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European Network to Support
Guidance and Counselling

Euroguidance Insight

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Positive User Survey

According to a survey carried out in 2010, the majority of adults utilising guidance services in the Nordic countries seems to be very content with the service they had received. The responders would, nonetheless, be interested in influencing these services from the start.

Half of those interviewed in Sweden, Iceland and Denmark were not invited to provide formal feedback on their guidance sessions. Finland and Norway, on the other hand, had requested such feedback from many of their users. Over 70% of all responders stated that they had not participated in any meetings or discussion groups on guidance services. Of those interviewed, 75% in Denmark and 92% in Iceland indicated that they had not participated in the design and strategies of guidance services.

Users find it very important to be more involved in the entire guidance process. This result is in line with previous research which found that users know best what they need and that time and money could be saved if they were involved at all levels. The most common form of guidance in the Nordic countries is the face-to-face interview. The report (in English) is available at http://www.nordvux.net/download/6821/voice_of_users.pdf.

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Euroguidance Netherlands produced new guidance tools

The Dutch Euroguidance centre published a Career Compass with the objective to help clients identifying their career competences more easily. The publication is based on research and practical experience; it is a practical tool for career counselors in the educational sector or in the business community. Marinka Kuijpers, lecturer in pedagogy at The Hague University of Applied Sciences is responsible for the description of career competences. Essential

al questions are incorporated in the career competences identified by Kuijpers. The career compass contains both practical and theoretical information competences.

Also a Career Compass Mat has been developed. It is in the shape of a circle with an area well over 3 m². With this tool clients can make physical steps concerning the questions related to their career competences. As is known from Neuro Linguistic Programming the connection between physical and mental experiences increases one's awareness. The Mat can be used individually or in groups.

Peter Deursen/Euroguidance Netherland

The career compass can be down-loaded here: www.euroguidance.nl

Those who are interested in the Career Compass Mat should contact the Dutch Euroguidance centre: info@euroguidance.nl



Vocational Guidance: Helping Advice Seekers to Help Themselves



Prof. Ertelt, is there such a thing as a best suitable profession?

Frank Parsons, an American psychologist of the early 20th century, postulated three assumptions.

Firstly, every person is most suitable for a specific type of profession.

Secondly, people show in different professions different psychological characteristics.

Thirdly, professional contentedness is directly associated with the degree of accordance between the personal characteristics of the professional and the professional requirements.

So it is better to choose a profession than to hunt for a job. The goal 'best match person/profession', however, should not be misunderstood as one-time act. One grows into a profession at a precise workplace. The best match is thus a long-term task for a person.

Until 2005 Professor Dr. Bernd-Joachim Ertelt was working as a professor at the Fachhochschule des Bundes für öffentliche Verwaltung, Fachbereich Arbeitsverwaltung in Mannheim (Federal University of Applied Sciences for Public Administration, department of employment administration).

Since 2005, he has been working as associate lecturer at the Hochschule der Bundesagentur für Arbeit (HdBA) - Institute of higher education of the Federal Agency of Employment). Since 1998 he has been working as associate professor for Business and Human Resource Education and Counselling Science at the Jan Dlugosz University, in Czestochowa/Poland.

He is also an associate lecturer at the Universities of Heidelberg and Mannheim. He is honorary professor at the University of National and World Economy in Sofia/Bulgaria and has been involved in numerous European projects as well as been working as international expert of counselling science. He has published national and international books.

Sounds good, but is it still realistic given the current employment-market situation? Only a handful of professions are really demanded.

That is correct. Therefore young people should have a good overview of professions and seek the advice of experts. Every advice seeker must decide alone but a counsellor can help him to make the decision with care. A good vocational choice consists of a precise self-knowledge, one's own abilities, the vocational requirements and the pros and cons of the vocational choice.

What is the counsellor's role? Does he only provide help for self-help?

Guidance counsellors have to change their role from the mere vocational-information provider, meaning description of specific professions, to a supplier of information strategies. Counsellors must orientate themselves more on the advice seeker's procedure to make a decision. It is paradoxical that some guidance counsellors still assume simple cau-

sal models in the sense of rational decision making. For an effective consulting assistance it is in fact necessary to recognise the counsellor's expert role as well as the importance of the client's heuristics.

What should she/he do instead?

They should get away from their 'medical' approach, i.e. diagnosis, indication, prescription. This approach must be replaced by interactive strategies to solve problems. The first step must be that client and counsellor define together a problem and identify the client's expectation as to the counselling. The last step is to elaborate an action plan and to initiate precise steps considering the client's environment and possibilities of support. A follow-up mentoring with regard to short-term and long-term results of the process must be provided.

The interview was conducted by
Clarissa Cordroch/Euroguidance Germany

More bees go to a single drop of honey than to a whole barrel of vinegar

Individuals receive and provide internal process information through 5 different channels: V-visual (sight), A-auditory (hearing), K-kinesthetic (feeling), O-olfactory (smell) and G-gustatory (taste). However, people are different. One may be visually oriented, while the other may be olfactory oriented. Visual, auditory and kinesthetic channels are the most common perception channels in Western cultures. Olfactory and gustatory channels are less used. For this reason, they are summarised under kinesthetic channel.

When preparing a workshop or a lecture according to the V-A-K-O-G system, colours, videos or music should be taken into consideration as well as experimental exercises, role plays and handouts. These instruments make a workshop more dynamic and interesting.

Visual-oriented Individuals

The visual-oriented person perceives the world mainly through his/her eyes. Their attention can be attracted by visual signs and contrasting colours. During a presentation the lecturer should be dynamic and note his body language.

Visual-oriented people tend to ask the lecturer to write something down. For them it is easier to grasp a meaning when they see the written word. They like clear, structural instructions. Their notes are structured, readable and easy to understand. They prefer writing arrangements and to communicate online. With regard to their personal appearance, they usually adhere to a dress code.

Auditory-oriented Individuals

The ear is the most important sense for them. Therefore a lecturer must pay great attention to his voice (intonation, speed, pauses, strengths and clear pronunciations). An auditory-oriented person likes to talk things through, evaluate a matter

from different points of view, exchange opinions and experience. They prefer listening in lectures to learning from books and prefer oral instructions and telephone arrangements.

Kinesthetic individuals

They feel the world. The lecturer must show that he/she feels and believes in his/her own words. The speech should be convincing and enthusiastic.

Kinesthetic-oriented people need time to understand new information, knowledge and people. They learn mostly through their own experience, practice or role plays. They like to touch things.

The lecturer fills a presentation with life. He/she gives added value and a unique character to presentations through his/her personality. We know that a menu is not food, a map not the landscape and hand-outs are not seminars. The lecturer is the most important factor in a presentation, since it is he/she who may meet or not the expectation of the participants. To sum it up with a Slovenian proverb: More bees go to a single drop of honey than to a whole barrel of vinegar.

Andreja Jurček, guidance counsellor at Employment Service of Slovenia

Short news

Conference in Zurich

International networking conferences are designed to bring together guidance practitioners from about 30 countries, with the aim of enhancing their knowledge in a particular subject and providing a networking opportunity.

We are very excited to be able to invite you to the first Euroguidance International Networking Conference in Zurich/Switzerland themed "Guidance in the Context of Internationalisation".



Claire Dové



Cristina Seoane

The conference will take place on Friday, 14th September 2012 at the Priora Business Centre (www.bc.priora.ch), which is very close to the International Airport of Zurich. It will bring together practitioners and experts from the educational and career guidance sector, as well as other stakeholders in the field of guidance from different European countries and Switzerland.

Cristina Seoane and Claire Dové
Euroguidance Switzerland

Professor Füsün AKKÖK: “LLG requires a common understanding.”



Professor Akkök, What is your role in ELGPN?

I support the work on widening access. In WP2, we have two lead countries, France and Iceland. Each work package has lead countries and an expert and they all provide the relevant expertise to support the thematic activities. The work is transversal and based on the 2008 Resolution of the EU 2020 agenda.

How do you evaluate the interaction between Euroguidance and ELGPN in the field of LLG?

Euroguidance and ELGPN share the joint venture for the development of LLG and need to work together more. In fact, TOR 2012 supports this idea. Euroguidance and the ELGPN have been in regular contact with each other on three levels: national, European and international. Both networks invite each other's representatives, individual experts or relevant stakeholders to their activities. Within the ELGPN, the representatives of Euroguidance contribute to the Thematic Activities and Plenary Meetings.

What do you think about each partner's communication to LLG?

The ultimate aim is to provide added value to all countries for the development and implementation of LLG policies, systems and services. The liaison of partner organizations, agencies and networks, Social Partners and Euroguidance are pivotal in ensuring effective cooperation and coordination bet-

ween policy developers and providers of guidance and to build up new structures or adapt existing ones. The development of LLG requires a common understanding, a cooperative culture and mentality.

What do you think about the establishment and progress of National Forums?

In all countries, guidance is provided by different sectors in different organisations. Thus the aim is to have a seamless and coherent LLG system. Different career guidance services have their own history, aims, methods and budgets and structures. An effective LLG policy needs to involve a number of authorities and stakeholders. A national forum is an instrument to bring these different bodies together, in order to produce a more effective policy and a more harmonised guidance service.

The interview was conducted by Nurdan Unalan, Euroguidance Turkey

Prof. Akkök has more than 30 years of academic and practical experience in guidance and counselling. During the past 15 years, however, her focus has been on career- and lifelong-learning guidance. She has teaching and research experience in the field of guidance, career guidance and parent counselling, written papers and books, participated in national and international conferences and organised national and international conferences in the related fields. Prof. Akkök has significant experience in developing a web based career information system serving all age groups, developing self-assessment tools and is highly experienced in developing education programs

She is an international expert on lifelong guidance (LLG) issues and works for international organisations such as the European Lifelong Guidance Policy Network (ELGPN) and the European Training Foundation on local and international projects. She is a consultant for Work Package 2 (WP2) for the second year and supports the work on widening access and APEL (Accreditation of Prior Experiential Learning) for all age groups. She is also team leader for the EU Project “Strengthening Special Education in Turkey”.



Masthead

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