WP 3 - Implementation guidelines for the long-term application of the Roundabout Method in CGC (V0.2)
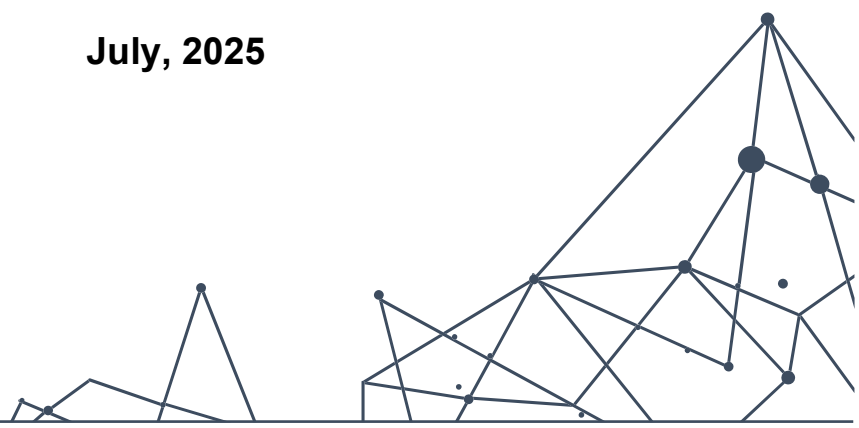
CGC - Roundabouts for Digital Transformation (CGC–DigiTrans) - Professional Guidance & Counselling (CGC) in Multi-Actor-Networks

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1 Introduction

This **report** presents the results of the CGC-DigiTrans pilot phases and derives **implementation guidelines** for the sustainable integration of the CGC-Roundabout Method in career guidance and counselling practice as well as into higher education programs for the training of future practitioners.

The initial project design envisaged real-life pilot applications of the CGC-Roundabout Method in diverse national contexts (IT, NL, AT and DE). These pilots were to involve actual guidance processes—particularly those situated within public employment systems and other public or private guidance services - addressing real challenges of digital transformation. Crucially, the implementation of the method was not intended as a top-down application but as a responsive, practice-oriented process shaped by both expert input and the needs and obstacles encountered "on the ground."

In line with this approach, counselling processes were carried out in several countries, involving practitioners, employers, and training providers. These processes demonstrated how the method enables structured, collaborative engagement with labour market actors, supporting individuals in navigating digital upskilling pathways.

To assess and reflect on these implementations, an evaluation process was conducted using participant observation, qualitative interviews, and case documentation. The outcomes were compiled in national reports and have informed both methodological refinement and the development of exemplary case studies. These are not only relevant for practitioners but are also suitable for use in higher education settings.

Furthermore, project activities—including international engagement events in NL, DE and FI - have supported the exchange between academia and practice and helped disseminate the method across national and institutional boundaries.

Moreover, a DigiTrans curriculum for Higher Education Institutions was developed and piloted in Austria, Germany, Italy and the Netherlands. Feedback from participants and lecturers was directly involved in these implementation guidelines.

This report brings together the results of these pilots and the associated evaluation process. Based on this, we present concrete implementation guidelines in the following chapters, with the aim of supporting long-term adoption of the CGC-Roundabout Method in practice and education.

These guidelines are intended for a diverse group of stakeholders engaged in career counselling, higher education, and strategic decision-making. They are designed to support:

- Counsellors who wish to explore and apply the Roundabout Method in their practice,
- Counsellors seeking to become more actively involved in multi-actor career guidance,
- Counsellors looking for inspiration and approaches for career guidance in multi-actor settings and in the context of digital continuing education,
- University departments and programme coordinators interested in implementing—or assessing the potential implementation of—materials and methods developed in the DigiTrans project, particularly the Roundabout Method and the associated higher education module,
- Decision-makers in counselling institutions or those responsible for career guidance services, who are involved in fundamental strategic decisions, and decision-makers considering the introduction of the Roundabout Method within their organisations or evaluating its relevance for their teams.

2 Part A. Implementation Guidelines: Enabling Digital Transformation through Career Guidance Practice

This practice-oriented implementation guidelines addresses **career practitioners** working in the field of **Career Guidance and Counselling (CGC)**. It translates the findings of the **DigiTrans project** into concrete actions to support digital transformation through structured, networked, and goal-oriented counselling.

2.1 Expanding the Professional Role of Career Practitioners

Digital transformation calls for a broadened understanding of the counsellor's role:

- **Multiplier:** Practitioners do not simply provide information—they empower clients to actively engage in decisions about further training and their career paths.
- **Connector:** Practitioners connect clients with key stakeholders such as employers, training providers, and funding institutions.
- **Networker:** Practitioners form, expand and maintain a lively network with relevant stakeholders.
- **Digital "pioneer":** Practitioners become and are digitally literate themselves.

2.2 Applying the CGC-Roundabout Method

Adopt a **structured, phase-based counselling approach:**

Table 1. Caption for the table

Phase	Objective	Key Actions
1. Engagement	Build trust	Establish rapport, clarify roles, set expectations
2. Assessment	Identify needs and competences	Analyse current status, assess digital skills, map available resources
3. Planning	Define goals and actions	Set learning goals, plan next steps, research suitable training providers
4. Action	Implement measures	Attend courses, monitor progress, make adjustments if needed
5. Results	Consolidate outcomes	Gather feedback, document certificates, reassess further needs
6. Evaluation	Reflect and improve	Review the process, identify improvement potential

Table source, author

Note: Use of the "Navigating the Roundabout" tool is recommended for documentation and process structuring.

2.3   Making Digital Learning Needs Visible

Clients often do not explicitly express digital upskilling needs.

Recommendations:

- Ask open-ended questions (e.g., "Where do you encounter challenges when using digital tools?")
- Use real-life examples ("How do you currently manage appointments, communication, or applications?")
- Offer self-assessment tools (e.g., digital skills checkers, job requirement comparisons)
- Approach digital topics with empathy. Clients may have limited digital competences or past negative experiences of digital exclusion. Address digital competences sensitively and without judgement to build trust and avoid resistance
- Chek for "hidden" digital divide and "hidden" digital concerns. The client might appear digitally competent through the use of everyday digital technologies such as smartphones, but may have hidden concerns

2.4 Actively Engage Network Partners

Career guidance becomes more relevant when embedded in a networked approach.

Recommendations:

- Build a **local cooperation network** (training institutions, employers, employment services)
- Establish regular dialogue with **practice stakeholders** (e.g., round tables, advisory forums)
- Respect the autonomy of your client and offer flexible ways of involving external actors and put your client's interests in the center of the counselling process
- Analyse the network of your organisation to identify gaps in your personal network
- Analyse your personal network using the System-Environment-Analysis tool ([handbook – instruments for preparing the collaboration](#))
- Based on this: Identify actors in your network you want to collaborate with more intensively
- Inform yourself about the different ways of keeping your network alive

2.5 Apply a transparent provider selection process

Transparent processes ensure fairness and transparency.

- Be aware of tension fields (neutrality vs. Progress in counselling process)

- Be aware of the criteria you use to involve other stakeholders and communicate them transparently

- Plan strategies for neutral training provider selection (e.g. open call for round tables, providers can apply for specific topics, information of your organisation how training providers are selected)

2.6 Consider Institutional Constraints

Structural conditions such as time limits and neutrality obligations must be acknowledged.

Recommendations:

- Develop a clear time and process structure (e.g., max. 3 sessions for initial counselling)

- Use checklists to streamline needs assessment and goal-setting

- Document sessions using standardised tools (e.g., DigiTrans documentation template)

- Use digital tools to save time resources

- Grow into the personal attitude of seeing the CGC-DigiTrans Roundabout methodology as a way of time investment

2.7 Strengthen Practitioners' Digital Competences

Confidence in digital tools is essential for effective guidance.

Recommendations:

- Attend training courses on **digital instruments** (labour market intelligence tools, e-learning platforms)

- Reflect on your own approach to digitalisation

- Introduce **peer learning formats** such as case discussions on digital topics

- Read the CGC-DigiTrans report on digital competences ([report](#))

2.8 Ensure Quality and Continuous Improvement

Ongoing reflection enhances the effectiveness of counselling.

Approach:

- Use evaluation questions as described in the evaluation phase after each session (handbook intruments [for phase 6](#) reflection, client perspective, next steps)

- Share insights with network partners (e.g. anonymised case examples)

- Implement a feedback system (e.g. Likert scales, open-ended responses)

2.9 Build a Multi-Actor-Career-Guidance environment

Multi-actor-career-guidance requires soft- and hardware infrastructure.

Recommendations:

- Build office infrastructure for the multi-actor-career-guidance approach in presence

- Build digital infrastructure for bringing stakeholders together (e.g. online meeting programme, microphones and speakers, scheduling tool for shared online meetings)

2.10 Reflect on Ethical Considerations

New digital technologies bring up new ethical considerations.

Recommendations:

- Reflect on ethical aspects of using digital technologies and AI

- Be aware of how digital transformation influences the way your clients work

2.11 Manage the Change

Digital transformation requires personal and organisational change management.

Recommendations:

- Be aware of rapid changes in a digitalized world

- Create an open and curious learning environment for your own further training

- Reflect on the problem of digital divide

2.12 Next Steps for Implementation

- Introduce the CGC-Roundabout method into your service structure.

- Establish a local network for digital skills counselling.

- Train your team in using the method and digital guidance tools.

- Select appropriate tools for documentation and needs analysis.

- Conduct at least two pilot counselling sessions and evaluate outcomes.4

3 Part B. Implementation Guide: Integrating the Roundabout Method into Higher Education for Career Practitioners

Target group: University departments and programme coordinators responsible for training future career guidance professionals, lecturers, internal or external teaching staff and other internal or cooperating actors.

This guide supports higher education institutions (HEIs) in embedding the DigiTrans project's methods and findings – particularly the CGC-Roundabout – into career guidance curricula.

3.1 Reflect and Develop Learning Conditions

Academic programs and responsible staff should reflect the conditions, that influence and shape the teaching and learning for CGC

Recommended points for reflection and development:

- **Key understanding** and **variance** of CGC concepts

- Options to review and **develop curricula**

- **Inclusive** and **experimental** learning **culture**

- **Mindset** regarding digitalization, networks and inclusion

3.2 Redefine Learning Outcomes

Academic programs should prepare practitioners to take active roles in the digital transformation

Key competences to include:

- Establishment of **learning outcomes** regarding the CGC-Roundabout method and digitalization

- Working in **multi-actor environments and improvement of interest and skills to collaborate**

- **Digital didactical skills** (e.g. online counselling, digital learning tools)

- Methodological mastery of the **CGC-Roundabout**

- **Network management and cooperation**

- Awareness of **digital labour market trends**

Suggested action: Establish a dedicated module such as "*Digital Transformation in Career Guidance*" or integrate these elements into existing modules.

3.3 Embed the CGC-Roundabout in Teaching

Provide systematic training in the six phases of the method.

Recommended contents:

- Provision of practical training in **basic counselling skills**

- Step-by-step **sytematic training** in the Roundabout methodology

- Use of the *Navigating the Roundabout* **tool** in counselling simulations

- Integration of relevant **digital frameworks** (e.g. DigComp, digital career tools)

- **Practical exercises** such as role plays, casework, and reflection journals

- **Intervision** and **supervision**

- Use **blended learning formats** that combine theoretical seminars with asynchronous assignments

3.4 Ensure Practical Orientation

Practical learning is essential for developing counselling competences.

Recommendations:

- Integrate **supervised internships** with **real-life counselling** cases

- Use the Roundabout method as a tool for case **documentation and supervision**

- Promote **peer exchange** and reflective practice

- Integrate methods for **self-reflection**

- Adressing **transfer of learning** and learning outcomes to practice

3.5 Teaching Materials and Assessment Formats

Make use of clear, accessible resources and assessment structures.

Recommendations:

- Create a **digital handbook** with methodological guidelines and practical examples

- Use diverse assessment types

- Written case analyses

- Oral presentations of simulated counselling

- ePortfolios for reflective learning

3.6 Capacity Building for Teaching Staff

Educators must be confident in applying digital and network-based counselling approaches.

Recommendations:

- **Responsibility** for teaching staff to be **qualified**, making use and master concepts and materials

- **Offer training** on digitalisation in career guidance and the Roundabout method for the teaching staff

- Build **interdisciplinary teaching teams** (e.g. counselling, psychology, digital education)

3.7 Quality Assurance and Knowledge Transfer

Monitor effectiveness and adapt based on experience.

Measures:

- Include evaluation tools in courses

- Engage external practitioners for guest inputs or joint reflection
- Facilitate knowledge sharing within your HEI, with other HEIs and relevant partners in your network
- Organize mutual learning e.g. with stakeholders (e.g. Alumni, local services, employers) to improve your curriculum and teaching practice

3.8 Create a Module Outline

Create a module outline to start the implementation of the roundabout method in your HEI. Use the CGC-Digitrans materials as basis.

Table 2. Caption for the table

Module Title	Digital Transformation in Career Guidance
ECTS	5 (125 hours)
Contents	Labour market change, Roundabout method, digital competence development, reflection and transfer
Formats	Seminar, workshop, online collaboration, moocs, webinars, practical training, internship, supervision
Assessment	Case-based analysis and reflective portfolio
Learning Outcomes	Analyse digital skill needs, guide clients in transformation processes, engage with network actors

Table source, author

These implementation guides aim to ensure that both practitioners and students are well-prepared to support individuals in navigating the digital transformation through inclusive, structured, and effective career guidance.

4 Part C. Implementation Guide: Planning the Roundabout as a dedicated Service Format in your CGC Organisation

Target group: Decision makers that are responsible for strategic alignment in their organisation.

This guide supports decision makers in CGC organisations in embedding the DigiTrans project's methods and findings—particularly the CGC-Roundabout—as an dedicated service format and not as a spontaneous counselling.

4.1 Define the scope and purpose of the offer

- Clarify for which client groups and needs the Roundabout approach is most suitable
- Set clear objectives (e.g. support in navigating digital transformation, multi-actor solutions for complex situations)

4.2 Integrate the offer into the organisation's service structure

Provide systematic plannings to integrate the Roundabout method into the counselling portfolio of your organisation.

Recommendations:

- Create a dedicated slot or format within the counselling portfolio
- Develop a standard process flow and communication strategy for the offer

4.3 Prepare internal resources and teams

Preparations of human and material resources are important for success.

Recommendations:

- Define roles within the counselling team (e.g. Roundabout facilitators)
- Offer targeted training and peer exchange on multi-actor counselling
- Plan and request requirements for office equipment for the multi-actor-career-guidance process (e.g. additional chairs, video counselling systems, microphones, headsets, online meeting programmes)

4.4 Predefine and engage external stakeholders

Recommendations:

- Identify potential cooperation partners and clarify their roles
- Establish cooperation agreements or at least informal commitments
- Collect the cooperation partners of your employees systematically