

CAREER GUIDE for schools

**Proceedings of the First CAREER GUIDE Conference
Athens, Greece, 4 November 2006**

Editors: Sofoklis Sotiriou, Eleni Lampou, Nora Gikopoulou

Artwork:

Vassilis Tzanoglos

Evangelos Anastasiou

Makis Mazarakos

The Conference was co-financed by:



Copyright © 2006 Carrer Guide
All rights reserved.

Reproduction or translation of any part of this work without the written permission of the copyright owners is unlawful. Request for permission or further information should be addressed to the copyright owners.

Printed by EPINOIA S.A.

Table of contents

Preface	5
Description of the Career Guide Network Project	7
The suspended steps of Careers Education: From yesterday to today	11
<i>Chrysoula Kosmidou – Hardy, Consultant at the Pedagogical Institute, President of the Transnational, Interdisciplinary Society. SY.N.TH.E.SI</i>	
Transition from Initial Education to the World of Work in an European Perspective. 21	
<i>Dr. Peter Härtel, Styrian Economic Association</i>	
What does the job market need nowadays	25
<i>Nikos Pavlakos , Spyros Michaloulis, Orientum – Career Counselors</i>	
Development of a cooperative online communication infrastructure for career guidance experts: Presentation of the Career Guide Web Portal	29
<i>Prof. Dr. Thomas Köhler, Technical University of Dresden, Germany</i>	
The importance of Personal Development in Career Guidance Procedure	41
<i>Nora Gikopoulou, Eleni Lampou, Career Counselors, Ellinogermaniki Agogi, Greece</i>	
The Importance of Emotional Intelligence in Career Guidance	45
<i>Ms. Erato Paraschaki, MBA Program Director, ALBA Graduate Business School</i>	
Career Guide Conference - Programme	49
Moments of the Conference	51

Preface

Career guidance refers to an amount of long procedures intended to assist individuals, of any age and at any point throughout their lives, to make the appropriate occupational choices and to manage their careers. Such assistance may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), personal and career development and self-assessment, counselling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

Given the opportunity of the European Project “Career Guide for Schools” the 1st International Conference titled “Career Guidance: A European Dimension” has been taken place in the premises of ALBA Graduate Business School in Athens. This conference is the first movement of a long process as an attempt to contribute to the upgrading of Career Guidance’s Education in all European countries. We aspire to provide a platform for the exchange of innovative ideas on Career Guidance and raise the awareness of all people involved in the field of Education and Workplace. We aspire also to disseminate the idea of Career Guidance in Europe and to contribute to the development of a Career Guidance network in Europe.

The conference was co-financed by the European Commission.



Description of the Career Guide Network Project

Career Guide is a European Network Project which brings together experts in pedagogy, psychology, technology and labour market, promoting career guidance practices in European schools. The target group is pupils up to 12 years old, counsellors, teachers specialized in career guidance and policy makers.

The aims of the project are:

- to promote career education and awareness in European schools, bridging the gap between school and the world of work,
- to bring career guidance to the education policy front and contribute to the upgrading of teaching and learning career development,
- to explore the best practices on the implementation of career guidance education in Europe
- to gather and evaluate ICT-based methodologies and practices addressed to career guidance
- to offer specialised support and training opportunities to educators of career guidance in schools throughout Europe
- to develop new curriculum guidelines in the field of career guidance.

The rationale of the programme

The demands of the labour market have multiplied in terms of skills (especially technological), experience, flexibility and mobility. Getting a job is a basic step towards becoming fully integrated in society. But today's young people are concerned not only with avoiding unemployment, but also with finding a job that offers some satisfaction. They realise that employment is a key factor of social cohesion and the basis for financing social and intergenerational solidarity. The transition between school and work is filled with obstacles and young people are becoming more depended economically. The area which significantly influences and will more and more influence the harmony between education and labour market is the area of career education and counselling. There is no part of life where the need for guidance is more empathic than in transition from school to work--the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success.

At present, we may state insufficient transformation of career counselling to new

socio-economic conditions, to crucial changes in the world of work. The career guidance in education sector has a principal significance not only for the choice of educational career of pupils and students but also for the transition of school-leavers to the world of work. It increases the probability of their success, interest in further education and will of retraining, that means, the preparedness for change of employment.

Studies of guidance and counselling programmes, reports by the business community, and feedback from parents have raised concerns that many young people do not have the necessary knowledge, skills, and attitudes to make a successful transition from school to the world of work. Career planning is not instinctive. The educational system must provide to students information and taught basic knowledge, skills and attitudes to facilitate a smooth journey from adolescence to adulthood. Life career development is self-development over the life span. It occurs through the integration of the roles, settings and events in a person's life. The word life in life career means that the focus is on the total person -- the human career. The word career identifies and relates the roles in which individuals are involved (worker, learner, family member, citizen), the settings where individuals find themselves (home, school, community, workplace), and the events that occur over their lifetimes (entry job, parenthood, job change, retirement). Finally, the word development is used to indicate that individuals are always in the process of becoming.

According to the concept of life career development, it is practically unthinkable to prepare young people for their life of work without occupational exploration. This is accomplished through the student's school subjects and extra curricular activities with the help of parents, teachers, friends and representatives of the world of work and the community. This way of proceeding not only allows the students to explore who they are but to explore their surroundings. Thus, the students can be exposed to a whole range of occupational opportunities, establish a relation between their personal characteristics and those of occupations, and acquire more information about the knowledge, skills and values required in the world of work.

The life career development of young people should be a process of planned intervention whereby educators, parents, government agencies and community members work together to provide students with hope for the future and to empower them to believe in themselves. Young people need help to keep their eyes open for opportunities in the world that will allow them to fulfil their values, beliefs and interests and to reach their fullest potential.

In Europe, there are various differences in the career guidance interventions. These include, for example, differences between educational systems with strong early-streaming and tracking mechanisms and those with more flexible pathways: guidance services tend to play a more important role in the latter than in the former. They also include differences between countries in which most public services – including career guidance services – are delivered by the state or state agencies, and countries in which there has been a strong policy to deliver services through

the private and voluntary sectors wherever possible.

School vocational programmes that are comprehensive and proactive are more often successful. A comprehensive school vocational programme includes a guidance curriculum which is the shared responsibility of teachers, counsellors, parents, and community members. It is particularly important for schools to take advantage of vocational guidance services providing up-dated information on the labour market, on occupations and training opportunities, as well as information on possibilities of using one's intellectual and personal potential, according to individual interests.

Reviewing all the above mentioned facts one could conclude that it is absolutely necessary for actors implicated in the educational system to empower students to acquire the knowledge, skills, information, and attitudes to understand and positively enhance their own life career development. Young people must be prepared to cope with the changing trends of our days, by having the capacity to be resourceful, adaptable and flexible amidst change and ambiguity. It is in this context of constant change that adolescents must make decisions regarding their life careers. Cooperative efforts of the school, home and community are needed to help young people successfully make the transition from school to the world of work.

Methodology

Our methodology comprises the development of a cooperation school network, the development of the Career Guide for Schools Web Portal (www.career-guide.eu), the dissemination of career guidance methodologies and the development of a series of research activities. Those activities are based on three thematic axes, which represent the three research working groups of the project. Those three working groups represent also the three vital steps of a child when he/ she starts his/ her career path and a more structured and clear methodology for career guidance network teachers and counselors, as well. All working groups are based on the theoretical and scientific background of career guidance. Those are:

- **Working Group 1** : Know about yourself. In this working group, the procedure of recognition of the self aspects is the vital thematic, as it is the first step of child who is growing up and is starting his/ her long life path. In this framework, practices concerning personal recognition and development are investigated. Other parts of the research activities of this working group are the unities of self-concept, self-esteem, self-assessment, children's interests and values. An activity concerning personal development was implemented in Ellinogermaniki Agogi School in the third class of High School. This trial implementation is the main thematic of the presentation that was made by the representators of Ellinogermaniki Agogi, Nora Gikopoulou and Eleni Lampou (page).
- **Working Group 2** : Know about the labour market. In this working group,

topics concerning labour market are worked on. Main topics are industry constraints, researches on marketable and non marketable professions. Apart from the labour market information, an attempt also is made in order to provide a methodology for organizing career panels and career days in high schools or educational institutes. All these activities represent the second step of a child and are correlated with the function of getting and classifying all the appropriate information.

- **Working Group 3** : Develop your career path. In this working group, practices concerning career design skills – especially, problem solving and decision making – are studied. The development of competencies and skills or role playing games, theoretical models on decision making skills, CV writing, developing presentation skills, social skills, communication skills, personal effectiveness, cultural adaptation skills and learning how to search job vacancies are the chapters that are investigated.

The suspended steps of Careers Education: From yesterday to today

*Chrysoula Kosmidou – Hardy,
Consultant at the Pedagogical Institute,
President of the Transnational, Interdisciplinary Society. SY.N.TH.E.SI*

Preface

Chrysoula Kosmidou-Hardy¹ analysed the necessity of a Learning/Training Package, which is elaborated in the framework of a Transnational European Project **SY.N.TH.E.SI (Synergetic New Thesis for European education SImera)**². In the context of this publication only a summary of the synthetic model is included. The Synthetic model is a Critical Developmental Model which Kosmidou-Hardy developed, initially for Careers Education and Guidance. It is based on in-depth research both, in the relevant international literature, as well as in field research. The Careers Guidance Model was later used as the basis for the development of a Critical Model of Education and Cross-border Paedagogy which she developed. Since 1999, the model was applied through innovative activities in different European countries throughout the three years of the project and through the collaboration of transnational partners who contributed to its validity. The fundamental aim of SYNTHESI is the development of **Active European Citizens and Intercultural Communication**. Active European citizens need to be in a position to investigate the surrounding reality, to analyse social phenomena in depth and critically, as well as to contribute to the social reconstruction through efforts aiming at the democratisation and modernisation of institutions.

¹ *Chrysoula Kosmidou-Hardy is a Consultant at Pedagogical Institute, as well as the President of the Transnational, Interdisciplinary Society SY.N.TH.E.SI.: The Heuristic Teachers' Society.*

² *Information for SYNTHESI : www.syn-thesi.gr*

Summary of the model

In our globalized world, the continuous development of the Internet signifies the arrival of a new era. The creation of a new society, characterised by the decrease of interpersonal communication is connected with the consequences of modern communication practices. Through the use of the Internet, and electronic communication media in general, interpersonal communication and direct interaction between people is being limited thus increasing isolation and creating a sense of loneliness. Rapid changes in multiple contexts (educational, socio-economic, cultural) often invalidate predictions and 'investments' one makes for one's future and cause disappointment, insecurity and anxiety about the uncertainty which seems to be a dominant characteristic of today's world.

We support the view that manufactured uncertainty cannot be faced with traditional approaches without our own involvement and critical approach to things: both the external as well as our own internal world. Its facing also requires a kind of knowledge that can give us a sense of security in the realms of an unpredictable world. It is not coincidental that nowadays it is emphasised that we need 'knowledge' and not merely information. Therefore, an important issue is to define the kind of knowledge required for facing uncertainty with responsibility.

We will thus refer in summary to the preconditions required for coping with transitions from known to unknown situations, to basic components of educational reforms in Europe which can be clearly depicted in the evaluation systems and their aims, to components of the Common European Framework of Reference (C.E.F.) and to the skills needed for the teacher as a professional. Following this, we will explain the reasons why such changes and reforms are attempted in the area of education. These reasons are directly connected with changes in the labour market, with globalisation and with the fact that education and production are directly linked.

We will proceed to suggestions concerning the person's personal and social development through **critical self and social awareness**, fundamental aims of our synthetic model which is based on an interdisciplinary approach with basic scientific fields such as: **Counselling** (eclectic approach), **Education in Communication**, and particularly in **Media and Electronic Communication**, as well as to qualitative research with emphasis on critical **Active Research**.

A. The synthetic model as an approach to Careers Education in Greece

In order for the person to be able to survive successfully in the context to which we referred in summary, she /he needs to come to terms with change and learn to face transitions from known to unknown situations with calmness and maturity. Therefore, the aim of Transition, an aim which is fundamental in the context of Careers Education and Guidance in countries like Greece and the U.K, is of particular importance today. The school, being isolated from real life, does not seem to help the person for such an aim and leaves the consequences of the

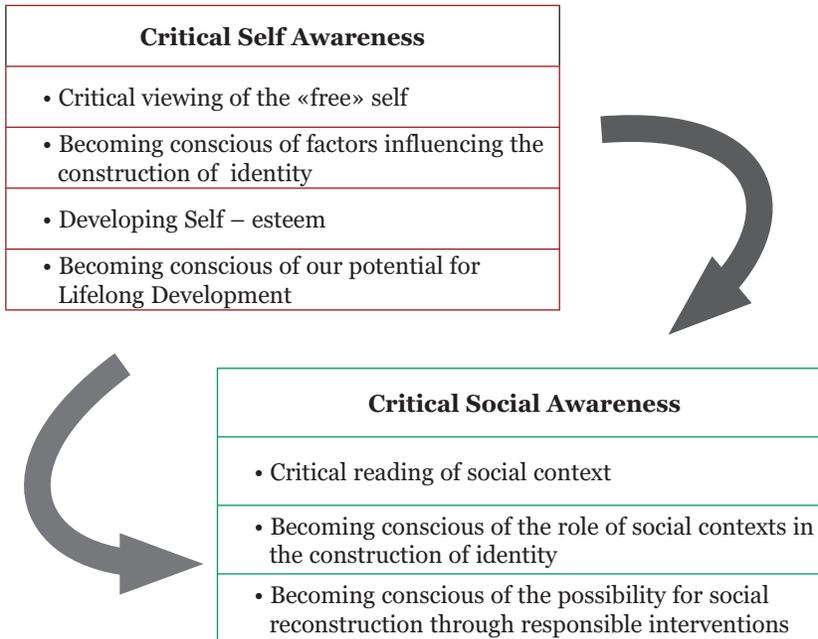


Figure 1.

responsibility for transitions from school to the labour market and to life itself almost completely to the individual. In her/his attempt to face the transition from her/his microcosm to the surrounding macrocosm, the individual, is affected by factors of the broader socio-economic context and, in particular, of the labour market with regard to the transition from school to work (see diagram below). These factors cannot be directly controlled. Our position is that, in order to find a balance to the pressures created by external factors, the person needs to develop a source of power derived from her/his own microcosm. Such a power can be given by critical self and social awareness which, aims which are also necessary for wise and strategic decision making.

A self-awareness process means, inter alia, that, after becoming conscious of aspects of ourselves, we proceed to their critical deconstruction and problematisation trying as well to accept what cannot be changed, attempting to change what can be changed and tell the difference between the two: what can and what cannot be changed. In a process of self awareness emphasis should be given to the necessity for holistic and lifelong development which can help us cope with uncertainty due to changes in our external reality and develop the skills required for facing effectively the multiple stages of transitions in life. After all, our life, “from the moment of our conception until death, is a transition involving interim crucial stations and stages”.

In the context of our attempt for personal development self-esteem plays a particular role. Transitions, and the way in which we face new and unexpected situations, is a

complicated process and is directly connected with our self esteem.

An also vital parameter / aim which is necessary for healthy and dynamic transitions is **Critical Social Awareness**. In the context of the dominant approach to teaching what is implied is the students' narrow and passive 'information' which is based on a **linear** communication model and which ends up with a usually uninformed individual. Critical social awareness promotes a stance for active searching and critical reading of an information text of any form – iconic, verbal or non-verbal-, organising information and being able to apply it in different contexts. It also promotes a stance towards our awareness for the broader social context in which we are situated and which influences our decisions and transitions. Broader awareness on our socio-economic, cultural and time-space globalised environment increases our possibility to prepare more timely and effectively for our synchronisation with it, developing our potential in a flexible and polymorphous way. The development of critical social awareness promotes the development of self awareness because the relationship between **self and social awareness is dialectic** (see Figure 1).

B. Educational and other Re-forms

As we have discussed, the processes of transition is related with the individual's self-esteem and, for the creative facing of transitions, self awareness and personal development is important. If one examines the labour market as well as the developments in the context of educational reforms at a European and global level, one realises changes that move towards this direction. These changes are clearly reflected in the context of evaluation processes and, for the needs of the present discussion, we will refer in summary to issues which are related with evaluation. Thus, for example, in the context of recent educational reforms in Greece we realise that, whereas the emphasis in the past was on memorisation of information, the basic aim in the evaluation processes today –at least in theory– is the evaluation of skills such as:

- Understanding information,
- Analysing and synthesising ability,
- Applying information to problem solving situations,
- Observing ability,
- Critical thought,
- Imagination,
- Creativity / innovation.

According to the positions of the Greek Ministry of Education (K.E.E. 1998, Pedagogical Institute 2002), evaluation has **pedagogical and social functions**. One of these is the development of students' **self awareness**. Therefore, at the level of educational aims and philosophy, educational reforms in Greece are synchronised with changes taking place at a European and global level where the

process in teaching – learning and evaluation are characterised by the attempt for promoting the person’s holistic development with emphasis on:

- The development of personal / interpersonal competences,
- The development of critical thinking and skills required for problem solving and decision making,
- Research skills, which we see as directly related with literacy or education in Information Technology and in Media Education, and
- Transition skills in general

C. A Critical Model of Education: Basic requirements for Teacher Development:

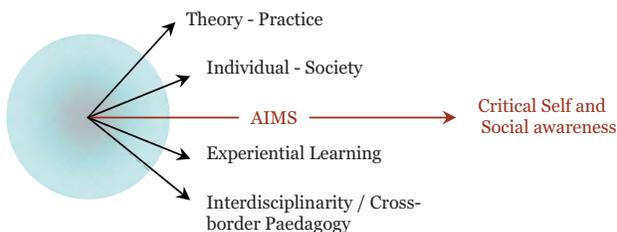


Figure 2: A Model of Critical Education Basic parameters

According to our critical, developmental model, the teacher as a professional today needs:

- 1) To recognise the **dialectic relationship between theory and praxis**, which means that s/he needs to become conscious of her/his personal theory, look at it critically and enrich it in an interdisciplinary way.
- 2) To become conscious in particular of her/his view concerning the **individual - society nexus**, analyse it critically and promote a dialectical relationship between the two, so that it is recognised that individuals are defined by the influence of external, social factors on the one hand.
- 3) The teacher as a professional also needs to use **experiential learning** critically
- 4) Finally, in the context of this critical, synthetic model one needs to follow an interdisciplinary approach to teaching and a Cross-border paedagogy, a pedagogy, that is, which is common for the teaching of all school subjects, moving across the borders of all subject areas.

E. Conclusions

According to our research, the majority of teachers is not characterised by qualities mentioned earlier on, while teaching is not based on a critical model of education. According to our analysis of teaching approaches at an international level, teachers seem to adopt the following teaching approaches: the dominant approach, which sees Teaching as Technology some basic characteristics of which are: the emphasis on methods / techniques, subject matter, external behaviour and the promotion of imitating others' external behaviour. This approach is not concerned with teachers' and, of course, students' personal development. In the context of our synthetic model, without devaluing the usefulness of Technology in the teaching / learning situation, we promote the idea of Teaching as Moral Practice. In this approach to teaching emphasis is given: to the teacher as a person, to her/his personal development which is a prerequisite for professional development. Through this interdisciplinary approach we promote holistic learning and development as well as the idea of the teacher as:

- Counsellor, who is in a position to support the psychological development of students and contribute in this way to a movement leading from **Psychotherapy** to **Psycho-development**.
- Communicator of knowledge, healthy stances, values and attitudes, through a holistic model of communication.
- **Researcher and Producer of knowledge**, through the strategic approach of Critical Active Research. This role is very important today not only for the teacher but for the student too.

As can be seen diagrammatically below, in order to promote these basic parameters of the teacher's profile, the epistemological fields from which the model of Critical Education draws are Counselling, Communication and Research. .

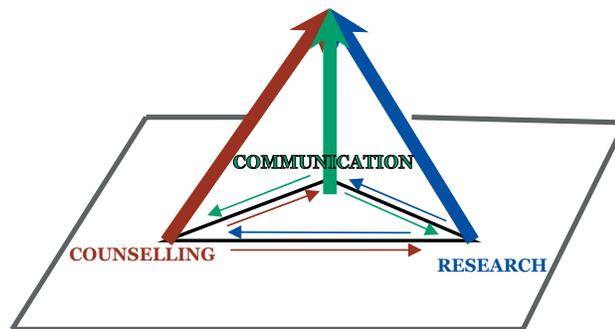


Figure 3: Aims: Personal - Social Development

With regard to the model of Careers Education and Guidance, which is based on an equivalent interdisciplinary approach, the 'suspended steps' of Careers Education and Guidance seem to be positioned between the traditional approaches which focus on diagnostic tools and methods and the Critical Developmental model

which emphasizes the need for personal and lifelong development.

The new book of Careers Educational and Guidance recently developed by the Pedagogical Institute for the third class of the Gymnasium is based on the Critical Developmental Model the basic parameters of which have been presented in summary in this publication. This book includes activities which cover such parameters and promotes the role of the teacher as counsellor, communicator and researcher. It also upgrades the student's role as a researcher and motivates him/her to develop projects based on an Active Research approach.

Taking this opportunity, as the President of the SY.N.TH.E.SI. Society, I would like to mention a new initiative of this Society aiming to inform parents and young people about the role of Careers Education and Guidance today which is based on such a critical developmental model. The title of this programme, which will be implemented through encounters between young people and students all over Greece, is "Design' ("Sxediasse", www.sxediasse.gr).

F. Selected bibliography of the author

a. In English

Kosmidou-Hardy, C. (1990), "Careers Education and Guidance in Greece: A Critical Approach", International Review of Education, 36: 345-359.

Kosmidou, Chr. (1991a), Successful Careers Teachers in Greece: Collaborative Enquiry for a Critical Approach to Careers Education and Guidance. Southampton University: Ph.D. Thesis.

Kosmidou, C. (1991b), "L' Orientation Scolaire et professionnelle en Grece". L'Orientation Scolaire et Professionnelle. 20, no. 4: 377-393.

Kosmidou-Hardy, C., (1991c), Issues on Careers Education and Guidance: Self Awareness, Self-concept, Decision Making and Counselling. Athens University, School of Philosophy (in Greek).

Kosmidou, C. and Usher, R. (1991), "Facilitation in Action Research". Interchange, 22, no. 4: 24-40.

Kosmidou, C. and Usher, R. (1992), "Experiential Learning and the Autonomous Subject: A Critical Approach", in D.Wildermeersch & T. Jansen (eds), Adult Education, Experiential Learning and Social Change: the Postmodern Challenge. The Hague: VUGA : 77-91.

Kosmidou-Hardy, Chr. and Marmarinos, J. (2001), "La Peur de L' Evaluation: Evaluation de L; Enseignement ou du Sujet?". International Review of Education. 47 (1): 59-75

Kosmidou-Hardy, C. and Marmarinos, J. (1997), Critical Self and Social Awareness and the Teacher: Towards a Model of Critical Paedagogy in Higher Education. Paper presented in the 7th European Conference for Research on Learning and Instructon.

Kosmidou-Hardy Chr. (2002), "Iconic Communication Today and the Role of Media Education", in A. Hart and D. Suss (eds), *Media Education in European Countries: A Comparative Study of Teaching Media in Mother Tongue Education in Secondary Schools*. Zurich: E-Collection of Swiss Federal Institute of Technology Zurich.

b. In Greek

Kosmidou, Chr. (1989a), "Active Research: For a Genuine, Liberating Education". *Sinhroni Ekpaideusi*, 48: 22-33 (in Greek).

Kosmidou, Chr. (1989b), «Careers Education and Guidance: The teacher in focus». *Counselling and Guidance Review*. 7-8: 47-72 (in Greek).

Kosmidou-Hardy, C. (1993), "The aims of Self Awareness and Information as a basis for a Developmental Model to Careers Education and Guidance in today's Cultural context". *Counselling and Guidance Review*. International Symposium Publication. Pp: 84-110. (in Greek).

Kosmidou, C. and Marmarinos, J. (1994), "The Teacher and Active Research". *Sinhroni Ekpaideusi*. 79, 51-59 (in Greek).

Kosmidou-Hardy, C. (1996a), "Media Education: Towards Critical Reading of Information". *Counselling and Guidance Review*. 36-37. Pp:56-71. (in Greek).

Kosmidou-Hardy, Chr. (1996b) «A Critical, Developmental Model for Careers Education and Guidance: A Luxury or a Necessity?». *Counselling and Guidance Review*. Proceedings of International Conference (scient. edit. by Kosmidou-Hardy) 38-39. 25-52 (in Greek).

Kosmidou-Hardy, C. and Galanoudaki, A. (1996), *The Theory and Practice of Counselling. With practical activities for developing Self Awareness and Counselling Skills*. Athens: Asimakis (in Greek).

Kosmidou-Hardy, Chr. (1997a), "Investigating the Successful Careers Teacher's Identity: A matter of specialization?". *Counselling and Guidance Review*. 40-41. (in Greek).

Kosmidou-Hardy, Chr. (1997b), « The challenge of Transition and the response of Counselling and Guidance Services». *Proceedings of Conference on the theme of: Counselling – Guidance: Their contribution for the individual's preparation and development for the continuously changing labour market»* (scient. ed.: Kosmidou-Hardy Chr.). *Counselling and Guidance Review*. 42-43. 67-89.

Kosmidou-Hardy, Chr. (1997c). «Communication and Relationships in the Intercultural School». In G. Markou, *Intercultural Education and Teacher Training*. Athens: Centre of Intercultural Education in Athens University. Athens. 256-326 (in Greek).

Kosmidou-Hardy, Chr. (1998) «The Teacher as Counsellor in the Teaching-Learning Encounter». *Counselling and Guidance Review*. 46-47. 33-63 (in Greek).

Kosmidou-Hardy Chr. (1999), «The contribution of Developmental Counselling for the promotion of Intercultural Communication: Emphasis on teachers' critical self and social awareness». Counselling and Guidance Review. (in Greek).

Kosmidou-Hardy, Chr. (2001b), «TRANSITION IN THE ERA OF MANUFACTURED UNCERTAINTY: Consequences for Counselling, Careers Guidance and Education». Proceedings of International Conference organised by the National Centre of Careers Guidance on the theme of: The Development of Counselling and Careers Guidance in the dawn of the 21st century. Athens. pp. 100-126 (in Greek).

Kosmidou-Hardy, Chr. (2002b). "Transition and Iconic Communication: The role of Counselling and Media Education", in M. Kassotakie (ed.) Counselling and Careers Guidance: Theory and Practice. Athens (being published, in Greek).

Transition from Initial Education to the World of Work in an European Perspective

Dr. Peter Härtel
Styrian Economic Association,

Introduction

Thank you very much for the invitation to this conference to Athens, to Greece. It is a pleasure for me to be here, I like to be in Greece, mostly for Holidays. I thought it could be the first time I am here in the matter of Career Guidance, but I read at one sheet in the excellent first presentation the word *αὐτογνωσία* – and I remembered the words on the entrance to the oracle of Delphi: *γνώθι σεαυτόν*. I think this is a good connection and a good start for the topic Career Guidance and Counselling in Schools.

Let me tell you some few words to my personal background.

I am working in the Economic Association in Austria, it is an educational institution with the main task to work at the interfaces between the educational system and the world of work. We carry on many cooperations at local, regional and national level, especially to prepare young people for a successful and smooth transition from school to work, to apprenticeship training and further education. We are involved in teacher training for vocational orientation and guidance, we provide regional networks between school and enterprises and we are coordinators of a lot of European projects, for example the former first Comenius Network “School and Business – making Transition Work”, actual e.g. the Joint Actions project “European Guidance Forum for Lifelong Guidance”, a Leonardo pilot project “Entrepreneurship Education” and a transnational cooperation within an EQUAL European Social Fonds project “Inclusive Vocational Guidance”.

From this perspective I want to make some general remarks to the topic of transition from school to work, some essential dimensions and aspects to the task Guidance in school, some remarks to criterias of quality in the field of Guidance

and Counselling and some consequences and perspectives to further development of Guidance at European and national level.

Transition System – General remarks

An first important criteria how transition works is the structure and the organisation of the school system, is it more comprehensive or more selective, especially at the level of secondary I.

The second criteria is the organisation of school system at secondary II – is there a more full-time school system or/and a system of apprenticeship or similar vocational education, how big is the rate of young people in vocational education at level secondary II.

The third criteria is how interface works between the end of secondary education system and the postsecondary and the tertiary level.

The fourth criteria is the performance of the labour market for direct access to the world of work.

It is – and this is the fifth criteria – a big difference whether the vocational education and the labour market is based on a so called “professional concept” with clear defined fields of professions, training and study pathways and close regulated access to this professions or a concept more based on competencies with more modularization and open access to different field of professions.

In general the labour market becomes more flexible in all countries, there exist no more a “normal” or “typical” pathway from initial education to working life and further education. “Atypical” careers become “regular”, systems and measures in the field of “transition” from initial education to working life must be developed concerning to this aspect, especially Career Guide in school.

Dimensions and aspects for Guidance in schools

Relevant aspects for Career Guide in school are aspects concerning to the input of Guidance and Counselling, of the output and the results and the concrete support for individual career pathways of young peoples.

Of course the aspects of input are very important, e.g. qualification of teachers and trainers for Career Guidance and Counselling in schools, relationship between the number of counsellors and students, number of hours for Guidance in school, financial resources for guidance, measures, type and duration of measures and services for Guidance and Counselling in schools etc.

At least so important – in fact more important – are the aspects of output, what is the effect of measures and services for Guidance and Counselling in schools, e.g. real effects for a successful decision for the next step in education, training or professional development, the satisfaction of clients, in short time and long time perspective, and the sustainable success in a further personal development in profession and life.

The most important aspect is, of course, a continuous support for the individual development of human potential, including the topic of successful career pathways.

There are a lot of additional questions to the concrete situation of Guidance and Counselling in school and in other fields of life, e.g.:

Are measures and services organized more in the kind of state or progress? Is it more information and orientation or a continuous accompanying and coaching process? How is the level of professionalism, training and qualification of the staff working in the field of guidance and counselling etc?

Exist measures more in school or out of school, or in a network or combination of both? Is the approach more individual, curriculum based or class-room orientated? Exist offers for special groups and special needs? Is there an approach to inform young people or additional to improve their competencies for decision making and to take responsibility for their own life?

All these questions are addressed on the structure of the education system and on school, on processes, of course on persons and individuals working in this field.

An European responsibility is to reflect these aspects, to exchange experiences, to transfer best practice models and to create new offers to give responses for the questions and challenges of the future.

In the OECD-project “Transition from initial Education to the World of Work” were defined fourteen criterias to measure the quality of services for Guidance and Counselling in school, e.g. concrete effects of education and schooling, the situation of youth employment in regions and countries, but also the sustainability of career development and the satisfaction of individuals with their own career and education pathways; it is not an one-dimensional question, but a multifactorial process.

Consequences and perspectives

A successful process of Career Guidance and Counselling starts much earlier than at the interface between the initial education in school and further developments in the world of work and further training.

Its starts at least – after the early child familiar phase – with a good basis in core competences of reading, writing, calculating, social competences, of course. All these educational goals are essential for a successful way into profession and personal life. The basis for these competencies lays very early in the educational process, in primary school and before: It is a crucial consequence, that we have to improve the quality of education at all levels of age and phases of living, as a basis for further developments of successful steps into the world of work and for Lifelong Learning.

A second consequence is to offer access for young people to the real world of work as early as possible. Early work experience is a key for the understanding of challenges and needs in the world of work for learning and vocational training, and for motivation to do the right things at the right time.

A third perspective is the need to train competencies for decision making, not only for the choice of the next step of school or professional training, but also for all relevant choices in personal life. The earlier you can train to deal with own goals and perspectives, preparing choices and decisions between alternatives during the education time in school, the better young people can deal with the personal task and goals, with their own individual educational development process and with their own responsibility for decisions for education, Lifelong Learning and professional development.

The overall goal must be to recognize own talents, competencies, interests and strengths, and to become something like a “life entrepreneur”, to take responsibility for the own life, and to have the competences for it.

European developments

All European goals and processes – Bologna, Copenhagen, Lisbon etc. – concepts of Lifelong Learning etc. must support this common task. European qualification framework, National qualification frameworks, ECVET, Lifelong Guidance for Lifelong Learning, improving the certification of non-formal and informal developed qualifications and the new integrated education programs: All these lines should be used to improve policies and programs to support young people to prepare themselves for new challenges and new developments in a growing European Union in a globalized world.

Here in Athens, at the rootes of European culture and history, there is a good place to discuss this topics and to find out new perspectives and programs within a Comenius Network to transfer in continuous steps in the future – thank you for invitation, best wishes for a successful way in the future, I am looking forward to further cooperation!

What does the job market need nowadays

*Nikos Pavlakos , Spyros Michaloulis,
Orientum – Career Counselors*

What most people want to know is whether there is a recipe to find easily a job. According to the Federation of Greek Industries, the specialties that will be most needed are: Mechanical Engineers (33%), Economists-accountants (29%), Salesmen (15%), Marketers (14%), Computer and Telecommunications Scientists (13%), Electrical Engineers (14%), Chemists - Chemical engineers - Physics (12%). (The percentages declares the purpose of the industries in hiring employees in the specific department).

Looking back in history, we will figure out that the preferences concerning university studies have changed. In the years 1985-1987 the most wanted studies concerned Sociology. During 1992-1997, things changed, as the private television made its appearance, and Journalism became the new best-wanted study. In the following years, 1998-2000, everybody turned his or her views to financial studies, whereas the next four years (2000-2004), the Technical Universities where on top of peoples preferences. Since 2002 until today the primary education is the most famous choice for studies.

Considering all the above, we come to the conclusion that there is no school that can assure a successful career.

In addition to this, we have an example of Vassilis, a student of ours, whose grades where excellent (19 out of 20). He chose to declare the medicine school in Athens, but he had complete ignorance of the studies that he was about to do in the following years. He visited us when he attended the second year in medicine school and after he had fainted in three courses of Anatomy! He wanted, of course, to change his career. However, he had already lost 2 years of his life.

According to a recent study, the qualifications of candidates, which are showed in the curriculum vitae, satisfy completely the employers. On the other hand, they have many doubts concerning the “non-technical” skills of the candidates. With the term of non-technical skills, we mean the employability skills that make a candidate precious, such as the ability of solving problems, making decisions, having

positive attitude, communication, effective time management, creativity, flexibility, team work, cooperation with different culture people, etc.

According to employers, university graduates, who are looking for a job, have the following characteristics: Lack of confidence, goals and motivation, lack of enthusiasm and leader skills, insufficient preparation for the interview, deep interest concerning fringe benefits, excessive payment demands, low levels of academic skills, lack of extracurricular activities, insufficient level at basic skills such as writing, reading, calculating.

Employers have in mind that candidates will be trained on basic job matters. What is expected is something different. In fact, 87% of people that lose their job or fail to get promoted do not acquire the proper work habits and values, rather than they don't have technical skills.

Through the interview the employer will testify which of the proper non-technical skills you possess.

Potential employees (we don't like to use the term "unemployed") should keep in mind that in a job market, in which people has the same CVs and the same qualifications the one who will find easier a job is the one who has decided to make the difference!

Nowadays, most students are trying to figure out why they are studying. In order to please their parents and their teachers or to enter in a university that, according to rumors, is a good one and live the desired student life?

Most students nowadays lack confidence to themselves and they are not convinced that the best ingredient of success is action, planning and discipline. They are seeking for idols that will inspire their efforts to manage the huge "elephant" that see in front of their eyes. They usually find difficulties in working under pressure and get anxious when they face a failure. Time management is another obstacle that students see as they don't make a difference between «important» και «urgent». Also they have not realized their commitment to achieve a goal and don't arrange in time their activities.

As far as education concerning, most students have lack of information about what the benefits of the university are, what is exactly happening on faculties, which are the under graduate programs and the post graduate studies that are offered from the faculty, which are the vocational writes that a graduate has.

Unfortunately nowadays many students make a last minute decision concerning the university education, but they also ignore the changes that take place in the educational field. As they are terrified from the media they are afraid of the constant changes in the job market.

In our effort to help students we have three main goals.

A) Cooperate with the students in order to develop their personality through

the above referred skills.

- B) Help them to discover their talents and their interests, and
- C) inform them, early enough, with validity about the present situation in the universities and job market.

Following the three basic steps we can achieve the above goals. The first step is named “**Futuristic Planning**”. At this step the important thing is to dream how our life will be in the next 5-10 years, in the three basic fields of life: job, material possessions and private life. As far as the job concerning, the person should figure out what he desires from his job: object, duties, responsibilities, colleagues, job environment, shift, earnings etc. As far as the material possessions concerning, that consists of the house, the car, the financial situation. Closing, the private life, concerns residence area, entertainment, vacation, art, hobbies, etc.

The second step is named “**Get Information**”. At this step the important thing to do is to keep up with the internet, the newspaper and seminars. It is also important to contact with professionals and meet people from the job area you are interested in. Job counselors are also significant at this step, as they have plenty of information concerning the job market.

The third step is named “**Action**”. At this step, the person comprehends the action that he has to do in order to achieve his goals. The person should learn how not to postpone his priorities, how to dare in taking action, how to avoid putting obstacles in his life and staying flexible.

Above all, the person should follow what makes his/her heart bits stronger!!!

References

1. Κατσανέβας Θ. *Επαγγέλματα του μέλλοντος και του παρελθόντος*, Εκδόσεις Πατάκη, Αθήνα, 2002
2. Μιχαλούλης Σπ., Παυλάκος Ν. *ΠΑΜΕ...ΠΑΝΕΠΙΣΤΗΜΙΟ 2006*, Αυτοέκδοση, Αθήνα, 2006
3. Blaikie, N. *Towards a theoretical model for the study of occupational choice*, *Sociology*, VOL. 5, σελ. 313-333, 1971, στο Κάντας, Α. & Χατζή, Α. *Ψυχολογία της εργασίας, Θεωρίες επαγγελματικής ανάπτυξης, στοιχεία συμβουλευτικής, Ελληνικά Γράμματα, Αθήνα, 1991*
4. Brown, D. & Brooks, L. *Career Choice and Development San Francisco*, Jossey-Bass Publishers, 1996

Development of a cooperative online communication infrastructure for career guidance experts: Presentation of the Career Guide Web Portal.

*Prof. Dr. Thomas Köhler,
Technical University of Dresden, Germany*

Summary

The Career Guide network is devoted to the improvement of career guidance (CG) counselling within an international framework. To set up and run such a network of experts it is obviously necessary to use information- and communication technologies (ICT). In the case of the CG network this was a core aspect right from the beginning of the definition of the network. The paper discusses the concept and the operationalisation of the different targets by adopting an innovative socio-technical design.

Career Guidance itself is a topic that addresses different subject perspectives but also different target audiences and the question of accessibility (public vs. private). Target audiences include mainly experts (teachers), but also pupils and parents. Subjects involved are education methodology, vocational/professional education and others. For the development of a suitable ICT concept we had to clarify about these subject-related issues first. This decision was also influential to answer the question which domain is most appropriate.

The very design is based on a combination of a web-based content management system (CMS) with a forum-like communication tool. The current version is accessible under <http://www.career-guide.eu> the CG Portal is online since 05/2006. After first testing and a re-design in July 2006 the network partners delivered extensive content. Future steps of development include the integration of different languages and a password-controlled forum, which includes both a communication mechanism and an uploading mechanism. Also a usability evaluation will show which functionality is especially suitable to support the focused work of the targeted audiences.

From a knowledge design perspective we follow the model of an online community

of practise as it was developed earlier and described in many publications (Wenger, 1998). Extending that approach towards ICT based settings current research concludes the necessity of an effective moderation of the thematic groups after those had been defined (Köhler & Kahnwald, 2005). This also corresponds with the experience of the CG network.

Conceptual considerations of socio-technical design

Different waves of Educational Technologies had been adopted over the last decades. Since the late 1990s the Internet provides new challenging opportunities for the meanwhile as “eLearning” labelled approach. The aim of the paper is to review the different dimensions of successful and less successful practices that had been realized to adopt Internet based Information and Communication Technologies (ICT) for learning and teaching purposes. This kind of reflection allows developing appropriate strategies for an everyday educational usage of ICT environments that will meet our expectations also in the near future.

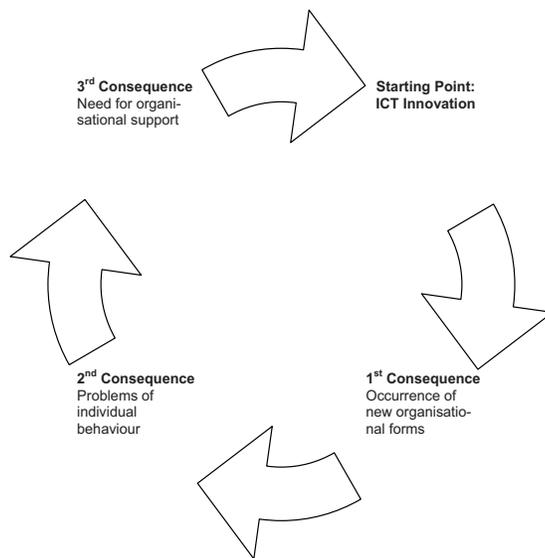


Figure 1: ICT Innovation and some consequences

From the current experience it can be concluded that the successful introduction of eLearning into the academic life of schools, universities and beyond is a highly complex undertaking. A great number of those educational institutions are not yet prepared to meet those challenges – mainly due to the misunderstanding of the personal, social and organizational dimension of new ICTs. For teaching and learning this means that simultaneously – if not in advance – to the deployment of the technology itself a broad range of skills among teachers and trainer needs to be addressed. That is important as we observe that technology shall not

only be used by persons who do already have skills to apply Virtual Learning Environments (VLE) as trainers. Especially the example of the CG network demonstrates the need of a suitable design for an efficient ICT usage for non-formal educational purposes. The following figure summarizes the connection between ICT-Innovation and some consequences

Concluding the ICT-Concept for the Career Guidance Network

The overall goal of the network to be established can be described with three main issues:

- Enable an inter-individual & interactive co-construction of joint (virtual) knowledge on career guidance;
- Enable an immediate or short-time knowledge cooperation on the different thematic issues of career guidance;
- Set up an independently accessible knowledge base on career guidance.

To meet such different demands we considered two different models of knowledge design in more detail, the so called approaches of a “Learning Community” and of a “Community of Practice”. The following gives an overview about main characteristics of these different conceptual approaches:

Table 1: Conceptual Models “Learning Community” and “Community of Practice”.

	Learning Community	Community of Practice
Learning goal	Solve joint tasks	master new tasks almost immediately
Teaching strategy	Guidance	missing / moderation
Teachers Role	Authority / Coach	missing / online tutor
Learning software paradigm	None	interpersonal and interactive environments
Ideal software type	VLE / LMS	Blog, Wiki, partly CSCW

A Community of Practise is marked by a strong connection with the context of work and based on the concept of situated learning. Characteristic is a learning motivation arising by the interest in sharing and improving ones (professional) practice. In the beginning of the learning process the novice takes up a position at the fringe of the community, learning starts as legitimate peripheral participation and the new member is free of the responsibility that full membership would bring. It participates only partly in common practice, described as “peripherality”. Stepwise the full access to the common practice of community members is developed, “legitimacy” arises in a process of situated learning leads to the expert status, thereby represents a process of cultivation. On the other hand legitimate peripheral participation describes the relationship between experts and novices.

To sum up: there are three central elements that constitute a Community of Practise:

- Domain: members must have expertise in a common area („domain“);
- Community: must be a group of people, who exchange experiences;
- Practice: members need to share practice.

Because the Career Guidance Network fits obviously exactly the model of a Community of practice there shall be no further consideration here concerning the model of the “Learning Community”.

Status Report of the CG Web Portal (Functionality Profile)

The chosen approach of a Community of Practise lead to the following main principles for the CG networks ICT solution:



Figure 2: Front page (Introduction to the “Career Guide for Schools” Network)

Structure

The structure of the Website is organized into six main categories that are listed below with the following sub topics:

1. Home: Career Guidance, Aims, Methodology, Activities, Partnership, Download leaflet, New: 1st Conference
2. Thematic Areas: Theme 1: Know about yourself, Theme 2: Know about the Job Market, Theme 3: Develop Your Career
3. Public Forum: Public Forum, Wiki Career Guide
4. Comenius Action: Socrates Programme, School Partnerships, Training of School Education Staff, Comenius Networks

5. European Dimension: Vocational Training Programme, Joint Actions, Leonardo da Vinci Valorisation activities, Employment Programmes, EQUAL initiative, Social Inclusion Programmes, Career Guidance in Europe
6. Contact: Become a Member, Login, Imprint, Sitemap

Figure 2 provides an overview of these core elements.

Communication Management

The main focus of the CG portal is the communication and information support for an international network. Currently the web portal comprises of a public forum for posting messages that are related to Career Guide objectives (open for all). That public forum can be visited under the Internet address <http://www.career-guide.eu/?pid=807> and looks as seen in figure 3:



Figure 3: Posting a Message

Figure 4 provides an insight into the usage of the message board, including message titles, message texts and publication dates of several messages posted on the board:



Figure 4: Message Board

Information Management (Content Management System)

The content management system supports the creation, management and publishing of the corporate information of the Career Guide website. It is a specified area to let registered users easy and quickly upload documents and create the web content. It also provides the opportunity to manage the structure of the site, the appearance of the published pages, and the navigation.



Figure 5: Backend of the content management system

The authoring environment of the CMS provides a non-technical way of creating or updating web content, without any knowledge of Hypertext Mark-up Language (HTML) or other special programming techniques. By that it is purposely designed to work like any word processing program (for instance MS Word) and to be used by average non technical members of the CG community.

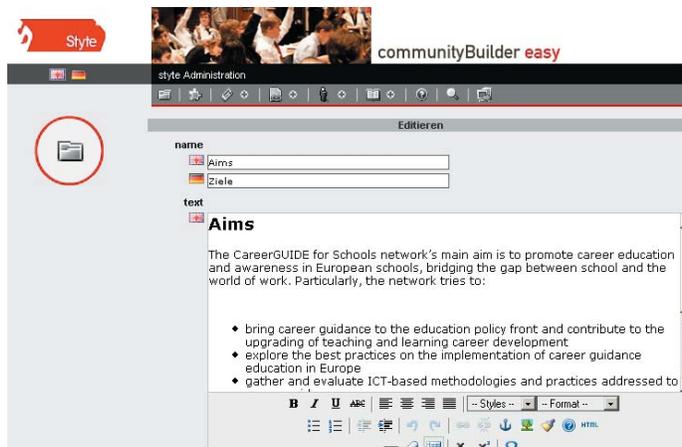


Figure 6: Easy-to-use authoring environment

The CMS also allows managing the structure of the site, i.e. to change how the site is organised, where the pages are located and how they are linked as shown in figure 7.

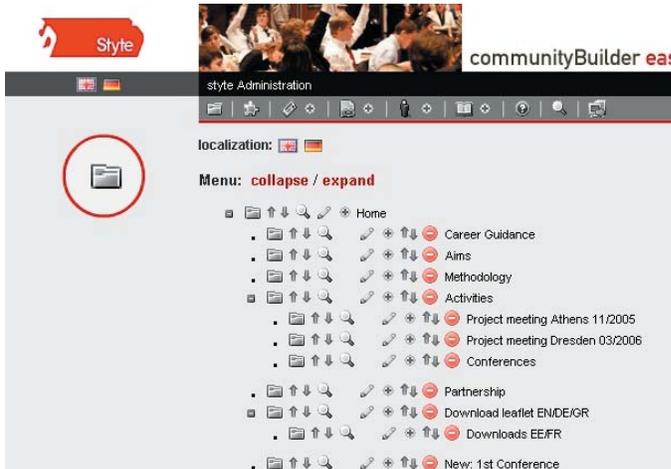


Figure 7: Site tree

User Management

The User Management allows the so-called super user to create or delete users, i.e. to submit new members of the network and to equip them with the necessary access rights of the CG web portal. After the creation of new users one can manage them by providing users with different authorisations. Future steps of development include (among other things) the improvement of the rights management system. Figures 8 and 9 demonstrate that functionality in detail.

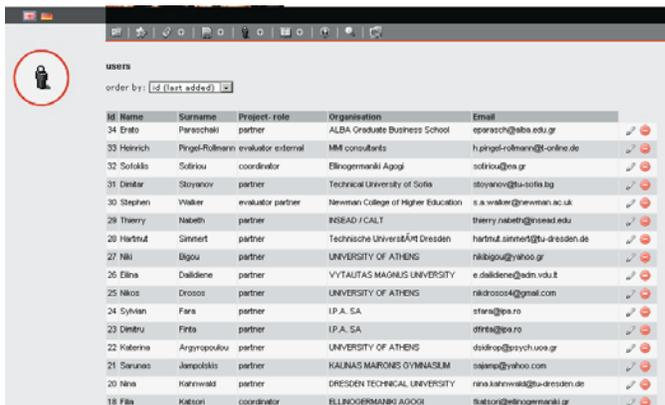


Figure 8: List of registered users

The screenshot shows a web browser window with a toolbar at the top. On the left, there is a circular profile icon containing a person silhouette. The main content area is a registration form with two main sections: 'general data' and 'contact data'. The 'general data' section contains input fields for 'name' and 'surname', radio buttons for 'gender' (with 'male' selected), and a 'picture' field with a 'Durchsuchen...' button. The 'contact data' section contains input fields for 'email', 'password', 'street', 'no.', 'postcode', 'city', 'telephone', 'fax', 'messenger', 'VoIP', 'Mobil', and 'Homepage'. A 'Land' dropdown menu is set to '---'. An 'OK' button is located at the bottom center of the form area.

Figure 9: Adding a new user

Language

The Career Guide Web portal offers three different languages (English, French and German). After a click on the flag one can read the menu and the complete contents in the selected language. One of the next steps of development will be the integration of other languages, for instance Greek.

5. Outlook: Potential of the Career Guidance network for dissemination, external communication and exchange of ideas

The technology of the Career Guidance network has been defined with a structure and a workflow based on an IT platform within that allow a combination of e-learning schemes from different educational sectors and educational cultures. To keep the creative potential of the diversity of the national and sectional education cultures awake the authors stress the necessity to define appropriate evaluation measures to observe patterns an eventual differences of usage. This necessity has

been considered by setting up an efficient quality insurance and network evaluation scheme that is organised with the help of independent external academic experts.

On the other hand the CG community of practise as it has been set up is an ideal platform for dissemination already. It provides a scheme for the visibility and wide usage of that partnership, consisting of the joint knowledge construction on a voluntary basis, systematic exchange on national workshops, and by international conferences. Thus participants may adopt the CG portal easily to conclude for example education policy recommendations on a regional basis.

The networking approach plays a vital role for the learning in the participating regions. Because the goal of the Career Guidance Network is to link actors on the field of secondary, higher and continuous education and training, focusing especially on the need of professionals' education toward career guidance, it was first necessary to analyse how already partnering institutions, that are typical key players on that sector, are suitable reference partners for the network. The CG- network already represents a number of highly specialised education related competencies:

- Automation and information technology;
- Business administration;
- Continuous teacher and multiplier training;
- Education dissemination & marketing;
- Education in regional networks;
- Education technology research & teacher education;
- Educational technology counselling;
- Future studies on education organisation;
- Higher education & research on education methodology;
- Private and vocational education;
- School education & teacher training;
- Vocational training & learning technology counselling;
- Worldwide dissemination of European education.

The linkage of those partners is very useful for using diversity as the basis to exchange best practice and develop further on innovative practices. The network to be formed will consist of the current network partners with a long term experience in that sector plus new interested parties. All of the current partners have a strong background in CG activities, what is important as they shall advance that field further on. In that sense the innovative goal of the network is two-sided: on the one side the network will be built and managed (that is a networking task), and on the other side we will work on an innovative CG practice (i.e. produce a new understanding) in form of the transversal support for one overall goal.

To build and run such a network of partners from different types of organizations and to enable its enlargement we need to define and apply innovative practices of the administering networks. Such practices rely on an advanced combination of

telecommunications with traditional cooperation that allows the active participation of a circle of regional partners in the international network. Systematically, that kind of activity can become a trigger for a learning region concept uses complementary interests, competences and infrastructures of local actors to increase and exploit bottom-up the development potential of educational bodies, enterprises, institutions, administrations and individuals by way of partnerships and networks.

6. References

1. Köhler, T. & Kahnwald, N. (2005). *Does a class need a teacher? New teaching and learning paradigms for virtual learning communities; In: Online Communities and Social Computing. Proceedings of the HCI 2005.* New York, Lawrence Erlbaum Associates.
2. Wenger, E. (1998). *Communities of Practice. Learning, Meaning and Identity.* Cambridge, University Press.
3. Wenger, E. (1998). *Communities of Practice. Learning, Meaning and Identity.* Cambridge, University Press.

40

The importance of Personal Development in Career Guidance Procedure

*Nora Gikopoulou, Eleni Lampou
Career Counsellors,
Ellinogermaniki Agogi*

The presentation was separated in 2 parts. The first part concerned the description of the Career Guide Network and the second one concerned the analysis of Personal Development followed by an exercise's implementation in school.

Personal Development is a hard continuous process, straightly correlated with Career Guidance Procedure, helping pupils to understand and articulate all aspects of their personality in order to make specific plans for a stable future achievement. This process is indeed an open wide plan made by pupils, connecting their emotional, educational and the vocational self aspect. It is student's first step in a long life path, in a path of realizing and acting, in Career Guidance's procedure. For that reason, it could be embodied in the schools' curriculum as an open wide plan, as a curriculum which encompasses any area of learning that promotes students' spiritual, moral, social and cultural development and helps them to be prepared for the opportunities, responsibilities and experiences of adult life.

An exercise's implementation

The presented exercise has been based on Johari Window Theory. The Johari Window is a widely used model for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships. The Johari Window actually represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their group, from four perspectives, which are described below. Johari Window terminology refers to 'self' and 'others': 'self' means oneself. 'Others' means, other people in the person's group or team.

The four Johari Window perspectives are called ‘regions’ or ‘areas’ or ‘quadrants’. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group.

The Johari Window’s four regions, are as follows, showing the quadrant numbers and commonly used names:

johari window four regions

1. what is known by the person about him/herself and is also known by others - open area, open self, free area, free self, or ‘the arena’
2. what is unknown by the person about him/herself but which others know - blind area, blind self, or ‘blindspot’
3. what the person knows about him/herself that others do not know - hidden area, hidden self, avoided area, avoided self
4. what is unknown by the person about him/herself and is also unknown by others - unknown area or unknown self

Open/free self	Blind self
Hidden self	Unknown self

The aim in any group should always be to develop the ‘open area’ for every person, because when we work in this area with others we are at our most effective and productive and the group is at its most productive too. The open free area, or ‘the arena’, can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding. The exercise’s target group is students from 14 to 18 years old, teachers and counselors. The pedagogical aims of exercise presented, are:

- To motivate students to discriminate the external self traits from the internal ones
- To help them accept their traits
- To recognize and name their feelings
- To motivate them to realize that all traits are essential and to accept that fact.
- To motivate them to understand that they should accept their traits and then to try to change them those which are considered as negative ones.
- To help students to develop team spirit, to interact with each other, to pose the same goals, to reveal their thoughts and to share experience.

The exercise’s process starts when we write in the board a series of human traits or we give pupils a photocopy with all these traits plus 6 cartels to each one. Then students choose 6 traits that describe themselves and write them on the 6 cartels. We assure students that no one will see what they have written, so a student can be

extremely honest. Afterwards, students arrange the traits in order from what they most like about themselves to what they least like. When done, we ask, “Do you like what you see? Do you want to keep it? Now give up one trait. How does the lack of that affect you? This procedure is repeated until students have given up 4-5 traits. We pose them same questions and recommend them to regain all traits one by one, if they feel like. This exercise ends up when children obtain all traits they really want or think they need.

The 2nd part of exercise’s implementation.... We give children a sheet with the iceberg’s image and we explain its function. Children paste traits in a way that visible ones go in the upper part and the invisible ones below the line sea. Then we give children by random the icebergs and they make their guess concerning the iceberg’s creator.

Findings

As the implementation completed, we saw great tension as students decided, which traits they will give up. We heard comments about how incomplete the student felt without those traits, and we saw great relief, and a new understanding of the importance of those traits, as they are regained.

The whole group of exercises has been based on the same framework of Personal Development process. Some more exercises for the classroom can be “Designing self collage” which intends to combine a playing activity with the process of interest’s and trait’s identification.

Another exercise is “Create “Me’ Commerce”, where each student will write a two-to three-minute television commercial. The topic is why someone should hire him or choose him. The commercial will depict the student’s special qualities, traits, interests in a persuasive way.

Another exercise is ‘Drawing Self Portraits”, a similar exercise that helps students to realize some internal personal traits.

All these activities are just the tip of the iceberg. There are many other activities through which a teacher can help her students build a positive self-concept. These types of activities hopefully give students the strength to withstand the pressures of the pack. In addition, the first step in the Career Guidance Procedure should provide children with a specific image of self.

A student enters school as a unique individual, molded by genes, environment, and a certain spark within himself. An increased awareness of how special that unique spark really makes him helps that student retain that quality. My goal as a teacher is not to produce cookie-cutter children but to nourish each student’s individual soul.

References

1. *Rungapadiachy, Dev.(1998), Interpersonal Communication and Psychology, Butterworth-Heinemann Press*
2. *Hopson B. & Hough P., (1985), Exercises in Personal and Career Development.*
3. *Κοσμίδου Hardy Χρ. & Γαλανουδάκη, Α. (1996). Συμβουλευτική: Θεωρία και Πρακτική. Με ασκήσεις για την ανάπτυξη αυτογνωσίας και δεξιοτήτων συμβουλευτικής. Αθήνα : Ασημάκης*

The Importance of Emotional Intelligence in Career Guidance

Ms. Erato Paraschaki, MBA Program Director, ALBA Graduate Business School

“People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships.” (Goleman, 2002).

But what is Emotional Intelligence? According to Daniel Goleman, “Emotional Intelligence is the capacity for recognizing our own emotions and those of others, for motivating ourselves and others, and for managing emotions well in ourselves and our relationships”. It constitutes the foundation of all relationships and provides the capacity and capability to change and grow.

Emotional Intelligence (EI) of young children is as important as getting knowledge and building technical skills for finding a job in the future. Why? Well, you may have wondered why smart people you know have failed professionally. According to Finkelstein, of the competencies that distinguish an outstanding executive from an average one, only a small percentage is cognitive or intellectual abilities. Consequently, if young children are brought up to be emotional intelligent, then it will be relatively easier for them to succeed professionally in the future. Numerous studies have been conducted globally by Hay Group SA that revealed that in all job roles the emotional competence is twice as important as cognitive abilities for star performers in all jobs, in every field. For example in sales roles, a study of 44 Fortune 500 firms showed that high EI salespeople produce twice the revenue of average performers. In technical roles, studies have proven that programmers in the top 10% of EI competency can develop effective software three times as fast as those lower in EI. In leadership roles, a study that was conducted in 15 global companies attributed 85-90% of leadership success to EI. At the highest leadership levels, EI accounts for virtually the entire advantage.

The essence of EI concentrates in four main areas: Self Awareness, Self Management, Social Awareness, and Relationship Management. Each area is comprised of competencies that are learned capabilities and are listed in the table below.

EI COMPETENCIES FRAMEWORK BY DANIEL GOLEMAN

SELF-AWARENESS	SOCIAL AWARENESS
Emotional self-awareness	Empathy
Accurate self assessment	Service orientation
Self-confidence	Organizational awareness
SELF-MANAGEMENT	RELATIONSHIP MANAGEMENT
Emotional self-control	Developing others
Trustworthiness	Influence
Conscientiousness	Communication
Adaptability	Conflict management
Achievement drive	Visionary leadership
Initiative	Catalyzing change
	Building bonds
	Teamwork and collaboration

The role of the parents and the school is to provide the children with the necessary coaching in order to find out what the inner vision of their life is, and ultimately what kind of profession they would like to do in the future. Coaching is the chance that parents and teachers have to effectively contribute to the child's development. It is a resonant relationship where the two parties exchange ideas and experiences and its aim is to help the coachee achieve his/her personal and professional goals. Through coaching the child is assisted to analyze the feedback he/she receives from various activities. It also helps him/her pose the right questions, focus on the positive aspects, and thus, create a thinking framework towards personal development.

Simply, through the coaching sessions a child will find out more about themselves and their dreams and they will define their personal visions of life. They will then, realise what competencies they need in order to pursue their vision and they will be guided on methods to improve their skills and competencies towards this direction.

Naturally, a coach should have developed certain personal skills in order to be effective like active listening, raise the right questions at the right time, support his/her ideas and achieve a mutual agreement with the coachee. Additionally, the key competencies that a coach should have to do the job right are empathy and social awareness that is, being sensitive to and caring for the "other", emotional self-

awareness, especially focusing and managing projection and pattern recognition.

Common mistakes that coaches make are that they are not sufficiently tapping into positive attractors and are drawn into the negative ones too frequently and for too long. They sometimes tend to provide too much delivery and not enough listening and observing, missing thus, what the other party is really saying. Last but not least, they tend to use their own style to the detriment of dialogue.

The role of parents in this whole process is to act as a coach to the emotional upbringing of their child. In other words, their role is to assist the child develop his/her emotional awareness. This can be accomplished through a five stages process where first they become aware and identify their child's emotions. They should view this emotion as an opportunity for intimacy and teaching. They should then, listen carefully, show empathy and recognize the child's negative emotions, assisting them at the same time, to name his/her emotions without setting boundaries. Parents should definitely set boundaries to a child's actions but not on his/her emotions and desires. Last but definitely not least, examine together with their child different strategies to resolve the issue involved. On the other hand, the role of teachers is extremely important because apart from providing all the knowledge and technical skills, they need to assist parents in this process of developing the child's self-awareness by providing constant feedback to children and teach them how to receive feedback.

Feedback should always be tied to previously outlined goals and expectations and be behaviour- or skill- or problem-oriented rather than person-oriented. It should always be descriptive and specific, rather than judgemental and general. The aim of feedback is improvement rather than punishment and one should always use affirmative tone and language.

Furthermore, teachers should teach children that feedback is an opportunity to learn and improve. It is important to acknowledge emotions during feedback. To simply avoid leaving emotions either prevent them from hearing or become distant from what one's hearing. They should avoid being defensive, explaining or justifying and ask questions to understand what is said because most of the times the impact of their behavior may be different from intent. Last, they should learn to be always thankful to the people who give feedback to them.

At ALBA Graduate Business School focuses on EI Development in its MBA Program in order to assist its students in the development of their career strategy. We strongly feel that with the necessary adaptations the model used can be applied to schools as well, and therefore, assist children in their career guidance.

Among the first courses that students face during the beginning of the program is Leadership and Career Potential Development. This course focuses on the EI framework briefly described above that was created by Daniel Goleman. It is based on the model course LEAD created by Professor Richard Boyatzis at Case Western Reserve University, The Weatherhead School of Business, USA. In this course,

students conduct a lot of self-assessment tests that assist them in getting a clear “picture” of their competencies and thus, realise what competencies they need to build during their studies. Then, they are asked, with the assistance of a personal coach, to develop their personal vision and produce their career/life future scenario and learning plan. Towards the end of their studies all this information is transferred to ALBA’s Career Office for further development and link to the job market. The Career Office in turn, provides them with descriptions of professions and their potential development through career panels with business executives. It then proceeds with the creation of a personalized action plan for each student having first conducted an advising session for their CV and interviewing skills. The highlight of this process comes with the Career Forum that is taking place every September and brings graduates in contact with potential recruiters. The aim is for the graduates to select the job that fits more with their personality, competencies, interests and vision.

References:

1. Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership*. Harvard Business School Press.
2. Goleman, D., (1994) *Emotional Intelligence. Why it can matter more than IQ*. Bantam Publishing.

CAREER GUIDE CONFERENCE - Programme

10:00 – 10:30	Arrival & Registration
10:30 – 10:45	<p>Conference Opening</p> <p>Welcome Zoe Kourounakou, ALBA Graduate Business School</p> <p>Nora Gikopoulou, Ellinogermaniki Agogi</p>
<p>Career Guidance Policies in Greece and Europe Chair : Nora Gikopoulou</p>	
10:45 – 11:15	<p>The suspended steps of Career and Guidance : From Yesterday to today</p> <p>Dr Chrysoula I. Kosmidou - Hardy, Pedagogical Institute</p>
11:15 – 11:45	<p>Transition from initial education to the world of work : In a European perspective</p> <p>Dr Peter Härtel, Styrian Economic Association</p>
11:45 – 12:15	Coffee Break
<p>Connection between School and Labour Market Chair : Thomas Köhler</p>	
12:15 – 12:45	<p>Competences for life & work: How you go about from school to work</p> <p>Dr Nikitas Kastis, Lambrakis Research Foundation</p>
12:45 – 13:15	<p>Employability : What job Market Needs Today</p> <p>Nikos Pavlakos, Orientum - Career Counselors</p>

13:15 – 14:15	Lunch Break
Career Guide Project : A different approach Chair : Zoe Kourounakou	
14:15 – 14:45	Development of a cooperative online communication infrastructure for career guidance experts: Presentation of the CG Web Portal. Dr Thomas Köhler, Technical University of Dresden
14:45 – 15:15	Personal Development : An exercise 's implementation at school Eleni Lampou, Nora Gikopoulou, Ellinogermaniki Agogi
15:15 – 15:45	The importance of emotional intelligence in Career Guidance. Erato Paraschaki, ALBA Graduate Business School
15:45 – 16:15	Discussion - Plenary Session

Moments of the Conference



