

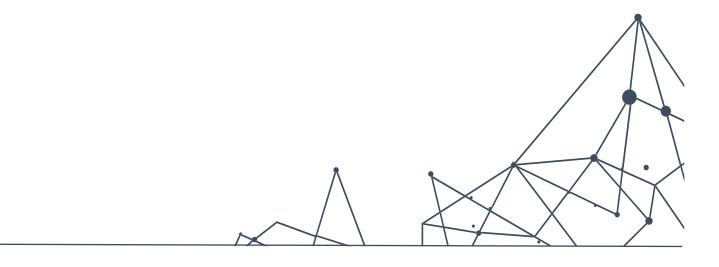


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Session 4 – exemplary application

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Whole cases with subheadlines (to divide the phases)

Case 1: Julia

Phase	Success factor
Engagement	 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) 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	 Explicit formulation of goals (and subgoals) to be reached Identification of training offers (taking into account personal criteria and competences dimension)
Action	 Mental support to overcome doubts Counsellor uses networking contacts for parallel process of job search





Results	- Reflection about training process
Evaluation	- Both parties take their time to talk about the process and to celebrate success

Case 2: Gerd

Phase	Success factor
Engagement	 (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	 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	 (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)





	 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 takes 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	- Counsellor signals readiness to provide support in the event of problems arising
Results	 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	 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	- Identification of hidden concerns





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	- 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	- 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	- 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	- Point out immediate next steps.
	- Offer support in case of problems.
	- Inquiry about the training progress.
Results	- Company informs CGC about the completion of training.
	- CGCs trusts in own problem solution competence of company.
Evaluation	- 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.





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