



Session 4 – exemplary application

Sample solution

Authors: Peter C. Weber, Jenny Schulz, Martin Stark, Dennis Trotta, Lea Ferrari, Teresa Maria Sgaramella
Mannheim, January 2024



Whole cases with subheadlines (to divide the phases)

Case 1: Julia

Phase	Success factor
Engagement	<ul style="list-style-type: none"> - Individually tailored service (time, clearly structured website) - Low assess barriers by counsellor profile personalised website - Guide for online meeting to break online barriers - Counsellor supports at finding interest in counselling - Counselling contract (counsellor explains counselling target)
Assessment	<ul style="list-style-type: none"> - Strength and attitude oriented counselling fosters self-confidence of Julia - Understanding personal restrictions that are important for the further counselling process (family, duties, financial situation) - Counsellor takes into account learning + training concerns and appreciates them by working out criteria - Counsellor looks at the whole picture by taking into account structures analysis on the one and expert opinions (chamber expert, employer) on the other hand - Counsellor encourages Julia to collect information on her own - Counsellor and Julia discuss and evaluate gathered information to find common ground
Planning	<ul style="list-style-type: none"> - Explicit formulation of goals (and subgoals) to be reached - Identification of training offers (taking into account personal criteria and competences dimension)
Action	<ul style="list-style-type: none"> - Mental support to overcome doubts - Counsellor uses networking contacts for parallel process of job search

Results	<ul style="list-style-type: none"> - Reflection about training process
Evaluation	<ul style="list-style-type: none"> - Both parties take their time to talk about the process and to celebrate success

Case 2: Gerd

Phase	Success factor
Engagement	<ul style="list-style-type: none"> - (as the counselling process is initiated by the company Gerd works in and the example points out Gerd's point of view we cannot analyse success factors for the engagement phase)
Assessment	<ul style="list-style-type: none"> - One to one setting in counselling (personal setting makes it easier to deal with personal insecurities) - Undisturbed setting within the rooms of the CGC service where Gerd is able to talk about his problems and insecurities in privacy - Counsellor takes into account own observations and results from structured online assessment - Mutual discussion/interpretation of results, client can comment on results - Counsellor makes learning success visible (concerning handling the smartphone)
Planning	<ul style="list-style-type: none"> - (Job tailoring – counsellor drew up a plan with new job profiles, this takes place between counsellor and company and Gerd isn't involved in this process)

	<ul style="list-style-type: none"> - Counsellor accompanies Gerd's feelings of insecurity and shows understanding, as well as reframing the situation (Gerd was also able to get along with his mobile phone) - Counsellor makes learning objectives comprehensible (comparison with mobile phone) - (needs of employer are in the foreground and counsellor manages to take into account feelings and requirements of both sides – employer as well as Gerd) - Counsellor recognizes Gerd's feelings and transfers them into a flexible, new plan (preparation course for Gerd)
Action	<ul style="list-style-type: none"> - Counsellor signals readiness to provide support in the event of problems arising
Results	<ul style="list-style-type: none"> - Reflection on results and evaluation go hand in hand - Although the company initiated the counselling process, all parties (employer, employees, training provider) get the opportunity to give feedback on results and process as well as further needs
Evaluation	<ul style="list-style-type: none"> - Reflection on results and evaluation go hand in hand - Although the company initiated the counselling process, all parties (employer, employees, training provider) get the opportunity to give feedback on results and process as well as further needs

Case 3: Mr. E.

Phase	Success factor
Engagement	<ul style="list-style-type: none"> - Identification of hidden concerns

	<ul style="list-style-type: none"> - Counsellor takes a look at processes he cannot influence to get a holistic view but communicates his boundaries (makes mandate of CGC transparent) - Offer to utilize network contacts (training providers) - Counselling takes place in the company and inspection of premises - Use of joint counselling document to document results - CGC gives space for conscious decision on cooperation (from both sides)
Assessment	<ul style="list-style-type: none"> - Involvement representatives (Mrs. R.) who have detailed “on the ground knowledge” of the company. - Analysis of organisational situation (employee structure, turnover, recent training activities) - Generate understanding of current and future work processes (competences derived from competence requirements of machines). - Deriving competence needs from planned changes in production. - Comparing competence requirements with each individual competence profile of employees. - Inform about and take into account employee’s attitudes towards training - Joint counselling setting (counsellor, employer, individual employee) - Counsellor assures confidential behaviour.
Planning	<ul style="list-style-type: none"> - Counsellor collects ALL potential ideas even if contradictory. - Counsellor asks specific questions to encourage finding of possible solutions. - Structured identification of criteria for training activities based on results of assessment phase. - CGC encourages employer to rate different options based on defined criteria. - CGC searches for solution options within his/her network (training offers & funding opportunities). - Aiming at identifying a solution that takes into account needs of the employer as well as of the employees. - Joint meeting and discussion with all stakeholders involved (CGC, employer, employees, training provider)

Action	<ul style="list-style-type: none">- Point out immediate next steps.- Offer support in case of problems.- Inquiry about the training progress.
Results	<ul style="list-style-type: none">- Company informs CGC about the completion of training.- CGCs trusts in own problem solution competence of company.
Evaluation	<ul style="list-style-type: none">- Evaluation with a certain time interval after training activities in order to be able to better assess transfer of training results into practice- Use of a feedback form to obtain simple and quick feedback from a larger group of people.- CGC draws conclusions and makes professional exchange with colleague.

The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2022-1-DE01-KA220-HED-000089003. Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources.