Stratford Upon Avon in the UK and distributed information about the project	200 delegates

July 2007	Careers Europe representative attended a series of events organised by Careers Wales West over the course of 1 week.	150 Careers Advisers and Careers Teachers
Ongoing	Careers Europe Website	Number unknown
Ongoing	Guidenet website	Number unknown
Produced quarterly throughout project lifecycle	E-Newsletter	1000 recipients
Produced quarterly	The Euro Express Newsletter	3500+ recipients
Ongoing	Promotion through the Euroguidance Network	Centres in 33 countries across Europe

Ongoing	Synergies with other projects will ensure some longevity to the project. Current projects such as the Enabler will draw on some of the work of Gateway to Guidance project and could also be promoted in tandem	Unknown
January 08	Next E-Newsletter for January	1000 recipients
To be produced shortly	Included in Careers Europe advertising leaflets and materials	Unknown
Ongoing	Further dissemination to Euroguidance members	Centres in 33 countries
Ongoing	Maintain ties with business partners to evaluate the success of the final products and impacts upon their organisation	3 core business partners in West Yorkshire region
October 2007	Careers Europe representative made a presentation to 30 delegates at an event organised by Derby University	30 delegates
October 2007	Careers Europe representative attended the EGSA conference in Belfast, Northern Ireland and distributed information about the project to 50 delegates	50 delegates
October 2007	Careers Europe representative attended the ICG conference in Liverpool in the UK and distributed information about the project to 60 delegates from careers and Connexions services across the UK	60 delegates

Dissemination plan of Tipperary Institute - IRL.

The Director of the Business Development, in Tipperary Institute sits on a number of Government and Regional Development bodies and as such is in an ideal position to discuss policy content/context and its implementation in a number of areas among key stakeholders in the region.

Currently the Director of Business Development sits on the following Regional and National Development bodies:

North Tipperary Economic Working Group
North Tipperary Re-Skilling/Upskilling Sub-committee
North Tipperary Tourism Company
South Tipperary Economic Working Group
South Tipperary Upskilling Group
South Tipperary Tourism Committee
South Tipperary County Council Audit Committee
National Council for Curriculum and Assessment – Senior Cycle Review
South-East Enterprise Platform Programmes 1 & 11

In light of this, it is proposed that

- The Director of Business Development will hold a series of meetings with relevant people on the dissemination of the findings of the EU Gateway to Guidance Project.
- This series of meetings is likely, though not necessarily, to culminate in a seminar and subsequent workshops with all interested stakeholders to facilitate the project findings, feeding into their policy.
- It is also proposed that the dissemination of the activities undertaken and the impact on the specific target groups be included as part of a seminar as a means of attracting businesses in the region to create networks.

Dissemination plan of COLSAF - SK.

Dissemination of the Leonardo da Vinci GATEWAY TO GUIDANCE project results has two different phases:

- during the project,
- after the project is finished.

Slovak partner in the project, Central Office of Labour, Social Affairs and Family (COLSAF), has already done several steps in this and several other steps are planned.

Dissemination activities during the project:

- Information on past and current project activities were continuously put on the COLSAF intranet, a tool through which it is possible to inform the staff of all 46 labour offices in the country. Detailed reports from all joint project partners meetings met with great interest of the staff in employment services department and several times there were request for further information.
- Database of Leonardo da Vinci projects run by the Slovak National Agency of the Leonardo da Vinci Programme includes also information on the GATEWAY TO GUIDANCE project, short information about the project was published also in the information bulletin in 2006 published by the NA LdV.

Dissemination activities planned after the project is finished:

- An article with general information on the project and describing the main results and achievements, together with a detailed information on the COLSAF's own involvement will be prepared and published in the COLSAF's monthly "Sociálna politika a zamestnanosť" (Social Policy and Employment; published in co-operation with the Slovak Ministry of Labour, Social Affairs and Family) in the November 2007 issue.
- Similar article but with special focus on work package 3 of the project (development and pilot testing of career guidance services model for selected group of unregistered unemployed people) will be published in the local (district) paper published in Pezinok where activities within WP2 and WP3 were realised (October – November 2007).
- Experience gained within the WP3 will be summarised and presented by the COLSAF in the form of recommendation (methodical letter) for labour offices in all districts suggesting how to approach young people still in vocational education and training from the career education point of view; focus on close co-operation of employment services, relevant employers and the secondary school management will be the main message of this document (planned in January 2008).
- This activity will be followed by an information seminar organised at the beginning of 2008 for labour offices staff. Besides presenting the main project results we will initiate a discussion on how to approach unregistered unemployed with the aim of their (re)integration on the labour market.
- With respect to what has been achieved within WP 2 another information seminar will be organised during the first half of 2008 for strategic employers focusing on how career guidance offered by PES could be used in their recruiting process.
- An article with general information on the project and describing the main results and achievements, together with a detailed information on the COLSAF's own involvement will be prepared and published also on the Slovak National Agency Life Long Learning Programme web site together with link on the project web page (<http://www.gatewaytoguidance.com>) – spring 2008.

Dissemination plan of JCVU - DK.

1. The Danish Centre of knowledge for career guidance – VUE = Videncenter for uddannelses- og erhvervsvejledning VUE.

The Gateway to Guidance - project has been the model for one of the pilot projects carried out by VUE. This project is called: *Strategies for Career Guidance (Project 6.2.)* and is in a wide sense based upon the main goals and results from Gateway to Guidance.

The goal for the project is to develop close co-operation in career guidance between the public system and private businesses. Challenges to solve has for instance been: define the concept «Career Guidance», make a definition of stakeholder and to collect experiences from related projects.

The target group of the project is «adults in transition». Employed and unemployed adults are related to working life and confronted with an introvert (lust, ambitions, stress) or an ekstrovert (structural changes, closing businesses) need for career guidance.

Further on is the Gateway – project and its results implemented in 2 pilot projects where VUE is responsible:

- 6.1 VEU – the reform work
- 6.3 Evaluation of real competence

An article about Gateway to Guidance is planned to be printed in the newsletter of VUE in November 2007. For more information about the projects and the Centre of knowledge of Career Guidance, see <http://www.vejledning.net/>

2. A article about the goals, results and impact of the Gateway to Guidance project is planned to be presented in the magazine *Via Vejledning* in the winter 2007-08.

<http://www.ug.dk/Videnscenter>.

3. The project has been referred to and discussed in these international conferences:

- CDFOP conference Thessaloniki, ultimo juni 2007
- IAEVG conference Padova, primo september 2007

4. The project is ongoingly being referred to, discussed and used in lectures in the University College of Jytland at Master level; Diploma education in Career Guidance.

This education/study is recruiting persons from all kind of sectors of the career guidance field in Denmark.

Dissemination plan of CFT/County administration - Norway.

The Norwegian dissemination plan is like the other partners divided into different phases:

- during the project,
- after the project is finished.

Dissemination activities during the project:

- Continuously and regularly information in the reference group CFT – Competence Forum of Telemark.
- Continuously information on conferences separately arranged by:
 - The NAV – National Welfare and employment organization in Telemark county.
 - The County Department of Education
 - The Confederation of Association of Local and Regional Authorities – Telemark county
 - The Labour Union (LO) in Telemark County
 - The Confederation of Norwegian Business and Industry – Telemark county
 - The National Association of Adult Education – Telemark county.
- Ongoingly updating our projects web-site www.gatewaytoguidance.com.
- February 2006: Presenting the project on an county conference in Morgedal for all ongoing international projects in the region:



- The Conference organized by the Norwegian Directorate of Education in November 2006.

Dissemination activities planned after the project is finished:

- Mars 2008: Produce and present a handbook about the project: idea, process and results. This will be printed in 200 ex. for the 5 partners. This book will be given to the participators, close cooperators and some institutions on county and state level. A copy will be on the web.site www.gatewaytoguidance.com . This copy will (as the only place) include a lot of attachments and templates worked out during the project.
- A short version (12 pages) of the handbook will be produced in april 2008 and presented on appropriate conferences. It will be sent our national cooperating directorates: Directorate of Education and Directorate for The Norwegian Labour and Welfare Service (new).

The Norwegian Labour and Welfare Service administer a large proportion of the most important welfare benefits and social security schemes in Norwegian society. For example, these may be unemployment benefits, sickness benefit, rehabilitation allowance, disability pension, and retirement pension on reaching pensionable age.

- The project idea, process and results will be presented in meetings in the Section of Competence and the Labour and Welfare institutions on the county level in the spring 2008.
- The project team will actively look for appropriate arenas for presenting the project.

FOR ATTACHMENTS AND TEMPLATES: Please visit our web-site:
www.gatewaytoguidance.com and have a copy.

