



COMPASS

"E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services"

E-Methodological guideline for career counsellors in the use of modern digital tools

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Introduction

About the COMPASS project

The current unplanned situation associated with the COVID-19 pandemic poses a challenge for career counsellors. They are faced with an unexpected task - to ensure the continuity of their work without the opportunity to meet personally with their clients. It can be adapted to the new reality by providing distance counselling using available moderns' tools of communication. Disruption of established practices may ultimately mean a step forward for counsellors by improving their skills in providing counselling services with the help of digital technologies. Distance career counselling has its specifics.

In fact, living and working in the third millennium means having to deal with complexity, handling change (in terms of jobs and knowledge), being constantly under pressure from competition, utilizing ever-new technologies, handling complex tasks in teams and being subject to an endless flood of information (Lévy, 1998). Thus, it is necessary to learn to be prepared for change, to interact constantly and in different ways, to participate in on-site and distance collaboration, and to build knowledge.

In the COMPASS project, we reviewed those guidelines, programmes and best practices that could facilitate the development of skills of career counsellors. Besides this, we held a questionnaire survey among career counsellors. We summarized the outcomes in a study. Along the conclusions, we established a new blended learning training programme that supports the work of career counsellors in the world of XXIst century challenges. The worked-out training material was tried by the partner countries and they made it available on the online portal for the wide audience.

In the methodological guideline, we present what outcomes were born in the questionnaire filled in by career counsellors, based on which we have defined the content of the learning material. We provide guidance on how we have thought throughout the planning, and according to what criteria we have structured the content. What methods we applied to make the information to be conveyed understandable, and what communication channels we applied. We present the details and outcomes of trial, as well as the competence, expected attitudes and skills profile of career counsellors. The guideline will take practitioners step by step through the design and implementation of COMPASS blended learning curricula.

Direct target group

The direct target group of the project include career guidance counsellors in different sectors (schools, labour offices, counselling and HR consulting agencies, outplacement agencies).



Indirect target group

The project also beneficial for the indirect target groups: practitioners in career guidance in different sectors, researchers in the field of career guidance, policy makers in the field of career guidance for different target groups, life coaches, business coaches, organization developers, NGOs providing assistance to vulnerable groups, social partners and professional associations, other relevant stakeholders in career guidance and for the unemployed people and the employees taking the career advisory and counselling services, who are in a crisis situation from multiple points of view.

Project partners

There are 5 organisations involved in the project, operating in the fields of career counselling, research, digital skill development and adult education from Germany, Slovakia, Hungary, France and the Netherlands. They provide guidance, training and as well as special services, and that also provided the support of their members as an umbrella organisation.

What does career mean to us and how do we support others in achieving their career goals?



<https://eurecons.com/>

“A career for us means constant work, growth and new opportunities. We help young people to find their own path, and understand that career means constantly setting goals, being prepared to work hard, taking initiative and achieving goals.”

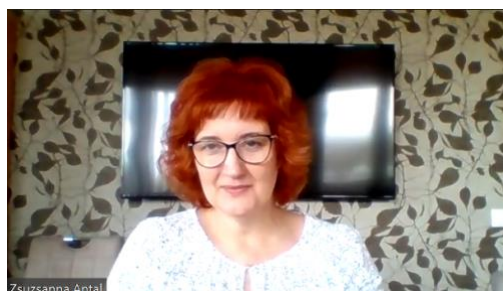


Dr. Andreas W. Huber & Prof. Dr. Loreta Huber, Germany



www.humanprofess.hu

"For us, a career means a successful life path that brings satisfaction, subjective well-being for the individual. We primarily support disabled people having reduced working capacities in reaching their aims by giving them a new key in their hand, with which they can open new doors."



Mariann Magyar & Zsuzsanna Antal, Hungary



<http://ozbuducnost.sk>

"A person's career means a life path that leads to self-realization at work, but also to achieving harmony (balance) between work and personal life. The way of life and social environment are closely connected with personal life, therefore career planning is a process (step) towards achieving satisfaction. Our goal is to help different target groups at different stages of life to decide on issues related to aligning their personal goals with competencies, life situations and opportunities in order to achieve their dream job and personal well-being."



Ildikó Hanuliakova & Zoltán Hanuliak, Slovakia



<http://www.leno.fr/>

“Career is one of the most important path of your life and must be in line with what you are passionate about. Career must be part of a virtuous circle alongside your family, friends, hobbies and whatever else is important to you in order to find your own private harmony. There is no single way to achieve your career goals but many different ways. Career counselling is about supporting others to find their way.”



Laurent Dedieu & Nathalie Redon, France



beroepsvereniging van
loopbaanprofessionals en jobcoaches

www.noloc.nl

“A career is the path a person takes in the world of education and work. It is the alternation of activities related to work, learning, development and leisure over a person's lifetime. A career is unique for each person, is dynamic and unfolds over the years. In addition a career is about how an individual balances paid and unpaid work on the one hand, and roles relating to a person's personal life on the other.

Career counselling includes services and activities aimed at supporting individuals of any age and at any stage of life to support:

- Making and realising career, work and learning choices.
- Personal and professional development in relation to career, work and learning.”



Jeroen Bregman & Marea de Bruijn, Netherlands



2. Methodological background of planning, development and trial

The partnership wished to develop a blended learning curriculum that could provide career counsellors with real help to develop their skills in counselling delivered in the online space. Hereinafter in this methodological section, career counsellors will be referred to as learners, according to their role in the learning process.

What methodological aspects have been taken into account when developing the curriculum?
We worked according to these criteria:

2.1. What is our objective with the e-learning curriculum?

We knew that if we did not know what the exact goal was, the process could slip at the beginning of the planning and the outcome could be unexpected. Already at the time of writing the proposal, we laid great emphasis on a proper assessment of the needs caused by the changed external environment (impact of the Covid 19 outbreak on the counselling processes in a face-to-face environment).

Points laid down in the application, *main objectives of the project*:

- *Facilitation of digital counselling and competence development of professionals implementing career counselling by working out a new, innovative modular blended-learning training programme reflecting to the challenges of the 21st century.*
- *Facilitation and development of international cooperation of professionals implementing lifelong guidance, professionals implementing career counselling, advisors, training institutions and organisations providing other labour market services, and establishment of partnership networks.*
- *Deployment of digital technologies as well as innovative and open pedagogies among career counsellors.*
- *Facilitation of lifelong learning of career counsellors.*

2.2. Estimation, specification of needs

We reconsidered it and addressed career counsellors to find out how they relate to the planned theme of the curriculum. We gained an overview about the composition of the group as well. How many years of experience do they have in the field of career counselling? What age group do they belong to? In which sector do they work? (school, university, private sector,

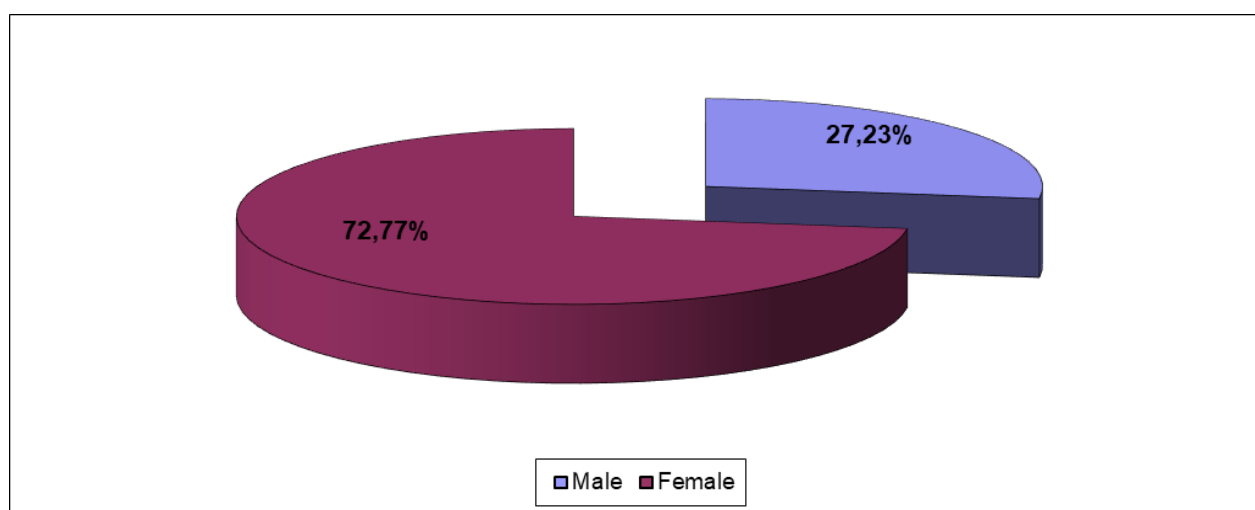


stb.)? What is their labour market situation like? (employee or self-employed)? Do you need any previous knowledge to understand the curriculum? All these influenced the addressing we used, the EQF level we set (level 6), the layout and the multimedia elements we used.

Result of the questionnaires:

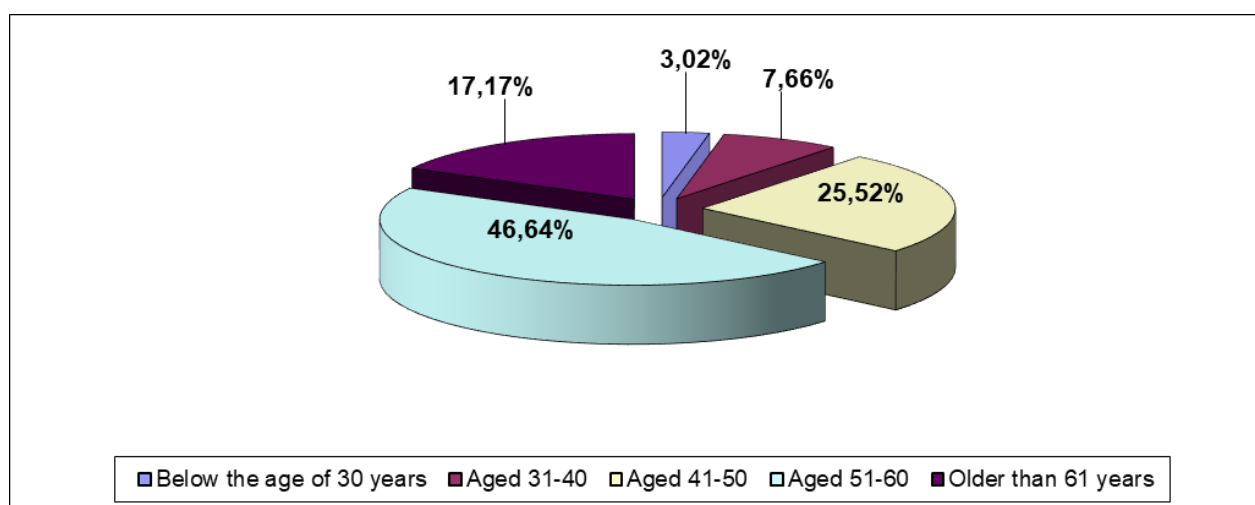
The questionnaire was completed by 426 career advisers and counsellors in Germany, the Netherlands, Slovakia, Hungary and France.

1. Your sex:



The vast majority of respondents are female.

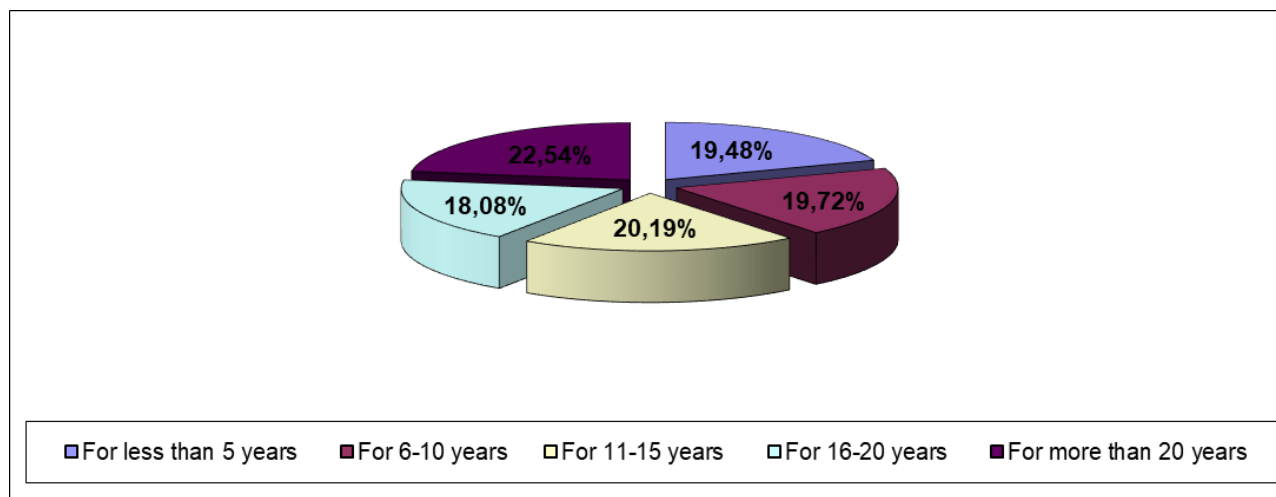
2. Your age:



The vast majority of respondents are over the age of 40.

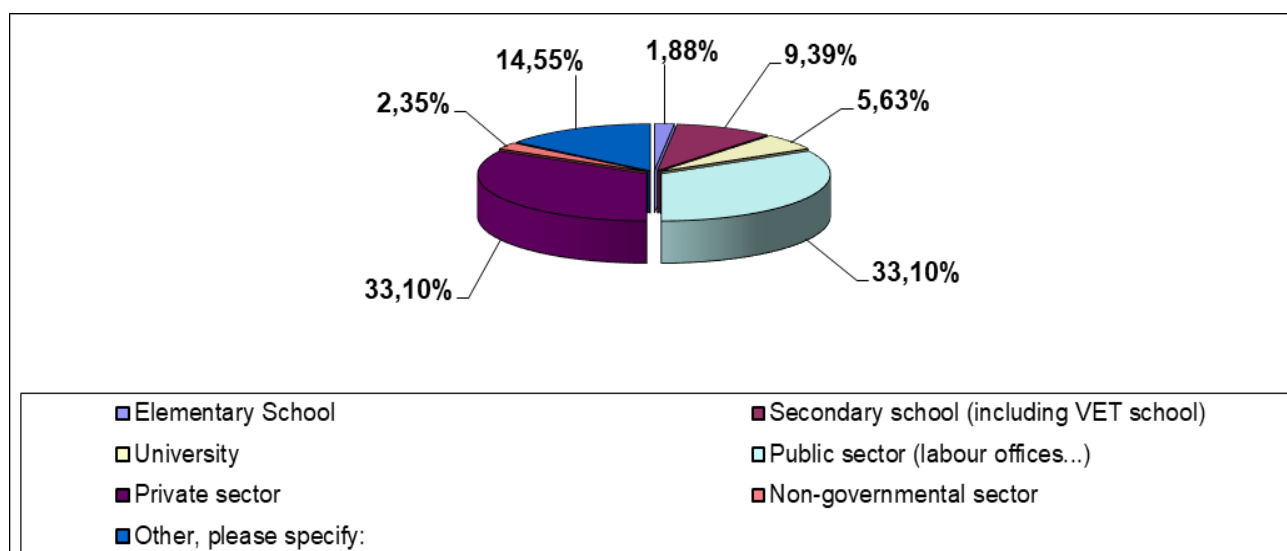


3. How long have you been dealing with career counselling?



Regarding the time span of dealing with career counselling, the distribution of the answers is proportional.

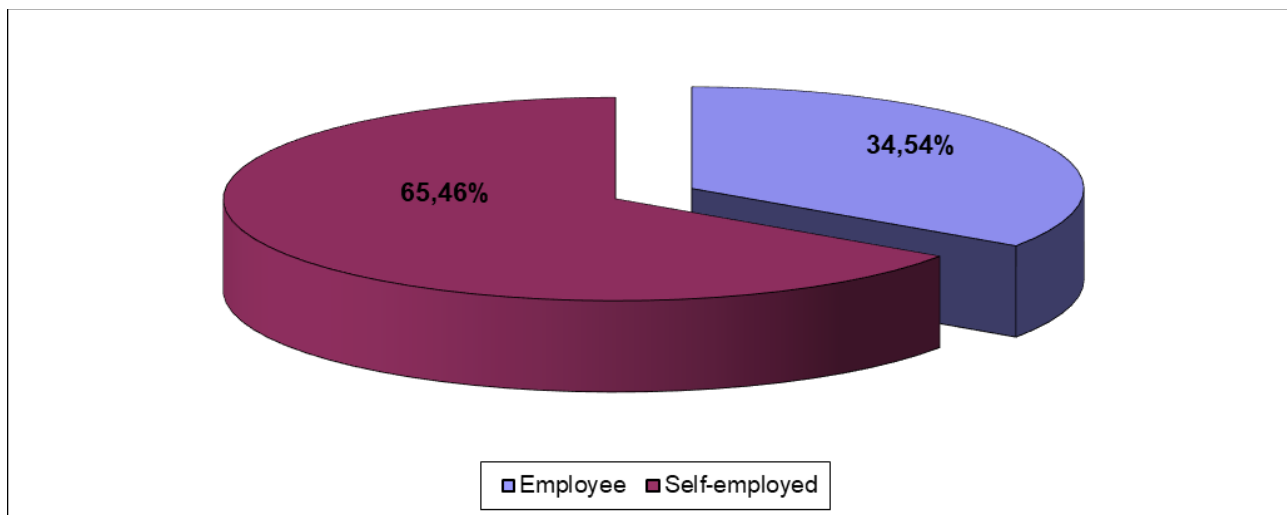
4. A) In which area (sector) do you work as a career counsellor?



Two third of the fillers are active in the private and the public sector.



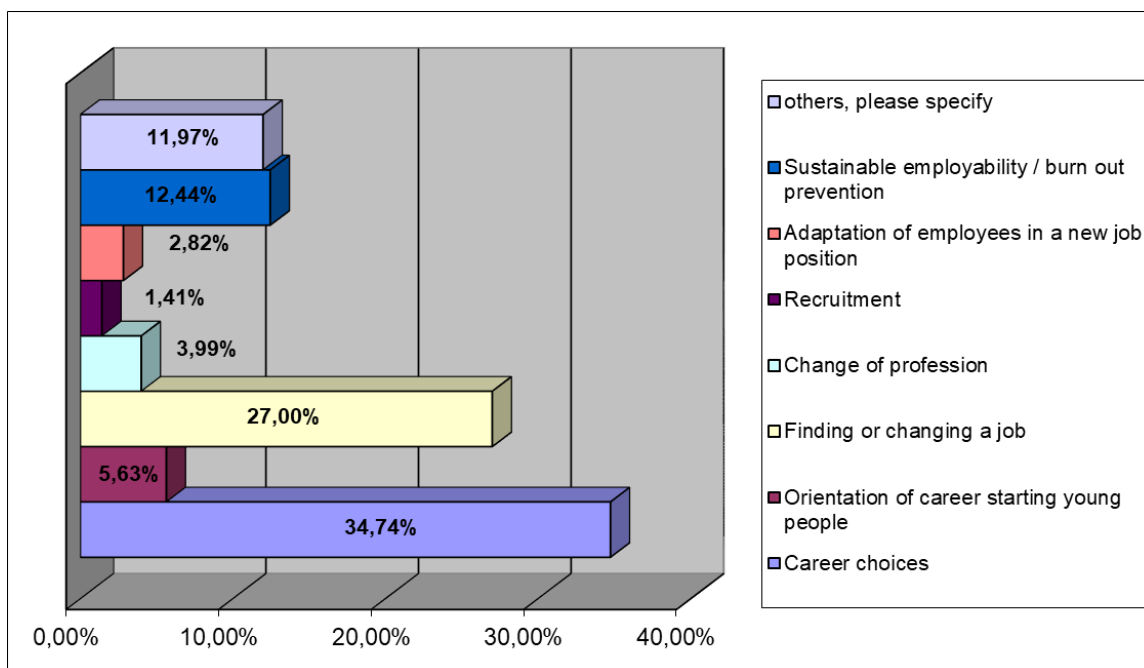
4. B) Your status on the labour market:



Only one third of the respondents are employees. While in the Netherlands, respondents primarily act as private entrepreneurs at this field – even in the public sector – in Germany, in Slovakia, in Hungary and in France, its opposite can be experienced.

5. What are the fields of your career counselling activity?

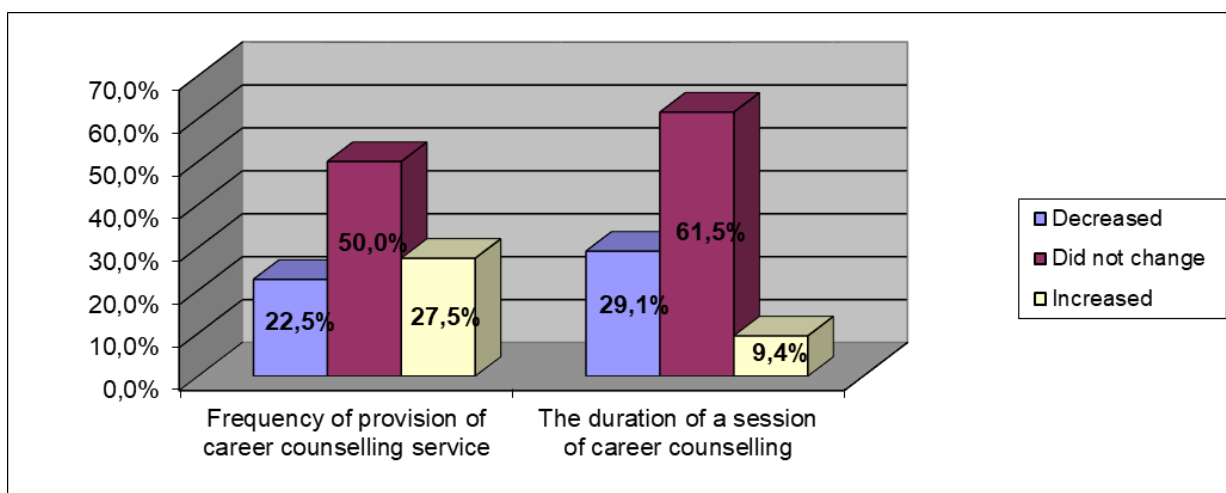
More than half of the fillers deal with career choice, or are looking for or are changing their jobs, primarily within the framework of counselling.





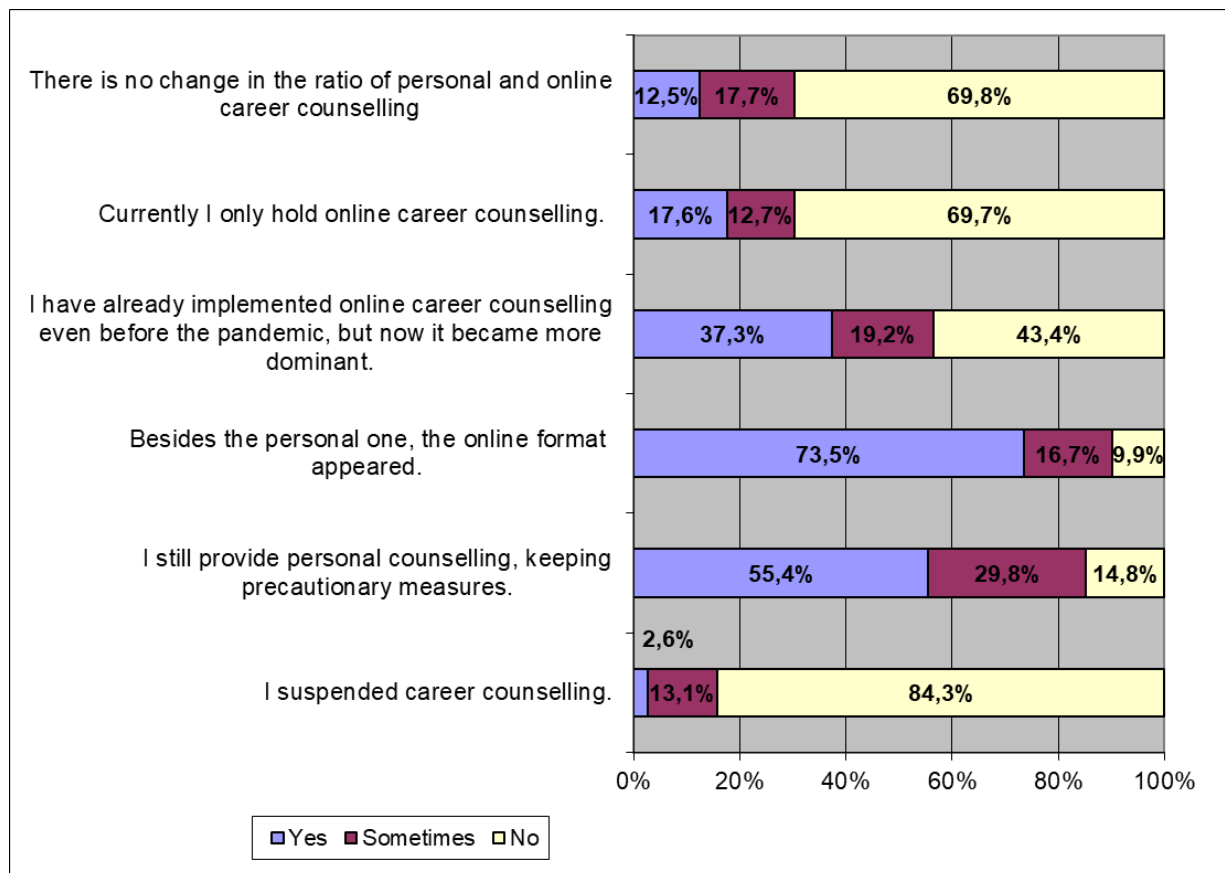
6. *What kind of change has pandemic brought about in your career counselling activity?*

On the whole, respondents admitted that they had not changed the frequency of counselling. However, the majority of those, who changed had to increase its frequency. The majority did not change the duration of the counselling, those, who did, however had rather reduced its length.



While the frequency of counselling decreased in Germany, in Slovakia and in Hungary, it increased in France, while in the Netherlands, it has not changed. Regarding the time span of counselling sessions, it has not changed in Germany, in Slovakia, in Hungary and in the Netherlands, those, who changed, rather decreased it, while in France, they clearly increased it.

Not the vast majority have not suspended their activity during the time of the pandemic. The strength of personal counselling has not changed in the rest of the partner countries, except for Hungary. During the pandemic, the online format was present in every country. In Germany, the number of those who applied this format has already outnumbered the number of those, who did not. The number of those, who only hold online counselling, is low in every country. In France, respondents usually agree with the statement that 'There is no change in the ratio of personal and online career counselling'.



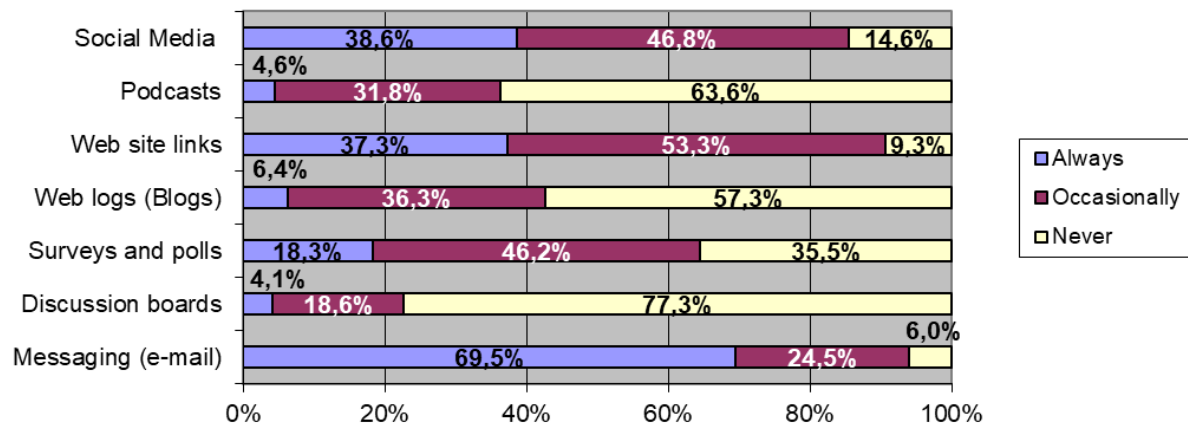
7. If using digital tools, what type of digital tools do you use?

On the whole, it can be observed that the tools applied most frequently in the framework of implementation of counselling are:

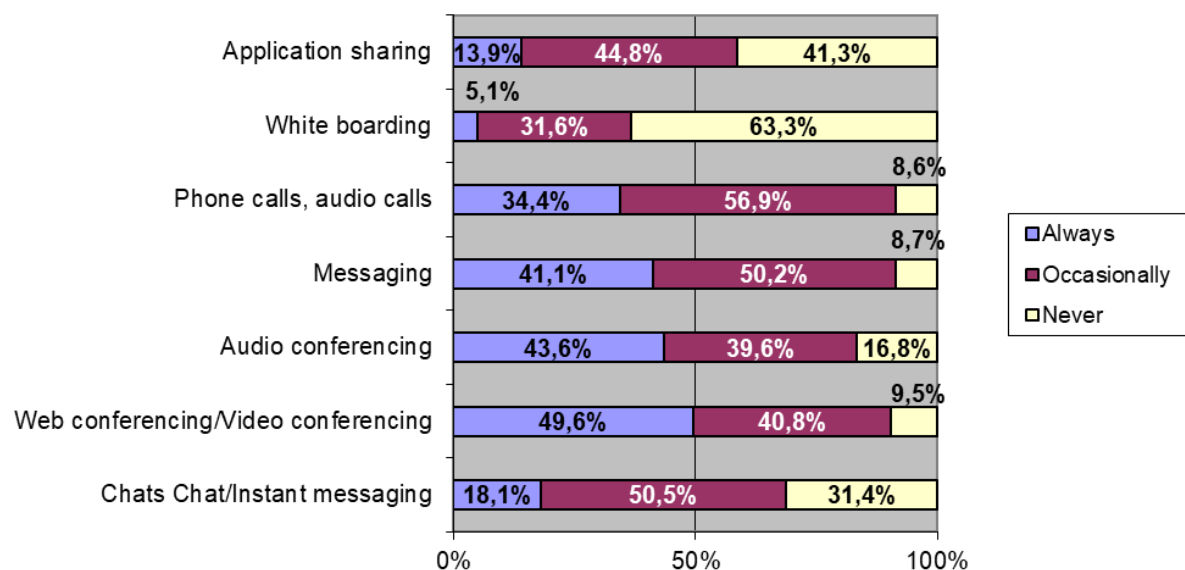
- Messaging (e-mail),
- Phone calls, audio calls,
- Social networking (Facebook, LinkedIn, Google+,...),
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

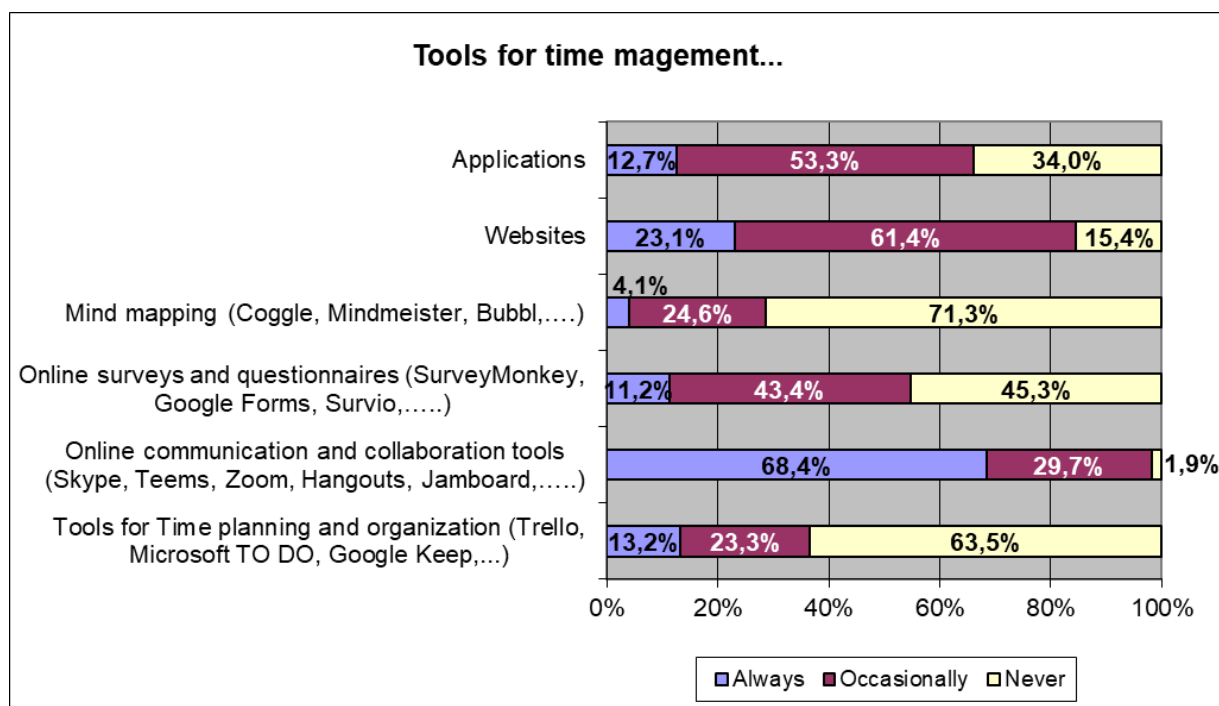
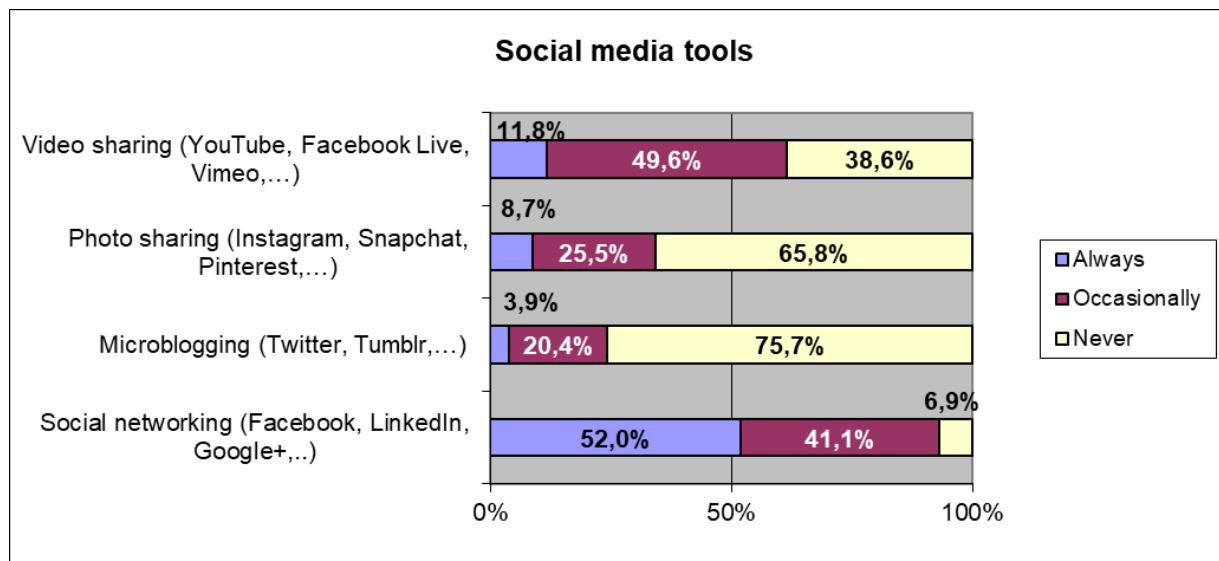


Asynchronous



Synchronous





In Germany, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Web site links,
- Web conferencing/Video conferencing
- Phone calls, audio calls,
- Online communication and collaboration tools (Skype, Teems, Zoom, Hangouts, Jamboard,...)



In Slovakia, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail), Chats Chat/Instant messaging
- Social networking (Facebook, LinkedIn, Google+,...)
- Social Media
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)
- Websites

In Hungary, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+,...)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

In France, the following forms are preferred in the framework of implementation of counselling:

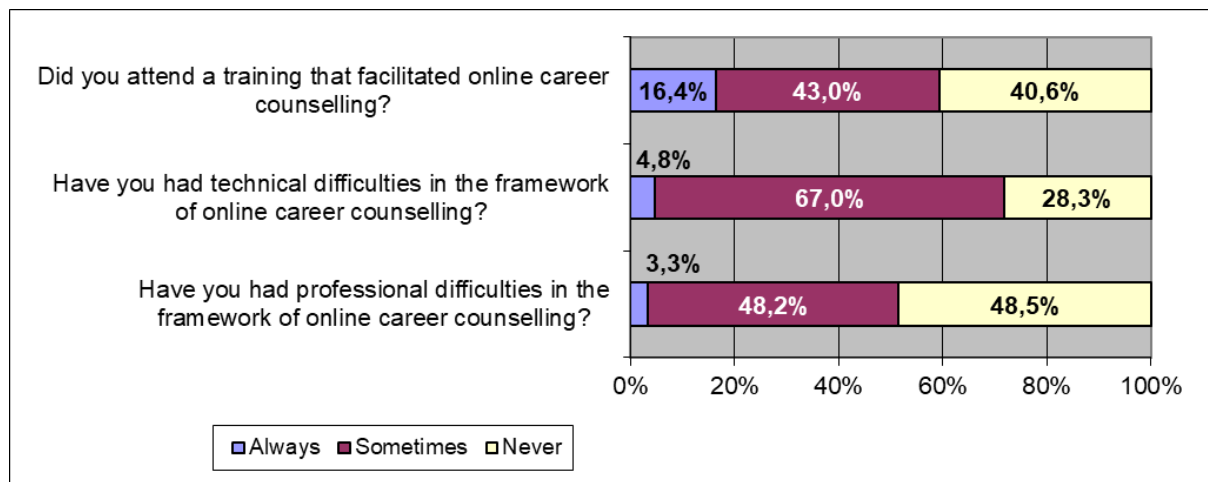
- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+,...)
- Web conferencing/Video conferencing
- Phone calls, audio calls
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

In the Netherlands, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Web conferencing/Video conferencing
- Audio conferencing
- Social networking (Facebook, LinkedIn, Google+,...)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

8. If you hold online career counselling

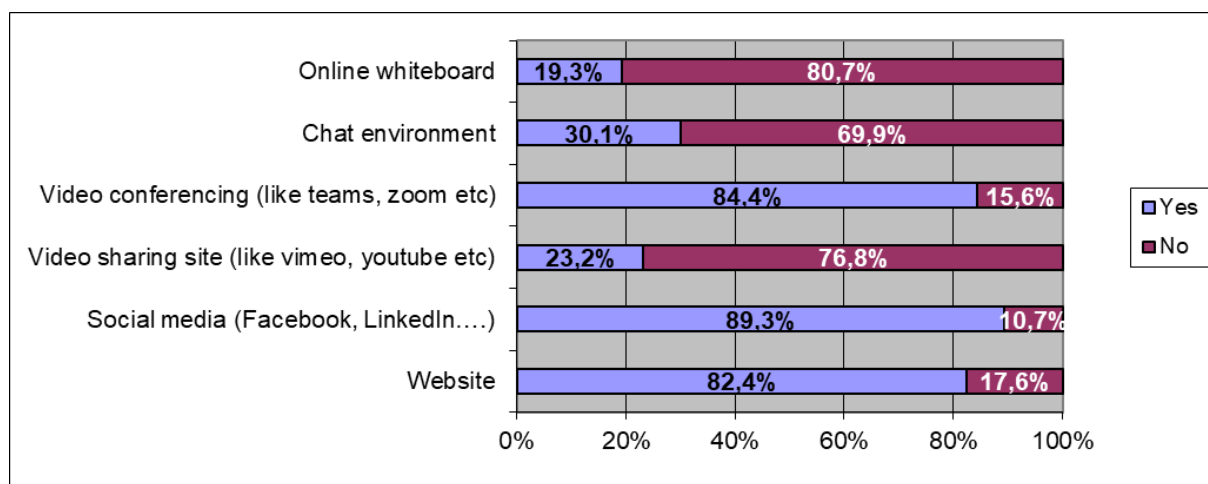
A higher rate of the fillers faced regularly with technical problems than with professional ones, and less than one fifth of them have regularly attended a training about the topic.



In Germany, 12.5% of the fillers struggled constantly with professional difficulties. In Hungary, one fifth of the respondents have regularly had professional difficulties. In Slovakia and in France, this ratio is less than 10 per cents. While in the Netherlands, it hardly exceeds 1 per cent. In Germany, the ratio of constant technical difficulties is 18,75 per cents, in Slovakia and in France, it is 10 per cents, in Hungary, it is 20 per cents, while in France, it does not even reach 3 per cents. The German of 12,5 per cents and about one fifth of the Dutch fillers regularly attends a training targeting the development of these skills, while the same goes for the one tenth of Slovakian respondents and one third of Hungarian respondents, but none of the French respondents.

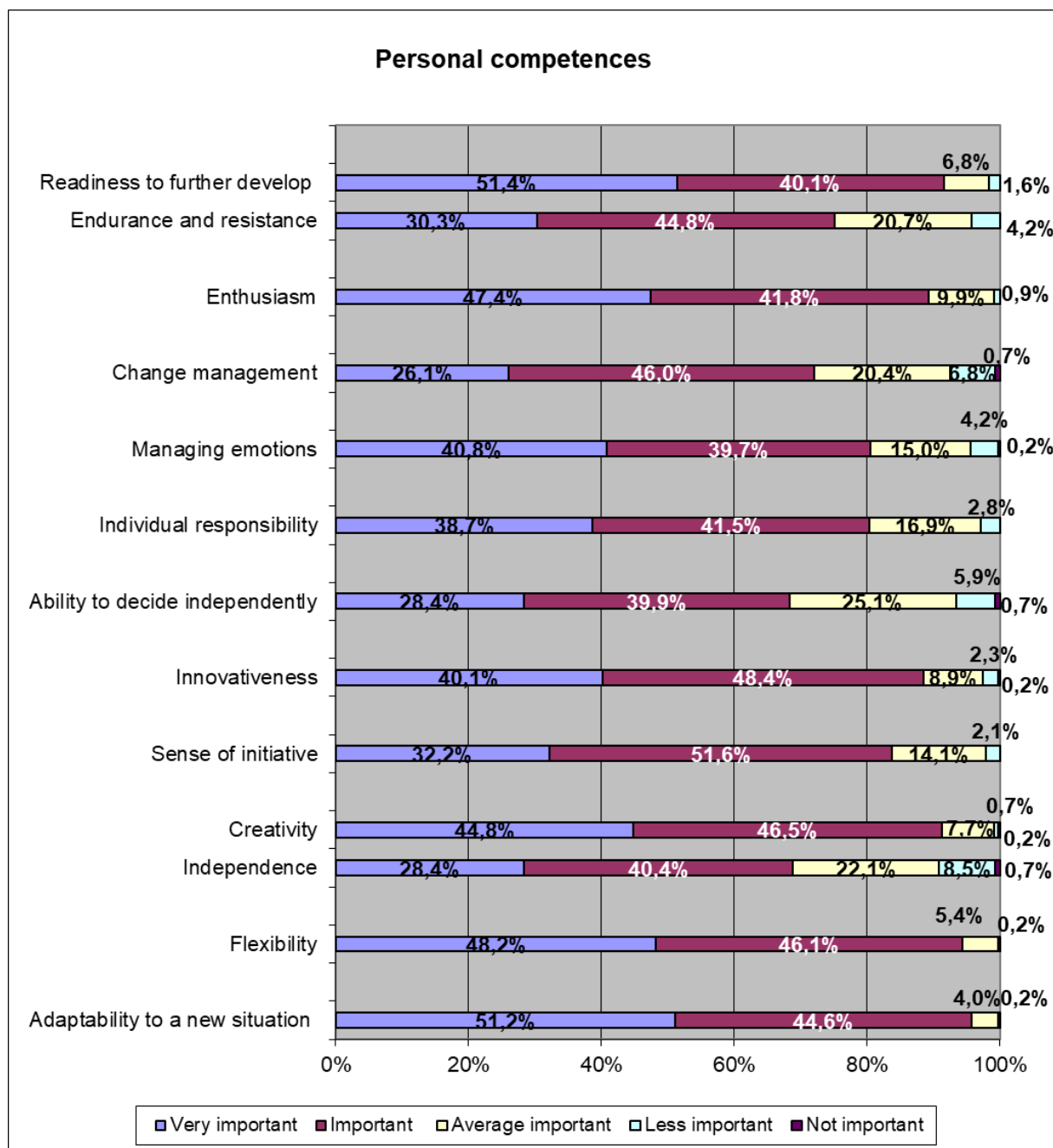
9. *If you are self-employed, then do you have your own ...*

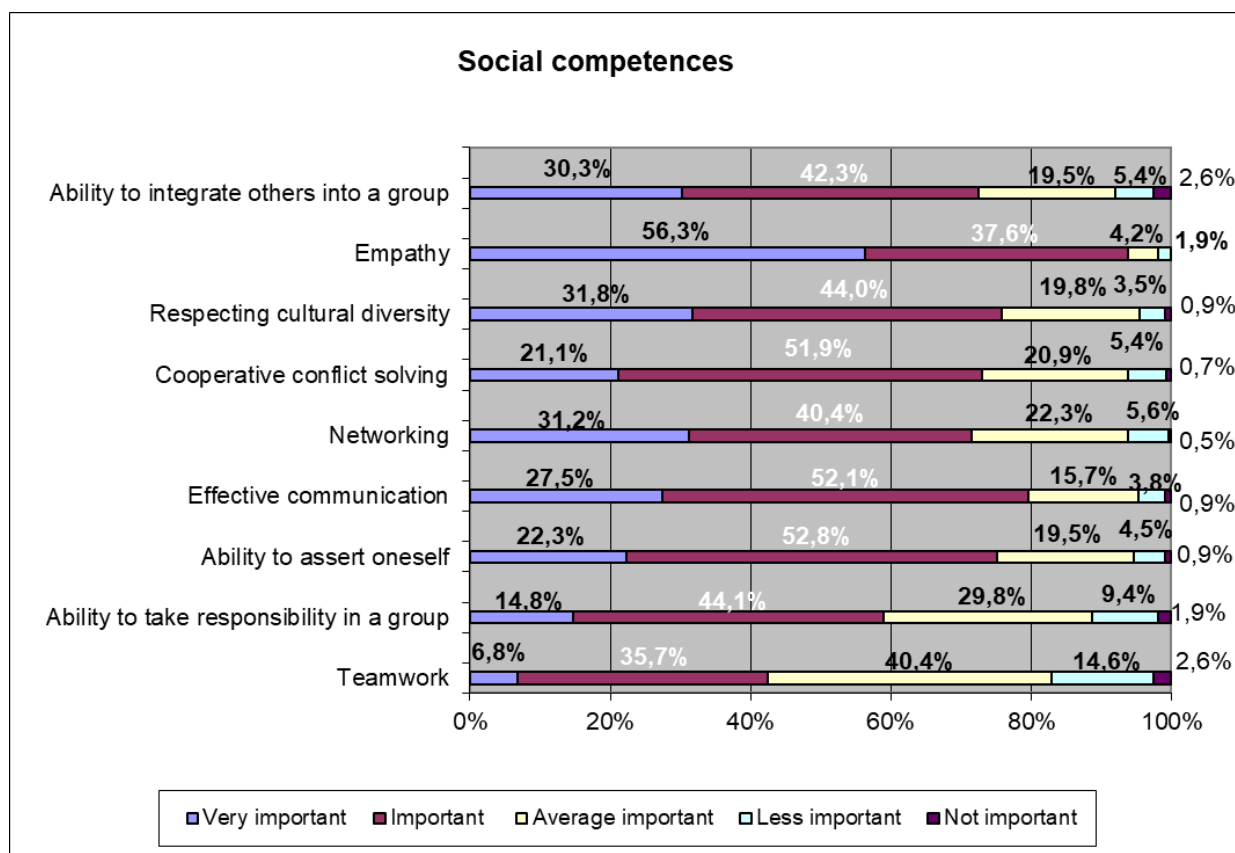
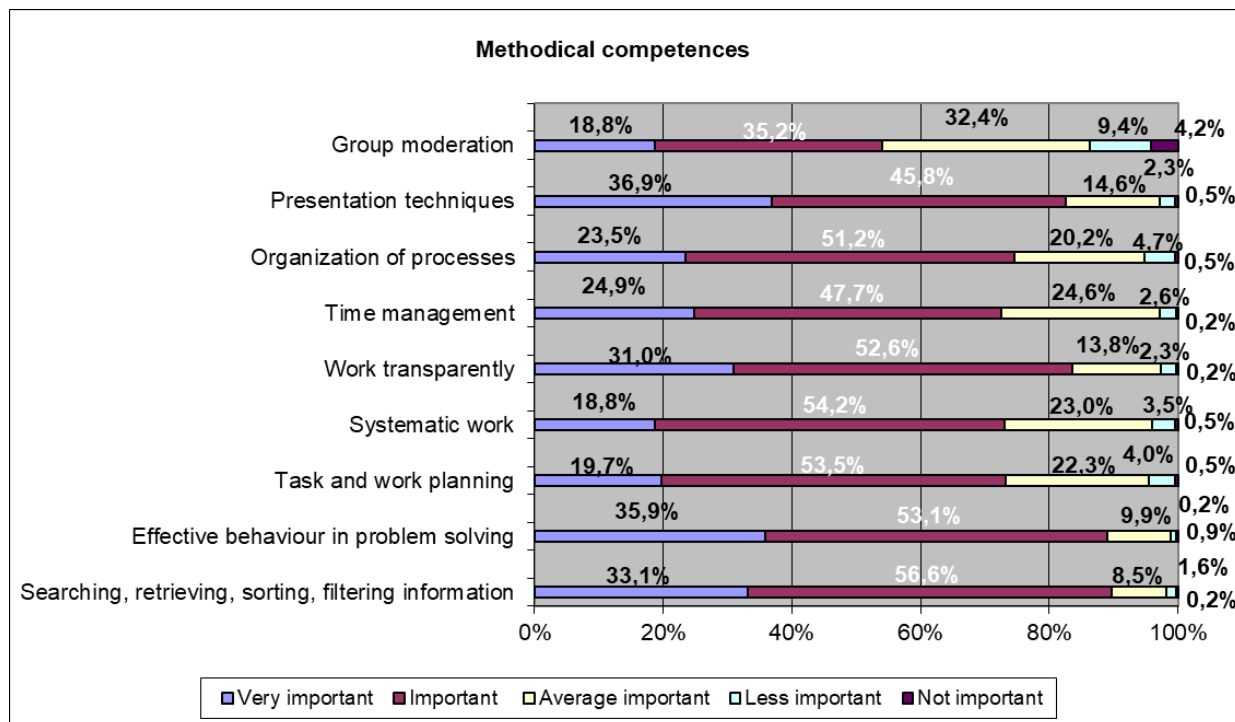
Among individual entrepreneurs, having a website, presence in the social media and video conferencing is typical in Germany and in the Netherlands. In Slovakia, this is completed by a chat platform. In Hungary, social media, the option of video conferencing and the establishment of a chat platform are the things that come up the most frequently.





10. In your opinion, what are those personal, methodological and social competences that you should develop in the framework of a training for the successfulness of online career counselling?





According to those, who filled, the development of the competences below is important from the point of successfulness of counselling:

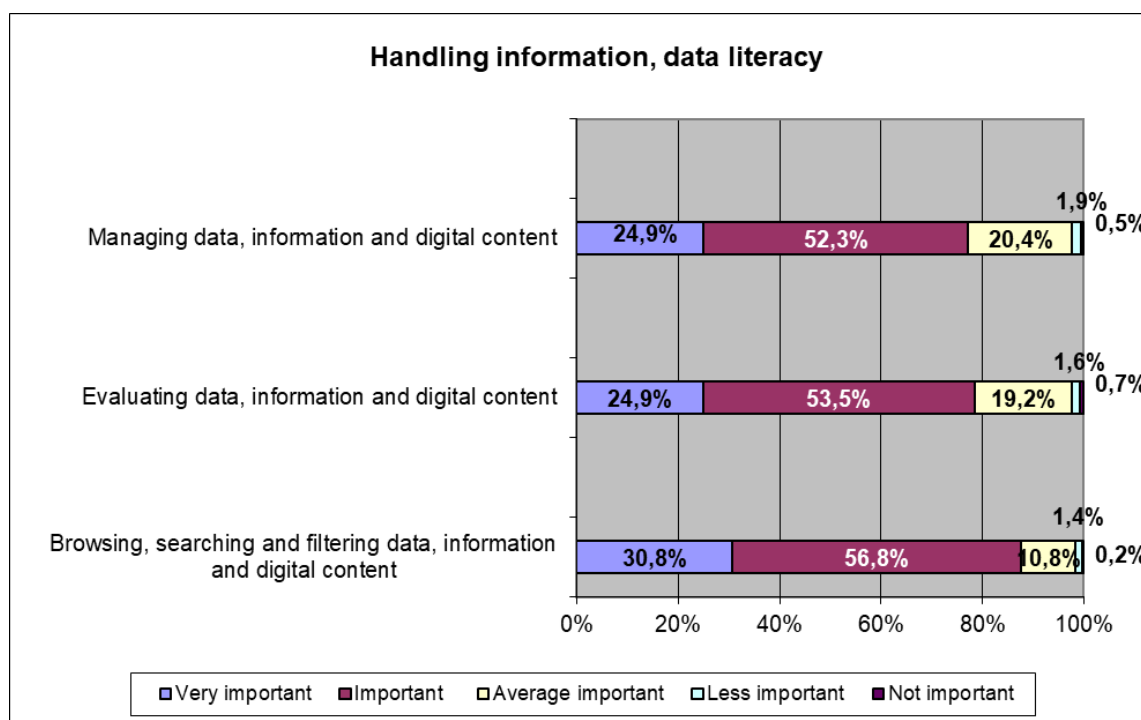


- Adaptability to a new situation
- Flexibility
- Creativity
- Enthusiasm
- Readiness to further develop
- Searching, retrieving, sorting, filtering information
- Empathy

11. Which digital competencies do you consider most important for career counselling?

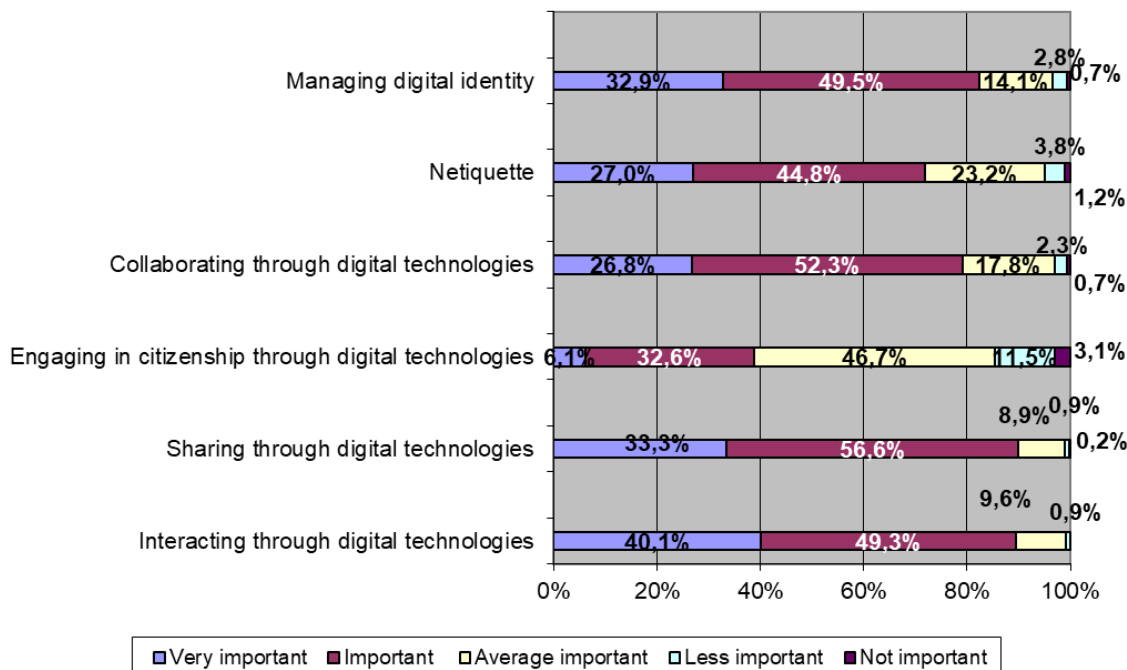
According to those, who filled, the following digital competences are the most important from the point of successfulness of counselling:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies,
- Sharing through digital technologies
- Protecting personal data and privacy

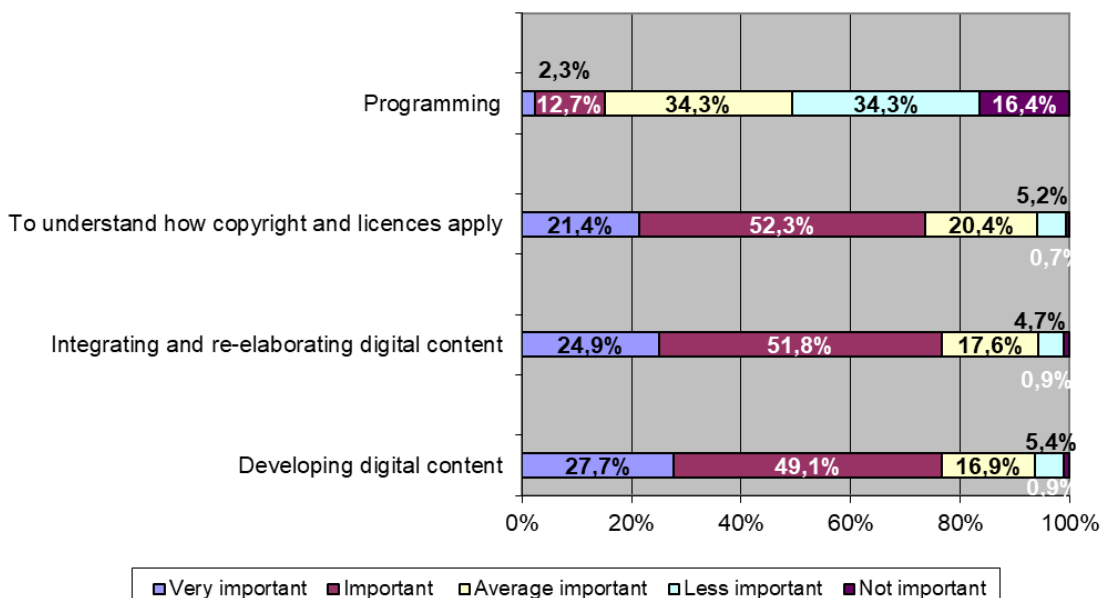


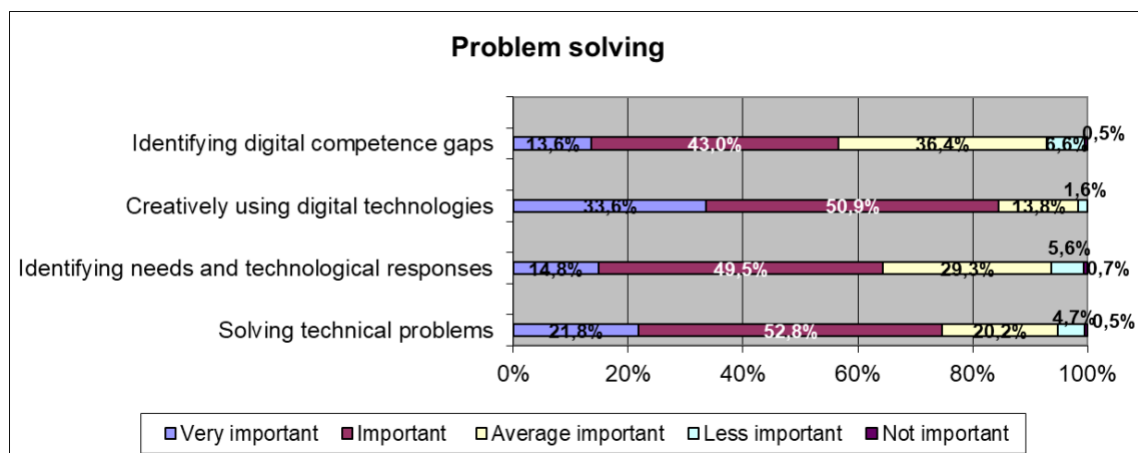


Communication and collaboration



Digital content creation





Most frequently, the following answers arrived to the open questions:

12. What advantages did online career counselling entail you?

- We could work.
- Energising audiences and teams, increasing extrinsic motivation.
- Extension the network that came with it
- Reflection on the situation of online career counsellors
- Bridging geographical distances easily, Travelling and staying at the same place are not necessary in every case.
- Doing counselling at a flexible time slot fitting for the clients, more favourable time management, own schedule.
- It is more comfortable, more autonomy.
- I gained more knowledge. I make use of my own digital knowledge. New digital skills.
- Higher personal security against the Covid virus
- Environmental protection

13. What advantages did the online format of career counselling have for the client?

- Same as the previous. AND
- Multiple choice in appointments.
- More frequent contact.
- Fast switching.
- Focus, no distractions, no social awkwardness upon entering and leaving, more direct and clear.
- Online communication made more modern services available for clients, the possibility of inviting another person, the use of various technologies.



14. In your opinion, what are the major challenges and limitations in the provision of online counselling?

- The primary disadvantage of using the Internet for counselling consists of the loss of the non-verbal communication level.
- Estimating other person's emotions; media competences;
- Many clients have insufficient technical equipment and a lack of digital skills, and it is more difficult to build Rapport
- Lack of acceptance of using digital devices for disadvantaged target groups.
- Good handling of the digital space.
- Young people even more withdraw to the online space, personal relationships are lost, they find it hard to establish new relationships.
- Experience shows that people with HSP and autism regularly do not experience online guidance as pleasant.
- Comfort, some of the information is lost, it will not be visible.
- Spontaneity decreased by a great extent.
- More demanding preparation.
- Challenge: making contact and building a relationship
- Multi-channel perception, difficulty concentrating and feedback. Maintaining of concentration.
- There was no personal contact, sometimes work e.g. with screen sharing delays, cards cannot be seen at once, they need to be dosed, ...

15. How do you deal with those challenges?

- I precisely planned everything. Very concentrated work
- I sometimes ask if they can sit a little further away from the screen.
- By giving space, listening carefully and making contact and discussing expectations
- With enthusiasm. I tried to be flexible and empathic. With patience, tolerance and anticipation...
- Ask carefully. Stay focused.
- Openness to new things. Training for e-coaching, self-study
- Take extra time, Extra questions and check in. Provision of hierarchy of advice sessions, application of feedback.
- Holding shorter online sessions including more important information. Alternate with occasional live
- Let me know the most necessary things through colleagues. Help sought. Consultation with specialists
- Keeping space and making room for my own movement. Place even more emphasis on integrating what happens during the session. Go for behavioural change.



- By sometimes planning physical appointments in compliance with the corona rules. E.g. apply walking coaching.
- I inspired students to work independently, I acquainted them from what sources they can draw information. According to the target group and their literacy level.
- The key to success is a technically profound environment and trained staff. There are no staff that meet all the points on this questionnaire. Online lacks on empathy; fear of some clients to disturb the privacy of the counsellor; less possibilities to show material in print (books etc.)
- Employed video conferencing tools more effectively. Bit by bit and problem-oriented. I try to get in hybrid-solutions with my clients Using electronic sources if available. Inviting link at my official address & homepage.

2.3. We focused on the most important information

The questionnaire survey revealed the key areas where information was needed:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies,
- Sharing through digital technologies
- Protecting personal data and privacy

It is not the right way to think if we want to cover all the previously defined topics. In the process of elaboration, we have reflected on the topics identified by the target group itself.

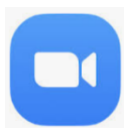
We designed the curriculum in a way so that the learner can distinguish key information from examples, or from additions exploring logical relationships. The main point is that we have to be able to provide a clear view to the learner about what they should understand or memorize in the given stage!

It will make it easier to understand and remember if we use the pictograms and logos that the learner will encounter in the course of their work. An added value is that we have immediately associated a link to the description of the application to download the application.

Example from Module 2 of the curriculum developed:

3.2.1. Online synchronous communication tools

Zoom is a free application whose basic function is to create and schedule virtual meetings (individual, group, mass). You can communicate with both audio and video. It includes functions like screen sharing, live chat and participant messaging. The free version, at no extra charge, allows you to hold a meeting for a maximum of 100 participants and lasting a



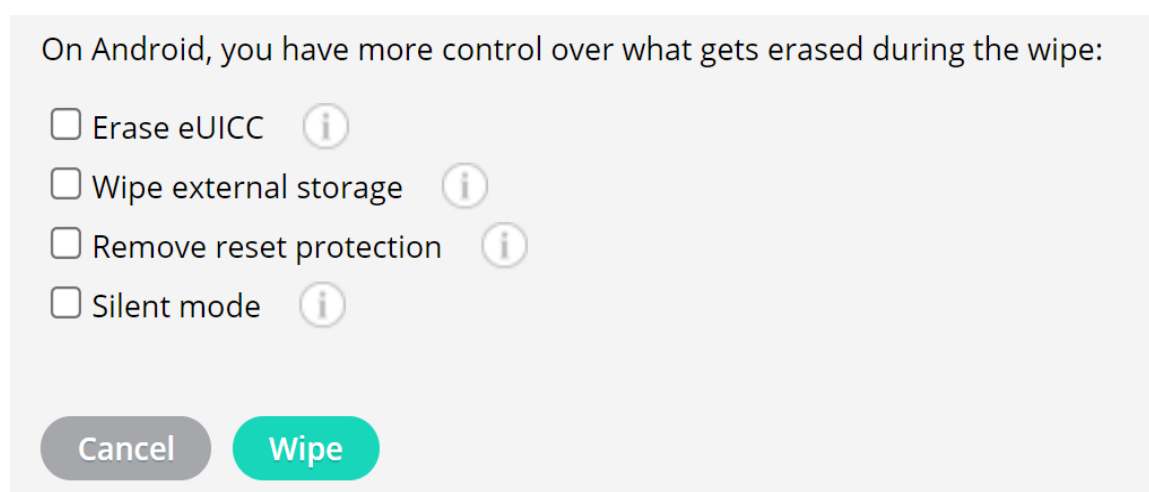
maximum of 40 minutes. In one-to-one career counselling there is no limit on the length of the call. There are also paid versions with additional functions including breakout rooms, quiz questions etc... You can download the application here:

<https://zoom.us/download>

In addition, to support the content of the curriculum, we have chosen a learner-friendly solution by illustrating the text with real-life information windows.

Example from Module 4 of the curriculum developed:

For fully managed Android devices (Device owner), there is more control over the wipe



Follow the progress of a wipe

You can follow the progress by opening the Action log under the Management menu. There you can see the status of the performed security actions.



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Source: Miradore at [Remotely Wiping a Device - Miradore](#)

Status Accepted by device means that the action is completed.

The learner should be aware of the fact that the literature on the topic has been researched and that they can also reach this if they carry out further research on the topic. It is indispensable to apply precise referencing! The credibility of the partnership and the reliability of the curriculum are at risk if we do not act in this way!

Example from Module 1 of the curriculum developed:

3.4. Critical Thinking

There Is No Fact-Checking on the Internet! Before publication, academic journals go through a rigorous peer review process. This process filters out content that is misinformed, manipulative or downright false so that we can trust the source. News articles and segments are also subject to an editorial process that includes fact-checking. On the Internet, however, there is no peer review. (Jennie Tippet, 2019)

Example from Module 3 of the curriculum developed:

Being able to use a wide array of digital tools is important since our clients learn in different ways, making the use of specific digital tools more useful than others. Therefore, it is important to keep in mind what tools your clients might appreciate. Are they visual learners, than video support or an online whiteboard like Miro might interest them. If they are more kinesthetically oriented, you might want to combine a whiteboard with working with photos sharing in a google drive. For audio oriented clients, whatsapp calling or just the phone usually works really well. In most cases, a combination of these tools is needed. From a learning perspective, we



could say that using a variety of tools and approaches is called ‘blended learning’: a curriculum that includes both synchronous and asynchronous learning. Usually, blended learning allows for a positive and engaging learning environment (Gagnon et al. 2013, Rasheed, Kamsim and Abdullah, 2019).

Real-life examples support the comprehension and processing of the curriculum. It is a great help for the learners if we use this method to enrich the curriculum. This type of illustration encourages them to work harder, to do more research, to invest energy and time.

Example from Module 1 of the curriculum developed:

3.5.1. How can we decide whether a source is credible or whether a news item is fake news?

Four typical indicators can be used to judge whether news is reliable or could be fake. Those indicators are:

(1) The language of the text is not objective

If the material presented to us is an academic work, report, dataset, it is always objective, unbiased and impartial. It does not primarily serve the interests, aims of any organisation, private person, interest group or party. This analysis includes information on research, methods, references to further scientific work. It examines each statement from several points of view. It uses the vocabulary of the field accurately. Its structure is logical and coherent.

Take a specific labour market report as an example:

Labour market inclusion of people with disabilities, prepared by the ILO and OECD, Paper presented at the 1st Meeting of the G20 Employment Working Group 20 - 22 February 2018 Buenos Aires, Argentina

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646041.pdf (2022)

Open the report from the link and have a look! In order to find the important features, you don’t need to read the whole thing. From the table you can identify the following parameters from the text:



<i>Information on data, research and methods</i>	<i>ILO Department of Statistics, multiple sources</i>
<i>Accurate set of concepts</i>	<i>"the employment of persons with disabilities", "social justice", "inclusive economies and societies"</i>
<i>Structure</i>	<i>Objective, Introduction, Economic and social determinants of low employment rates of people with disabilities,..., Conclusions</i>

2.4. Make the content easy to understand!

E-learning in itself unlocks a number of convenience features, as we can learn wherever and whenever we want. We have also made sure that the texts are readable, the colours are consistent, the videos are consumable and easy to understand. To sum up, you should have a good experience processing the content.

This question is the subject to much debate around the world today, it can be observed more and more that the comparisons and studies that are supposed to compare traditional education and e-learning, the tip of the balance turns more and more towards e-learning.

Advantages:

- Additional and administrative costs related to education and training are reduced, training becomes more efficient and successful, since it will be able to better adapt to the individual learning method, the training needs, and knowledge transfer will become more personalized.
- Knowledge transfer is accelerated,
- Global access to knowledge (in terms of time and space)
- The educational content can be continuously expanded and easily updated.
- The learning process can be tracked and the knowledge acquired can be accounted for.
- You can continue learning anywhere, anytime, at your own pace.
- E-learning and related services are embedded in corporate culture and act as a motivating factor.



- Learners are more motivated because they feel in control of their own professional development through a self-service platform.

Disadvantages:

- The training is more impersonal
- It makes interaction between learners more difficult, which has a particularly great role in adult education.
- There is no social relationship and informal communication between the participants.
- There may be strong resistance from some leaders, groups or individuals which needs to be addressed.
- Participants will have to learn the culture of self-study.

The "group section" (see below) is also a crucial part of the blended learning curriculum. That's exactly why we have put a lot of emphasis on its design and implementation, in order to eliminate the disadvantage of no interaction between the learners.

2.5. The importance of feedback on the knowledge of the learner

It should be made clear to learners how much knowledge they have acquired during the learning process at the end of the modules. Checking questions are not all included at the end of the learning process, as the modules can also be processed independently. If a learner already has a high level of IT skills, they will certainly not be told anything new about how Google search engines work. They will most likely find the GDPR regulation a much more interesting topic. This will also give them the opportunity to immediately select the module with the most relevant information and learn only that or those.

To check your knowledge thoroughly, we have developed 20 quiz questions for each of the 4 modules. We took great care to the fact that the 20 questions should cover each chapter of the module. The quiz is not an exam, but feedback on the learner's knowledge.

Let's be consistent! When we set up the quiz questions, we also made sure that we asked questions the answers to which are actually covered in the curriculum. It is an extremely frustrating experience and counterproductive if the learner has to answer questions that they have certainly not encountered during their studies.



Example from Module 3 of the curriculum developed:

Quiz (Sharing and Collaborating through digital technologies)

This module highlights some of the sharing and collaboration tools available today. Tools for sharing and collaboration that can help improve your online counseling. We have provided an overview of some of the most common sharing and collaboration tools and some suggestions on how to choose the right tool for the purpose of the session.

Through an evaluative quiz with 20 questions, we give you a chance to test whether you have fully grasped the essence of the module. Remember, the quiz is not an exam, but a tool to help you answer key questions about the topics discussed in the module.

1. What do we mean by working in sync?
 - a. Work on/in a document separately and at different times
 - b. Work simultaneously in a document
 - c. Work on a document at different times
 - d. Work alone on a document
2. Miro is an online Whiteboard, meaning:
 - a. Miro is a tool for collaboration
 - b. Miro is a tool to work in sync
 - c. Miro is a tool for online 'sharing'
 - d. Miro is a tool for asynchronous collaboration
3. Trello is an:
 - a. To-do list
 - b. Visual tracking
 - c. Planning tool
 - d. All the above
4. What do you use an online Whiteboard for?
 - a. Collaborating
 - b. Visualizing ideas
 - c. Brainstorming
 - d. All the above



5. *What makes file sharing via 'file sharing' attractive?*

- a. It allows you to share large files*
- b. You can work in parallel. No need to send versions back and forth each time*
- c. You can work together on documents synchronously*
- d. All the above*

Another checking method is self-reflection that we chose while making the learning material. Self-reflection is one of the most important tools for personal development. It helps us to stay on track with our values and goals in life, to better deal with arising challenges we face and to understand our true motivations. But what exactly is self-reflection, how should we practice it? In a broader sense, self-reflection is the observation and understanding of ourselves, our own thoughts, behaviours, motivations and attitudes. Its most important elements are the following:

- Conscious observation of ourselves
- Clarification of our self-image (i.e., what we think about ourselves)
- Comparison of the observation outcome with our self-image, and thereby getting to know ourselves better, and identification of areas to be developed

Self-reflection makes it possible for us to analyse our life both on a micro, - and macro-level. On the macro level, we can evaluate, we can assess the general direction of our lives, i.e. where we are heading to, and whether we are satisfied with this direction? Being aware of this is important because it is the only way to be able to make changes if necessary.

At a micro level, we can assess our responses to our circumstances and to the events around us, both at a private and professional level. This gives us the opportunity to identify our strengths and weaknesses and to see ourselves more clearly.

Example:

Now you have gained new insights regarding the most important aspects to think of when sharing information and collaborating with others through digital technologies, it is important to ask yourself how you will use these insights when providing online counselling. Therefore, it is helpful to answer the following questions:

Now you have gained new insights regarding the most important aspects to think of when sharing information and collaborating with others through digital technologies, it is important



to ask yourself how you will use these insights when providing online counselling. Therefore, it is helpful to answer the following questions:

1. What did I learn as I went through the module? / What insights did I gain?

--

2. What do I take with me to my own counselling practice?

--

3. What is the influence on my current and future way of counselling?

--

4. What step can I take tomorrow, based on what I learned in the module?

--

2.6. The structuring of content

Learners need to be able to see the whole picture and to place the content units they are going to learn about in it. We have ensured this by including a table of contents and by applying the same structure in all modules.

The table in the attachment gives a comprehensive overview of our way of thinking.

We must be able to adapt, at least partially, to the learning environment imposed by a fast-paced world. It should be recognised that not all learners can necessarily spend a larger amount of time studying at the same time, as anything can easily distract them while they are concentrating. For this reason, it makes sense to plan and structure the content in such a way that the learner can move along while travelling, even in 5-10 minutes. The videos accompanying the modules were also designed to be accessible and easy to digest (3-3.5 minutes).



2.7. Provide the learner with as much knowledge as possible

In processing the content, we have placed great emphasis on covering as large a set of information as possible for a given module. For the sake of choice, each module is concluded by a list of further recommended readings. To make it easier for students to choose which literature they are interested in, we have also written a short recommendation in front of books/articles where the title does not immediately indicate the content.

Example:

Suggestions for further reading:

- 1. This simple and informative free TED lesson includes a multiple choice quiz, some resources to explore, and a discussion forum about the topic. So go ahead and take some time to learn more about how to improve your critical thinking skills.*
Agoos, S., (n.y.) 5 tips to improve your critical thinking
<https://www.youtube.com/watch?v=dItUGF8GdTw&t=5s>
Last downloaded: May 23, 2022
- 2. A practical introduction for those training in the field of career development, career counselling and career coaching, this book will take your students through established and emerging theory and the different contexts in which career work takes place introducing the key skills, techniques and models they'll need. Professional issues such as the use of digital technologies highlight the contemporary context of careers work and all of this is brought to life through engaging case studies and reflective questions, highlighting the practical applications of what is being learnt.*
Reid, H. (2016) Introduction to Career Counselling & Coaching, SAGE Publications Ltd.
https://books.google.hu/books?hl=hu&lr=&id=rwCJCwAAQBAJ&oi=fnd&pg=PP1&dq=critical+thinking+process+in+career+counselling&ots=pCX8olp49h&sig=80A2KGs1zoAf4LACddf15iwQR8&redir_esc=y#v=onepage&q=critical%20thinking%20process%20in%20career%20counselling&f=false
Last downloaded: May 23, 2022

At the end of each module, in the chapter "Tips and advice for online counselling", we have included short, concise and important tips for learners. We have created a body of knowledge



in these chapters that can well be applied in practical life. It will be worth returning to these chapters several times, because they condense a lot of practical knowledge and experience.

Example from part Module 2 of worked out learning material:

DONT's

ONLINE INDIVIDUAL COUNSELLING

- *recording the consultation without letting the client know*
- *mute microphone or switch off camera while not informing the client*
- *making phone calls with someone else during career counselling*
- *sharing all client's outcomes, PPTX, PDFs, test results via chat (email should be used)*

DO's

ONLINE GROUP COUNSELLING

- *some of above-mentioned DO'S for individual counselling applies also here*
- *explain all rules and technicalities at the beginning (gallery or side by side view, sharing screen and docs, raising and lowering hands, using chat and emoticons, breakout rooms / joining and leaving, polls)*
- *clearly state that all what will be discussed stays within "THE ROOM" - privacy rules*
- *rename participants in case they use abbreviations as: PT or iPhone, preferably first name is sufficient*
- *accept if not all participants have camera on (ask them to communicate verbally, via emoticons, raising hand or chat)*
- *mute all participants and ask them to switch off camera during breaks to protect their home/work environment*

2.8. Establishment of communication medium

It may only be virtual, but we established a community of people who are connected by the given learning material. It is important to establish the opportunity for learners to be able to communicate both with the trainer and with each other as well. Since it can be very inspiring if a learner has the opportunity to discuss professional issues with others. Big Blue Bottom web-based application makes this possible.



We inserted the learning material a face to face part as well, where learners and the tutor can meet each other face-to-face or online. The face to face session followed a pre-designed agenda. The agenda is attached.

2.9. Preparation for the group session

Learners were given tasks to complete independently at the end of each module. Our aim with this exercise was to give career counsellors the first step to help them start working confidently in the online space. Not all beginnings need to be difficult.

Example from part Module 4 of worked out learning material:

In preparing the group session concluding the module, you are asked to imagine preparing your own online group counselling activity. In doing so, please think about answering the following questions:

1. ***Propose the topic and objectives of online remote security encryption***

2. ***Propose the forms and content of the preparatory meeting (e.g., Control access, secure connections)***

3. ***Propose the suitable platform (tool) for online group counselling with respect to GDPR data protection principles.***



4. Enumerate the main aspects in data privacy, ethics and protection

--

2.10. Assessment whether we have reached our aims

It is a common mistake not to assess the effectiveness of a training course or to ask learners for their opinion - a mandatory element of a long-term education strategy. This is how we ensure that we can correct and improve the content.

All five organisations implementing the project took part at the trial. The trial was designed so that each organisation tried out the module it had developed itself, involving 6-8 professionals. The professionals included career counsellors, HR professionals, mentors, tutors, university professors, all of whom have experience in career counselling. The trial was conducted within the same framework and with the same structure. (The applied presentation ppt and the sample task are included in the attachment.) The professionals conducting the trial were staff of the implementing organisations, who have career counselling experience and who took part at the development of the curriculum. They have included university lecturers, trainers, adult education managers and training leaders. The unanimous feedback from the experts involved in the trial was that the curriculum developed was of high quality and no changes were recommended. If the need for modification arises, the partners will review and modify the proposed parts in accordance with the schedule developed within the application form. When developing any learning material, it is very important to include a trial phase and implement eventual modifications for quality assurance.



3. The most basic principles, characteristics and the process of distance counselling

Ethical principles and duties of career counsellors in offline and online counselling

Nonetheless differences between online and offline counselling, the responsibilities of career counsellors in both offline and online counselling do not differ, and include:

1. Career counsellors should observe all applicable laws, legal instructions, governmental regulations, professional rules, standards and ethical practices.
2. Their main task is to help clients, work for their benefit and not cause them stress and frustration.
3. They should promote their services in an appropriate way, respecting the limits of their competences based on education, knowledge, skills (personal, social methodological and digital), practical experiences as well as the limits of online career counselling.
4. They are responsible for ensuring the privacy of information obtained during the counselling process, including electronic files and communications. Before the process begins should be clearly defined privacy limits and cases when information should be published based on legal requirements or client permission.
5. The counsellor has to ensure that the information and communication tools used are in accordance with the emotional, intellectual and physical needs of the client and adequately inform clients of the objectives, application and results of the techniques, assessments that will be used during career counselling.
6. Client cooperation agreements should include the rights, tasks and responsibilities of the parties involved, as well as the way in which private information will be protected.
7. In the case of necessity, we recommend consulting qualified professionals, especially lawyers.
8. Ensure that clients understand career counselling and career counsellors avoid providing therapy resp. other services that they are not authorized to offer. In the case of necessity, the counsellor should refer the client to specialists (such as psychotherapists, social workers, business consultants, lawyers, etc.).
9. Clients should also be informed about the potential risks of unsecured communication on the Internet and how they can protect their data. Counsellors, in turn, should take measures to ensure the confidentiality of all information transmitted through any media, especially in online space.



10. Take care of one's own psycho-hygiene, prevent "Zoom fatigue".

Netiquette in private online space

Netiquette is a set of principles of social behaviour that Internet users should keep. It is important for you as a career counsellor that your online communication is clear, understandable, polite and professional, which is in line with netiquette, i.e., internet etiquette. Respect for ethical rules in career counselling when working with a client should also be reflected in the digital space, independently from the chosen digital communication tool.

Netiquette in the case of a career counsellor begins in providing a private online space. In today's world, everyone can be registered on multiple social networks as a private person, e.g., Facebook, Twitter, Instagram; you can have your own YouTube channel. It is important to be aware that you will leave a digital footprint in the online space, which can be visible to a wide audience, both for your clients and business partners. Therefore, as a career counsellor, consider what content you publish, share, how and in what language you comment on contributions, in order to maintain your credibility and trustworthiness. It is necessary to help clients to understand the importance of these rules for their personal and career development and to support them in manage netiquette.

In 1994, Virginia Shea summarized the following basic general rules for online communication in her book *Netiquette*:

1. *Remember the Human.* We should always be aware that we also communicate with people in the online environment, therefore always treat others as you expect others to treat you.
2. *Adhere to the same standards of behaviour online that you follow in real life,* especially when it comes to law enforcement. What is inappropriate in real life will definitely be inappropriate in the online space.
3. *Know where you are in cyberspace.* You can communicate with people from all over the world via the internet, and what is acceptable in one group in another can be disproportionate or even inadmissible, especially when it comes to discussions about political views resp. religion.
4. *Respect other people's time and bandwidth,* the speed and capacity of an internet connection can vary, so it does not burden the network by sending large and unnecessary files.
5. *Make yourself look good online (virtual identity).* Our reputation depends on the way of your communication. Try to be polite, friendly, not insulting others and keep the rules of grammar in the given language. Also pay attention to copyright.



6. *Share expert knowledge.* If you are a member of a discussion group, share your expertise, experience, good practice and meaningful content.
7. *Help keep flame wars under control.* Netiquette does not directly prohibit the expression of emotions, but it is necessary to control it in online communication.
8. *Respect other people's privacy.* Netiquette prohibits access to strange e-mail boxes without permission, resp. other profiles and their misuse.
9. *Don't abuse your power.* Administrators, moderators, server administrators with special access rights who have access to several and also sensitive data should never abuse their power and knowledge.
10. *Be forgiving of other people's mistakes.* We should be tolerant towards other users. You can remind them on potential errors within a private report without public dishonesty.



4. What are the competences, attitudes and skills of career counsellors?

We have put together a list of the characteristics that a career counsellor should ideally have.

4.1. Competence profile

Personal competences

Personal competences are basic skills that enable you to actively shape your own life. They are strongly rooted in human beings, and sometimes they can represent personality features.

- Conscientiousness
- Reliability
- Motivation
- Endurance on the way to the objectives
- Self-management
- Self-awareness (knowing your own strengths and weaknesses, knowing your own borders, emotional self-awareness, knowing your abilities and possibilities, willingness and ability to overcome obstacles ...)
- Self-confidence
- Self-assurance
- Self-control
- Ability to reflect towards yourself (self-reflection), ability to evaluate yourself and further develop yourself
- Conscious of developing own values, ability to innovate
- Flexibility
- Independence
- Adaptability
- Endurance and durability
- Enthusiasm
- Individual responsibility
- Preparedness to further develop
- Decide independently



Methodological competences

Under the methodological competencies we understand the way how people handle the assigned tasks and problems. Strong methodological competencies help to work with objectives in a comprehensive and effective way. Some methodological competencies may include in part also professional competencies.

- Time management
- Planning of tasks and work
- Effective behavioural troubleshooting
- Systematic work
- Organisation of work
- Work transparently
- Obtaining and implementation of Professional knowledge - planned, systematic, objective-oriented, further developing of own learning process
- Developing creative solutions
- Accepting, using and implementing of new information, knowledge, innovation
- Relations perception, context awareness, ability to recognize problems and solve them in a responsible manner
- Consideration of risks and chances

Social Competences

Social competences indicate the ability of individuals to understand other people. Social competences serve to interact and understanding with other people and are the basis for building, creating and maintaining relationships (for example also in groups).

- Communicability
- Empathy, orientation to others, anticipating their needs, effort to satisfy them
- Ability to team-work, ability to cooperate, co-operation, ability to adapt
- Ability to stimulate others' personal growth, encouragement, support
- Ability to make positive use of differences among people
- Understanding, the ability of empathy
- Ability to face conflicts, resolve, manage conflicts
- Willingness to change, ability to accept changes, ability to come alone up with new approaches
- Ability to create bonds
- Loyalty, identifying with the intentions and objectives of the group
- Initiative
- Ability to take responsibility in a group
- Ability to build relationships quickly
- Ability to engage



- Empathy
- Ability to create positive emotional linkages

Digital competences

According to those, who filled, the following digital competences are the most important from the point of successfulness of counselling:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies
- Sharing through digital technologies
- Protecting personal data and privacy

4.2. Attitudes and skills

Attitudes:

- Undertaking and manifestation of companion attitude

The career counsellor participates as a facilitator in the client's process of self-comprehension, rather than getting their own opinion accepted. He considers the client as an equal partner, and listens to him attentively, and supports their individual expressions that he does not prejudge and does not criticize.

- Empathy

The career counsellor can empathize with the situation of the client – he tries to tune to the same wavelength as the client, understanding their way of thinking, their questions, their problems.

The main point of empathic behaviour is to understand the other person's feelings and to give the most accurate feedback possible. Thus, one of the most important characteristics of empathy is re-enactment, while the other is feedback (verbalisation). The latter means that we do not only listen passively to the other person, but also understand how they feel, how they think, and what their feelings and thoughts mean to them. In the framework of this comprehension, we sort, structure, "process" and report back information (verbal and non-verbal).

- Authenticity

Career counsellor authentically represents the supporting process and role undertaken by them.



The authentic career counsellor:

- has a realistic view of reality.
- He accepts themselves, as well as other people.
- He takes things into consideration, and he can also take action if it is necessary
- He has a healthy, non-hostile sense of humour.
- He is open to learn from his own mistakes.
- He is aware of his own motivations and emotions.
- He is able to communicate assertively. (he is able to express his thoughts in a free and understandable way, and also to listen to the other person.)
- He regularly follows current news and literature for continuous self-development.

If a career counsellor feels it is necessary in a given situation, he or she will engage in honest self-disclosure, talking to the client about their own career dilemmas and the reasons for their decision.

- Responsibility

The career counsellor assumes responsibility for his own work, for the proper standard of individual and groupwork and for the establishment of opportunities of individual learning taking place within it.

Responsibility implies that the person is able to anticipate the consequences of their actions. Taking responsibility is linked to a high sense of self-efficacy, i.e., a person's belief that events depend on them rather than on others or external circumstances. Taking responsibility implies a responsible attitude towards activities and events. If someone is capable of taking responsibility and behaving responsibly, then he or she is able to make decisions and take active action in a given situation on the basis of his or her own system of values.

The factors involved in taking responsibility:

- Self-confidence
 - Self-monitoring (the career counsellor keeps constantly monitoring their own behaviour and participation at the implementation of individual counselling and groupwork)
 - Self-assessment (A career counsellor with a proper self-assessment is able to get away from external, negative criticism, therefore he can more probably focus on the aim and on its implementation, on its achievement.)
- Managerial attitude

The career counsellor can manage both individual counselling and groupwork in an active and target-oriented way. He is able to solve any problems that might eventually interfere with the joint and individual learning process.



- He will not make promises that he thinks are unattainable or unkeepable, nor does he expect his client to do so.
- He keeps his promises and he gains the trust of their clients.
- He properly manages the time available for him.

Skills:

- Self-reflective ability

The career counsellor recognises the consequences of their own behaviour in both individual counselling and in the group process as well! He is able to use what happened there even for his own self-development.

The career counsellor is able to analyse his work, and he knows what he does, why and how he does it. It is not satisfied with mere routine, i.e., with the fact that "it is the way it is usually done", but not even with "it has already worked before". The "reflective counsellor" constantly monitors, evaluates and modifies the methods used. The ability to reflect, i.e., to observe, analyse and evaluate, is the cornerstone of their work. It is the self-reflective ability of the career counsellor to see their own shortcomings and consciously guide their own professional development.

Reflective behaviour also involves naming and analysing the emotions perceived during the process. If this becomes a practice, it leads to the development of emotional intelligence.

- Firmness

The career counsellor is able to adhere to and enforce operational and time frames, to ensure target-oriented individual and group work. Keeps the process on track if the customer is being verbose.

- Facilitator skills

He is able to keep group processes under constant control, as follows:

- He plans the agenda of groupwork, the proper team structure
- The facilitator makes sure that participants are provided with the appropriate information and he ensures the technical background necessary to work together.
- He guides and leads the joint work, while remaining completely impartial.
- He helps to set and understand individual and group objectives.
- He increases the activeness of participants, facilitating the retrieval and organisation of ideas.
- He identifies difficulties and helps with solving them.
- He recognises conflicts and helps to understand each other and find consensus.
- He helps you find solutions that work.



- He increases the responsibility and motivation of the participants in the subsequent implementation of the solutions found.
- He records, summarises and concludes the group work.
- Communication skills

The career counsellor is able to communicate in an assertive way, giving clients the feedback and positive reinforcement, they need. He is able to support participants' self-reflection by asking good questions that stimulate deeper reflection and help them to bring their emotions and thoughts to the surface.

- Situational awareness, flexibility

The career counsellor recognises which of the exercises and messages he or she has planned works and which does not, both individually and in groups. If necessary, he changes the task or he changes his tone.

- Controlling of emotions

A career counsellor is able to recognise their own emotions and consciously shape their reactions.

- Establishment of a climate of trust

A career counsellor can build trust in clients, create the space for honest self-exploration as part of experiential learning, and facilitate connection.

- Letting go

Despite their biggest efforts to succeed, a career counsellor may experience external or internal influences beyond their control, which he/she perceives as failure. They must be able to process these and turn them into experiences that enable them to move on.

- Integration of theoretical and practical knowledge, putting theory into practice

The career counsellor is able to represent the attitudes developed during the training and to apply the knowledge and skills acquired in working with clients.



5. Blended learning training programme

The curriculum supports career counsellors in strengthening their own digital coaching skills.

The curriculum consists of four modules, each having a study load of 8 hours:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies
- Sharing through digital technologies
- Protecting personal data and privacy

The COMPASS curriculum is set up as a blended-learning modular programme. Each module consists of online study combined with a face-to-face session in which the learning experiences are shared and discussed with other participants of the programme. The programme is designed to be in line with the European Qualifications Framework (EQF) at level 6. This means that participants are expected to work as career counsellors at a professional level.

5.1. Training curriculum

The COMPASS training curriculum contains 4 Modules:

5.1.1. Module 1. **Browsing, searching and filtering data, information and digital content**

When browsing, searching and filtering data, information and digital content, it is important to know where and how to find and filter reliable and relevant contents for online counselling on the internet. Given the enormous information overload available, this is easier said than done. Therefore, this module gives you some handles in dealing with this challenge.

Career counsellors have to have a broad and up-to-date knowledge which is impossible to have without the internet. To be aware of which training institutions should be recommended to clients and to be familiar with the range of trainings, the current state of the labour market, potential employers, and the salary range related to the given field all require the searching, filtering and assessment of information.



The aim of this online module is to help career counsellors in their everyday work to navigate the internet confidently and efficiently and answer questions about online tools.

After studying this module, the career counsellor should be able to:

1. Effectively browse, search and filter online information:
 - accessing and searching for online information
 - defining information needs
 - finding relevant information
 - efficiently selecting information sources
 - navigating among online sources
 - developing personal information strategies
2. Assess the quality of information:
 - critically collecting, processing, understanding and assessing of information
 - applying of source criticism
 - recognising non authentic sources and pseudo-scientific materials

Structure of the module

- *Browsing & searching basics, how to filter: queries, efficient browser use and Google search*

Let's see how Google, the biggest search engine, works, what it does to keep itself up-to-date and, as it has always said from the start, "to be able to provide relevant results".

- *How does Google work and why is it efficient?*

The technical background to how Google works.

- *Critical Thinking*

Critical thinking is the ability to distinguish fact from fiction, to form an opinion on a subject or topic. The main issue is not the process of finding information, but rather what each person does with the information they find.

- *Reliability of the expert*

How do you decide whether a source is reliable? If the career counsellor, as an expert, is informed by sources that are not reliable, his or her credibility will also be lost. If he unintentionally shares fake news, pseudo-scientific information or outdated knowledge, he becomes unserious both in the eyes of his clients and the professional community. Therefore, Source criticism should be an everyday part of the work of career counsellors.



- *Tips and advice for online counselling*

In this section, some important tips, tools and methods are presented to help career counsellors and/or their clients feel confident in their approach to online data sources.

5.1.2. Module 2. Interacting through digital technologies

When providing online counselling, it is important to be able to choose and use the right digital communication tools according to your counselling needs. This module will provide you with basic information about online communication and interactions in 21st century conditions, an overview of the most frequently used online communication tools, the selection of suitable online tools and the possibilities of applying these tools in online career counselling. Respect for ethical rules in career counselling when working with a client should also be reflected in the digital space, regardless of the chosen digital communication tool. Therefore, we will also provide you with the most important rules of netiquette.

After studying this module, the career counsellor should be able to:

- choose and use the right digital communication tools according to your counselling needs,
- obtain basic information about online communication and interactions in 21st century conditions,
- obtain an overview of the most frequently used online communication tools,
- select the suitable online tools and the possibilities of applying these tools in online career counselling,
- use of the most important rules of netiquette.

Structure of the module

- *Communicating and interacting basics*

Due to the rapid technological development and expansion of the Internet, online technologies have become an important communication channel and have also appeared in career counselling. For the counsellor, this means not only learning to communicate with online tools with the client but also summarizing the materials used, saving them, keeping a database of clients with their outputs and monitoring the solution of action plans. Therefore, it is necessary to become familiar with the basics of online communication, with advantages and disadvantages of synchronous and asynchronous career counselling, with the four basic functions of information technologies and the general framework of seven competencies – “The Seven C’s of digital career literacy”.



- *Overview of online communication tools*

A structured overview of online communication tools (synchronous, asynchronous, online marketing tools) will enable career counsellors to obtain the necessary information for the correct selection of online communication tools for the specified purpose.

- *Selecting the right communication tool*

The choice of a suitable tool depends on the role, objectives, target groups of career counselling, the technical possibilities and skills of the counsellor but also on the client, the number of clients involved (individual, group, mass) and the planned length of the counselling process. Therefore, it is important that the career counsellor knows the possibilities of individual tools and at the same time, especially in individual counselling, also takes into account the client's options and selects such online application that is also suitable for the client due to his/her needs, technical capabilities and digital skills.

- *Using digital communication tools: basics*

The content and forms of the counselling process depend on the needs and problems of clients. An essential part of career counselling is professional information (about oneself, the world of work, the labour market, about educational opportunities), the use of information databases in printed or digital form. Individual and group career counselling can be implemented through online tools of synchronous and asynchronous communication, taking into account the recommended techniques.

- *The importance of netiquette*

Respect for ethical rules in career counselling when working with a client should also be reflected in the digital space, independently from the chosen digital communication tool. It is important for a career counsellor that his/her online communication is clear, understandable, polite and professional, in line with netiquette, i.e., network etiquette.

- *Ethical principles and duties of career counsellors in offline and online counselling*

There are no significant differences between traditional and online career counselling in the field of ethical principles, but it is always beneficial to remind them. It is necessary for career counsellors to follow ethical principles in the performance of their activities.

- *Tips and advice for online counselling*

In this section, some important tips, tools and methods are presented to help career counsellors feel confident using online tools in individual and group career counselling.



5.1.3. Module 3. Sharing and Collaborating through digital technologies

In a labour market that is continuously subject to change, employees participate most optimally when they learn to anticipate and adapt to that continuous change. Anticipating change requires not only attention in the here and now, but also attention to the future and to what lies ahead.

This module aims to help adults develop their digital skills to increase their trust in using online coaching in their practice. Working online or hybrid is still unknown to many adult professionals but will rapidly become more and more important in the future. By coaching employees, career counsellors make an important contribution to the sustainable employability of the workforce. It is therefore important for them to keep up with technological developments and to include them in their repertoire when guiding clients (Barnes et al., 2020). At the same time, the work of career counsellors progresses more and more to technology supported ways of working. Which requires our personal development on the topic of technology. More specifically, in our work we are more and more inviting clients to connect through technology. We are creating video calls, are inviting clients to share documents, or we might be brainstorming with other professionals about client questions. Being able to select and use various sharing and collaboration tools is therefore a necessary technological competence for all career counsellors.

Integrating new digital technologies in the work of career counselling is more than adopting technological skills or understanding functionalities. It also requires the willingness of the career professional to accept the personal changes needed to adopt these technological competencies. (Barnes e.a., 2020).

After studying this module, the career counsellor should be able to:

After studying this module, the career counsellor should have developed their digital sharing and collaboration skills and thereby increased their trust in using online coaching in their own working environment. Besides adopting and integrating new digital technologies in their work of career counselling, the career counsellor is also willing to accept the personal changes needed to adopt these technological competencies, and to act accordingly.

Structure of the module

- *Developing digital literacy skills*



Being able to use a wide array of digital tools is important for career counsellors since their clients learn in different ways, making the use of specific digital tools more useful than others.

- *Basics of online sharing information*

This chapter deals with the aspects that have to be taken into consideration in choosing the most appropriate tool for online sharing information for the career counsellor and his client to use in any given situation.

- *Overview of online sharing tools*

In this chapter, an overview of the most used online sharing tools is being provided and discussed.

- *Basics of online collaboration*

This chapter deals with the aspects that have to be taken into consideration in choosing the most appropriate tool for online collaboration for the career counsellor and his client to use in any given situation.

- *Overview of online collaboration tools*

In this chapter, an overview of the most used online collaboration tools is being provided and discussed.

- *Overview of online collaboration planning tools*

In this chapter, an overview of the most used tools for planning online collaboration is being provided and discussed.

- *Selecting the right tool for online sharing or collaboration*

In this chapter, it is discussed what questions need to be answered in order to be able to choose the right online tool for sharing, collaboration or planning.

5.1.4. Module 4. Protecting Personal Data and Privacy

Confidence in information and communication technology services and systems is crucial for the digital society which we live in, but this confidence is not possible without privacy-enhancing tools and technologies, nor without risks management frameworks that guarantee privacy, data protection, and secure digital identities.

Moreover, everyone holds personal information about others. Each person's privacy thus critically depends on the interplay of multiple actors, so in an age of technology integration, this interdependence of data protection is becoming a major threat to privacy.



Many career counsellors who are not familiar with data security issues may not grasp how a simple slip-up on their part could lead to a data breach that exposes the personal data you are charged to protect.

Career counsellors have to have a broad and up-to-date knowledge which is impossible to have without the internet and digital communication technologies. This growing dependence on technology, however, also brings new forms of risks and exposure for citizens, economies and administrations, and has forced the necessity for data protection rights.

The module aims to provide knowledge and skills in assessing ideas, methods and procedures of personal data and privacy, social data security, the state of personal data, privacy and social data security and factors influencing it, be able to analyze the challenges of personal data security and be able to choose strategies and tactics for ensuring personal data security.

After studying this module, the career counsellor should be able to:

Having successfully assimilated the information and accomplished module requirements the career counsellor will demonstrate knowledge and skills in assessing ideas, methods and procedures of personal data and privacy, social data security, the state of personal data, privacy and social data security and factors influencing it. The career counsellor will be able to analyse the challenges of personal data security and choose strategies and tactics for ensuring personal data security.

E-career counsellor will understand and demonstrate the following knowledge and skills:

- the necessity for data protection and rights, principles of personal data protection of privacy on the Internet and online media;
- fundamentals of data protection and working remotely as well as ethics of information security and privacy;
- ability to follow European Union General Data Protection Regulation during the process of career counselling;
- ability to keep to interdependent peer protection that necessitates three hierarchical steps, “the 3Rs”: realise, recognize, and respect when dealing with the ones who are advised, have to be kept in mind;
- Ethics and principles of social contracts that are necessary to prevent breaches of interdependent privacy do apply to both career counsellor and coachee.

Structure of the module

- *Why is data protection needed?*

As an e-career counsellor you will ask your counselees to provide you with a certain amount of personal data which will be electronically recorded and kept on a database. You will have to inform the counselees that the information they will provide is the minimum necessary to deliver career advice and guidance.



- *Personal data*

Since 25 May 2018, the General Data Protection Regulation (**GDPR**) governs the processing of personal data within the European Union. Data privacy might not be your favourite subject, but complying with the rules is of utmost importance. This chapter deals with the aspects that have to be taken into consideration when working with counselees.

- *Understanding the 6 data protection principles of GDPR*

This chapter offers the information on the 6 data protection principles e-career counsellors must follow.

- *Ethical Framework for the Counselling Professions*

The chapter highlights fundamental values counselling professionals should follow.

- *Data protection*

Remote security principles, as well as the guidelines for secure connections when working remotely are discussed in this section.

- *Data privacy, ethics and protection*

The chapter highlights fundamentals of data privacy, ethics and protection counselling professionals should follow: sensitive data, data minimization and retention, due diligence for third party collaborators, as well as the right to be forgotten.

- *Privacy as a Social contract and data protection and privacy when working online*

Privacy as a social contract—or a mutually beneficial agreement within a community about how information is used and shared—is discussed in this chapter.

5.2. Pedagogical materials

The modules are independent in order to allow participants to focus on the topics they are interested in. The content is designed to be used individually, in e-learning courses or blended learning, as well as in face-to-face training.

Each module contains 1 video and text files and exercises related to the topics.

The scripts

The starting point of each video is the script. The writing work has been divided between all the project partners. We decided that the video should not last more than 3 or 3,5 minutes. To do so, the scripts must be one-page maximum, about 500 words. Authors of the scripts have been asked to do not copy and paste from the Internet and to really be sharp with their writing to be comprehensive and concise.



The videos

The videos convey useful information strictly related to the content of the Module to the learners. The visuals for the videos were created by LENO, based on scripts prepared by the partners. The partners prepared the audio file in their national language, which LENO inserted under the visual material.

Text files

The partnership has processed the learning material in text files, which is how most of the information is delivered. The text files also contain quiz questions and exercises to prepare for group work. Their content was described above.

Recommended readings

If a learner needs more information or wants to deepen their knowledge in a particular area, a collection of literature is available at the end of each module.

5.3. E-learning platform

This section is to help you feel at home with the way the e-platform works. COMPASS platform will help you to improve your online carrier counsellor competences.

Technical conditions

COMPASS e-platform is based on Moodle Learning Management System which is Open Source software. You can download the software onto your own web server or ask one of Moodle Partners to assist you. Anyone can adapt, extend or modify Moodle for both commercial and non-commercial projects without any licensing fees.

Moodle is web-based and so can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the Moodle platform is easily accessible and consistent across different web browsers and devices.

Committed to safeguarding data security and user privacy, security controls are constantly being updated and implemented in Moodle development processes and software to protect against unauthorised access, data loss and misuse. Moodle can be easily deployed on a private secure cloud or server for complete control.



However, you can also use other learning software than Moodle. You just have to make sure that it is accessible, easy to use and conveys the learning points well.

Registration of users

In order to access the course, you have to take a minute for registration. Follow the instructions in the part “digital training course” of the website: www.erasmus-compass.eu

If you are having trouble logging-in, you may be entering incorrect username or password. On the homepage, click on “Forgot your username and password?” below the Login button. To reset your password, fill in your login or email address. If the system finds it in the database, you will receive an email to your e-mail address you have in your profile. E-mail will contain instructions on how to successfully sign in. Once logged in, there is a possibility to change the password.

Platform

One of the desired functionalities of the COMPASS e-learning platform is also to be a platform for collaborative working including webinars. These shall provide for easy sharing and online discussion for dispersed learning groups with and without tutor input.

For this purpose, BigBlueButton – an open-source web conferencing system for online learning – is incorporated in the platform. Its goal is to enable teachers/trainers to live online classes, virtual office hours, and group collaboration with remote students. At the moment of the platform release (February 2023), BigBlueButton supports real-time sharing of slides (including whiteboard), audio, video, chat, emojis and screen. You can also record all content for later playback.

After having logged in on the landing page of the platform, learner can choose the language they can speak: German, English, French, Hungarian, Dutch, Slovakian.

On the landing page, you can also find a navigation toolbar:

Navigation

- My courses
- Site home
- Site pages
- My courses
- Browsing
- Interacting
- Sharing
- Protecting



For example, by clicking on the "My courses" button, the learner can see how he or she is doing in each module, how many %s they achieved of the learning material.

Learning material

On the landing page of the platform, you will immediately see 4 modules. Once you have chosen which module you want to deal with, you can access the online textbook by clicking on "Course". Learning can be interrupted and resumed at any time if your schedule requires it. The order in which the modules are processed is not specified. If the student is only interested in data protection, just click on the "Course" button in the "Protection" module.

Each module starts with a video. After having watched the video, you can scroll down to the pdf format and find the information in well-structured chapters. Each chapter includes quiz questions, "Self-reflection" questions and a "Preparation for the group session" part. In the "Further reading" section, learners are recommended literature, followed by the "Tips and advice" section. If the learner wishes to download the complete module in one document, they also have the option to do so. This is a great advantage if you want to learn offline, or if you want to have it readily available in your own library for later use. Scrolling down after the "Feedback" section, in the "Forum" section, the BigBlueButton is available with the protection room.

5.4. Pilot testing and evaluation of the training programme

In November and December, 2022, the COMPASS curriculum has been pilot tested by all project partners. In this evaluation report, the results of the piloting are presented.

The evaluation of the training programme took place by means of:

- a) Discussing the structure, contents and usability of the training programme during the group sessions
- b) A questionnaire evaluating the contents of each module and corresponding LMS
- c) A questionnaire evaluating the contents of each group session and the overall opinion regarding the module

The questionnaire related to the content of the module and the LMS consisted of 7 questions:

- 1. Which module did you test?
- 2. What is your opinion on the contents of the module (relevance, quality, completeness)
- 3. What are your suggestions for improvement?



4. What is your opinion of the contents of the learning platform (relevance, quality, accessibility)
5. What are your suggestions for improvement?
6. Will you use what you have learned in this module in your own professional work?
7. Which elements of the module will you use in your own professional work?

This questionnaire was sent to the pilot participants before the concluding group session was held.

The questionnaire related to the content of the group session and the overall impression regarding the module consisted of 6 questions:

1. Which module did you test?
2. Was the group session an online session or a face-to-face session?
3. What is your overall opinion on the group session held (structure, relevance, completeness)?
4. What are your suggestions for improvement?
5. What is your overall opinion regarding this module?
6. What are your suggestions for improvement?

This questionnaire was sent to the pilot participants after the concluding group session. Due to Covid restrictions, some group sessions were held online while others were held on site.

The evaluation was carried out amongst the 30 pilot participants, 6 by each partner country. Each partner piloted the module they themselves developed. Since Leno Consulting was responsible for video production instead of curriculum development, the contents of module 4 was being piloted in two partner countries (Germany and France).

Evaluation results regarding the modules and the LMS

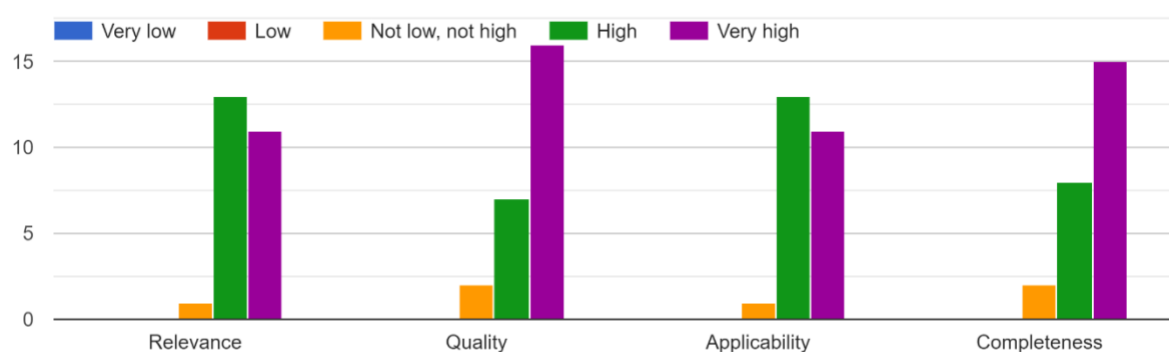
The curriculum

The pilot participants were asked to give their opinion on the relevance, quality, applicability and completeness of the curriculum. The participants were (very) positive on all aspects, especially regarding the aspects of quality and completeness of the contents. The curriculum was also considered to be highly relevant and applicable in practice.

Suggestions for improvement included the recommendation to include more videos and more case studies and practical exercises. Respondents were very positive on the way the curriculum was structured.



2. What is your opinion on the contents of the module? (relevance, quality, applicability, completeness)



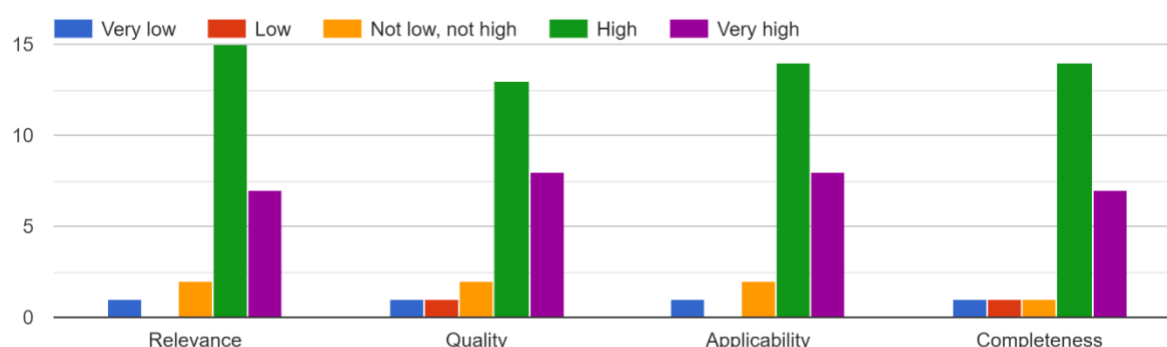
The learning platform

The pilot participants were also asked to give their opinion on the relevance, quality, applicability and completeness of the learning platform (LMS). The participants were positive on all aspects, although more experienced users of online platforms were less positive than pilot participants with lesser online experience.

Suggestions for improvement included the recommendation to improve the graphic design and the interactivity of the LMS. Regarding the latter, suggestions included the possibility to make the self reflection questions and quizzes interactive and to include interactive assignments in addition to the written materials. Another suggestion was to make the curriculum available online without using an underlying pdf-structure.



4. What is your opinion on the contents of the learning platform? (relevance, quality, applicability, completeness)

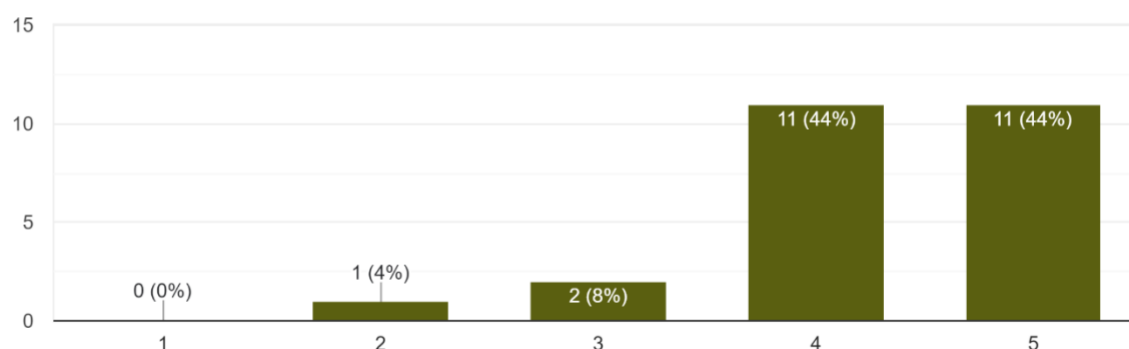


Relevance for daily practice

The pilot participants were also asked to indicate how relevant and useful both curriculum and LMS were for their job as career counsellor, as well as to give their opinion on the question whether they would use the contents of the modules in their professional work. This was done by using a 5-point Likert scale, with 1 being very negative and 5 being very positive. Of the 25 respondents, an overwhelming majority indicated that they were positive of very positive regarding both relevance and usefulness, and were planning to use the contents of the modules in their professional work. Especially the tips and advice sections, the contents regarding ethical principles, the recommendations in using online tools and the way the different online tools were being presented in the modules and integrated in the group sessions were considered to be very useful for their online counselling practice.

6. How relevant and helpful was the module for your job?

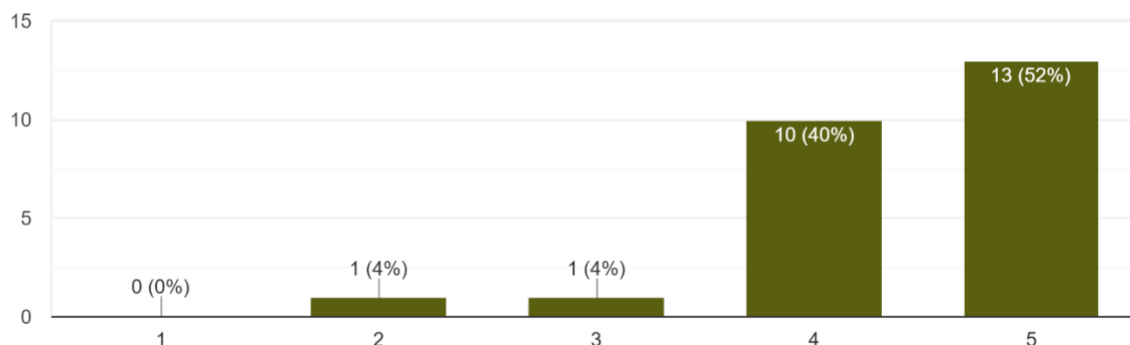
25 responses





7. Will you use what you have learned in this module in your professional work?

25 responses



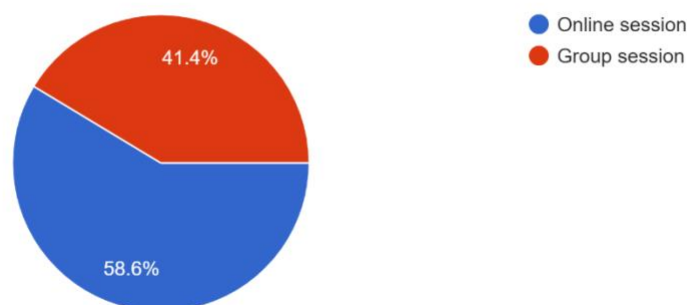
Evaluation results regarding the group sessions

Online session or group session

The questionnaire relating to the group sessions was filled in by 29 respondents. Almost 60% of the respondents followed an online group session, just over 40% followed a face-to-face group session.

2. Was the group session you attended an online session or a face-to-face session?

29 responses



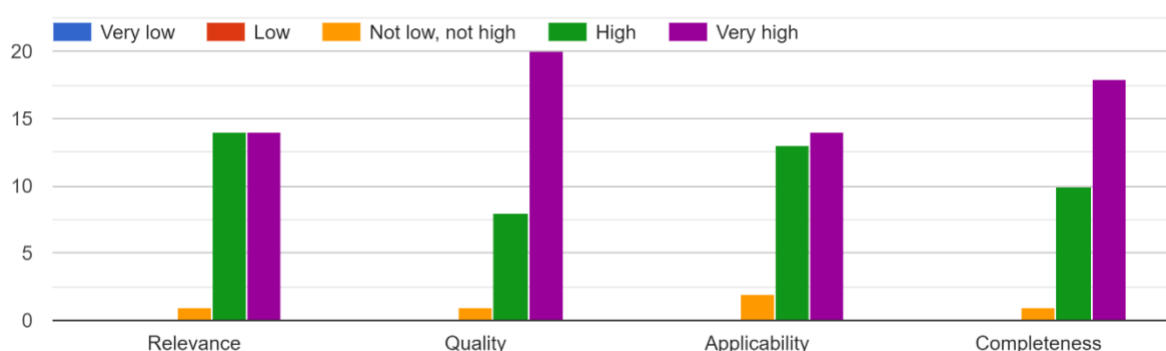
The group session

The pilot participants were asked to give their opinion on the relevance, quality, applicability and completeness of the group session. The participants were (very) positive on all aspects, especially regarding the aspects of quality and completeness of the group sessions. The sessions were also considered to be highly relevant and applicable in practice.



Suggestions for improvement included the recommendation to include more case studies and to take more time to work with practical exercises during the sessions. Another suggestion was to include more links to additional digital sources offering additional digital tools, for example possibilities to chat online. A final suggestion was to include more information in both curriculum and group sessions on how to use different online tools on different devices.

3. What is your opinion of the group session? (relevance, quality, applicability, completeness)

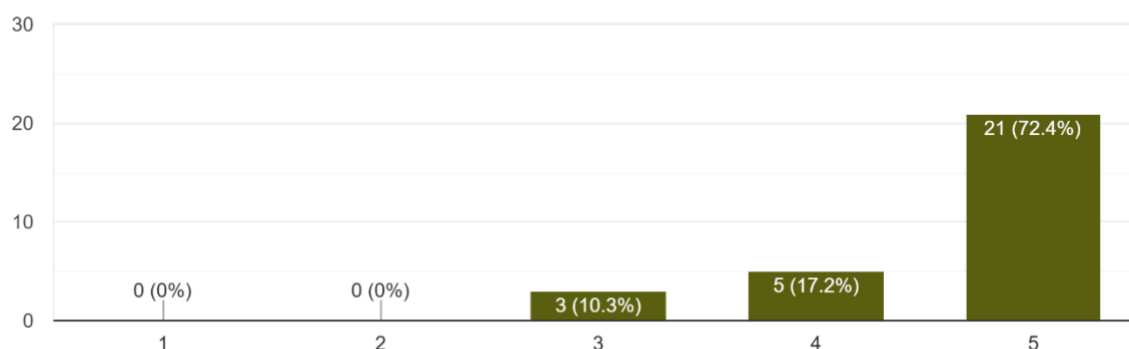


Overall conclusions

Finally, the pilot participants were asked to give their overall opinion on the curriculum. Of the 29 respondents, 90% were positive or very positive on the module they tested, of which almost 75% very positive. Suggestions for improvement considered mainly to improve the user friendliness and interactivity of the learning platform, and to include the materials with more short videos or visual fragments in addition to text.

5. What is your overall opinion on the module you tested?

29 responses





6. Recommendations

The idea for the application came about because the Covid-19 pandemic has presented the world with new challenges. Since then, the war and the economic recession have brought about new changes that the labour market has had to cope with.

Equipped with the right knowledge and skills, the counsellor can also carry out their task in the online space, which may include:

- managing information in terms of labour market, education system and sessions,
- individual counselling,
- group counselling,
- support of getting (and keeping) into employment (training) (e.g., coaching, mentoring),
- follow-up,
- networking and building network: providing feedback to the users, uploading career information sources,
- management, planning, assessment, development of service.

Each of the listed tasks can also be carried out in the form of e-career counselling, i.e. if the career counsellor chooses the online space as a channel. However, for career counsellors to meet the challenges, commonplace online literacy is not enough.

Therefore, we suggest the following:

The deepening of knowledge for professionals should not only mean knowledge of the labour market, psychology, communication, etc., but also how to operate safely in the online space, including the content developed in the COMPASS curriculum.

Some methods and tasks used within in face-to-face settings need to be adapted to be applied within the online space. Here we think for example of group training exercises that require physical tools (scissors, pen, etc.).

The training and further training of career counsellors should include the transfer of knowledge about online counselling.

The content of the curricula developed in the COMPASS project is considered as a minimum requirement for trainings/further trainings (in addition to the broad theoretical knowledge already acquired, and not pushing it into the background).

Later on, we propose to further expand the content of the curriculum developed in the COMPASS project, based on the outcomes of the questionnaire survey.



The list of competences for career counsellors should include the ability to provide e-counselling as well.

The effectiveness of e-career guidance depends not only on the human resources, but also on the quality of the technical background. We recommend that employers and professionals follow the new IT developments, both on the level of hardware and software as well.



7. Annexes

7.1. Annex 1. Questionnaire for career counsellors

Thank you for participating in the questionnaire survey for the project " E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services ".

This project is funded under the program Erasmus +, a Strategic Partnership for vocational education and training. The main objective of the project is to facilitate of digital counselling and competence development of professionals implementing career counselling by working out a new, innovative modular blended-learning training programme reflecting to the challenges of the 21st century.

The aim of this questionnaire is to analyse the current state of using digital tools in career guidance, to collect good practices initiatives regarding the use of digital tools in career counselling, on identifying the success factors and impact of these different tools in the career counselling process (technologies used and preferred by the career counsellors) and mapping areas, topics, needed skills and competences for "Modular blended-learning training program for career counsellors in the digital age".

Your valuable answers and suggestions allow us to improve existing forms, methods and content of counselling and training services.

1. Your sex:

Male	
Female	

2. Your age:

1	Below the age of 30 years	
2	Aged 31-40	
3	Aged 41-50	
4	Aged 51-60	
5	Older than 61 years	

3. How long have you been dealing with career counselling?

1	For less than 5 years	
2	For 6-10 years	
3	For 11-15 years	
4	For 16-20 years	
5	For more than 20 years	

4. A) In which area do you work as a career counsellor?



1	Elementary School	
2	Secondary school	
3	University	
4	Public sector (labour offices...)	
5	Private sector (counselling and HR consulting agencies, outplacement agencies, self-employed...)	
6	Non-governmental sector	
7	Other, please specify:	

4. B) Your status on the labour market:

Employee	
Self-employed	

5. What are the fields of your career counselling activity?

1	Career choices	
2	Orientation of career starting young people	
3	Finding or changing a job	
4	Change of profession	
5	Organizational development	
6	Recruitment	
7	Adaptation of employees in a new job position	
8	Sustainable employability / burn out prevention	
9	Other, please specify:	

6. A) What kind of change has pandemic brought about in your career counselling activity?

	Decreased	Did not change	Increased
The time span of provision of career counselling service?			
The duration of a session of career counselling?			

6. B) What kind of change has pandemic brought about in your career counselling activity?

	Yes	Sometimes	No
I suspended career counselling.			
I still provide personal counselling, keeping precautionary measures.			
Besides the personal one, the online format appeared.			



I have already implemented online career counselling even before the pandemic, but now it became more dominant.			
Currently I only hold online career counselling.			
There is no change in the ratio of personal and online career counselling			
I hold individual online career counselling			
I hold online group career counselling			
Other, please specify:			

7. If using digital tools, what type of digital tools do you use?

		Always	Occasionally	Never
A. Depending on modes of interaction and communication				
Asynchronous	Messaging (e-mail)			
	Discussion boards			
	Surveys and polls			
	Web logs (Blogs)			
	Web site links			
	Podcasts			
	Streaming audio/Streaming video			
	Social Media			
Synchronous	Chats Chat/Instant messaging			
	Web conferencing/Video conferencing			
	Audio conferencing			
	Messaging			
	Phone calls, audio calls			
	White boarding			
	Application sharing			
Depending on the type of tools				
Social media tools	Social networking (Facebook, LinkedIn, Google+,...)			
	Microblogging (Twitter, Tumblr,...)			
	Photo sharing (Instagram,			



	Snapchat, Pinterest,...)			
	Video sharing (YouTube, Facebook Live, Vimeo,...)			
Tools for time management, planning, collaboration, communication and support	Tools for Time planning and organization (Trello, Microsoft TO DO, Google Keep,...)			
	Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)			
	Online surveys and questionnaires (SurveyMonkey, Google Forms, Survio,.....)			
	Mind mapping (Coggle, Mindmeister, Bubbl,.....)			
	Websites			
	Applications			
	Other, please specify:			

8. If you hold online career counselling

	Always	Sometimes	Never
Have you had professional difficulties in the framework of online career counselling?			
Have you had technical difficulties in the framework of online career counselling?			
Did you attend a training that facilitated online career counselling?			

9. If you are self-employed, then do you have your own ...



	Yes	No
Website		
Social media (Facebook, LinkedIn....)		
Video sharing site (like vimeo, youtube etc)		
Video conferencing (like teams, zoom etc)		
Chat environment		
Online whiteboard		

10. In your opinion, what are those personal, methodological and social competences that you should develop in the framework of a training for the successfulness of online career counselling?

Competences of career counsellors		Very important	Important	Average important	Less important	Not important
Personal competences	Adaptability to a new situation					
	Flexibility					
	Independence					
	Creativity					
	Sense of initiative					
	Innovativeness					
	Ability to decide independently					
	Individual responsibility					
	Managing emotions					
	Change management					
	Enthusiasm					
	Endurance and resistance					
	Readiness to further develop personal growth and development attitude					
	Other, please specify:					
Methodical competences	Searching, retrieving, sorting, filtering information					
	Personal growth and development readiness					
	Effective behaviour in problem solving					
	Task and work planning					
	Systematic work					
	Work transparently					
	Time management					
	Organization of processes					
	Presentation techniques					



	Group moderation					
	Other, please specify:					
Social competences	Teamwork					
	ability to take responsibility in a group					
	Ability to assert oneself					
	Effective communication					
	Networking					
	Cooperative conflict solving					
	Respecting cultural diversity					
	Empathy					
	Ability to integrate others into a group					
	Other, please specify:					

11. Which digital competencies do you consider most important for career counselling?

Digital competences		Very important	Important	Average important	Less important	Not important
Handling information, data literacy	Browsing, searching and filtering data, information and digital content					
	Evaluating data, information and digital content					
	Managing data, information and digital content					
Communication and collaboration	Interacting through digital technologies					
	Sharing through digital technologies					
	Engaging in citizenship through digital technologies					
	Collaborating through digital technologies					
	Netiquette					
	Managing digital identity					
Digital content creation	Developing digital content					
	Integrating and re-elaborating digital content					



	To understand how copyright and licences apply					
	Programming					
Being safe and legal online	Protecting devices					
	Protecting personal data and privacy					
	Protecting health and well-being					
	Protecting the environment					
Problem solving	Solving technical problems					
	Identifying needs and technological responses					
	Creatively using digital technologies					
	Identifying digital competence gaps					

12. What advantages did the online form of career counselling have for you?



13. What advantages did the online form of career counselling have for the client?

14. In your opinion, what are the main challenges and limitations in providing online counselling?

15. How have you been tackling those challenges?



7.2. Annex 2. Example of the structure of the face to face session





BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT

Face to face session of the Modular blended-learning training programme
Module 1

COMPASS

E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services

2020-1-DE02-KA226-VET-007944



THIS PRESENTATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE ERASMUS+ PROGRAMME CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.

WELCOME AND AGENDA

1. Welcome and Agenda
2. Check-in and introduction of participants
3. Introduction (aims and learning outcomes, introduction video)
4. Exchanging learning and real-life experiences (group discussion, sub groups, plenary feedback)
5. Role play
6. Discussing implications for own guidance practice (group discussion, sub groups, plenary feedback)
7. Conclusions and wrap-off



2. CHECK-IN AND INTRODUCTION OF PARTICIPANTS

20 min

CHECK-IN OBJECTIVES

- participants become acquainted to each other (6 participants)
- creating a likeable and consensual atmosphere that will support us to achieve learning objectives

INTRODUCTION OF PARTICIPANTS

PAIR interview

- three pairs will be created
- one participant receives information about the other - 3 min/1 participant, 3x2=6 min

PLENARY PRESENTATION

- at the end, individual pairs present to the rest of the group, what they learned about each other in the range of 2 min/1 participant, 4 min/1 couple (4x3=12 min)

2. CHECK-IN AND INTRODUCTION OF PARTICIPANTS

10 min

EXPECTATIONS OF THE TRAINING PARTICIPANTS

The task of each participant is to share the answers in the group to the following questions within 2 minutes

- What do you expect from the training?
- When will you consider the training as the most beneficial?
- How do you want to contribute to the success of the training?
- Group Agreement



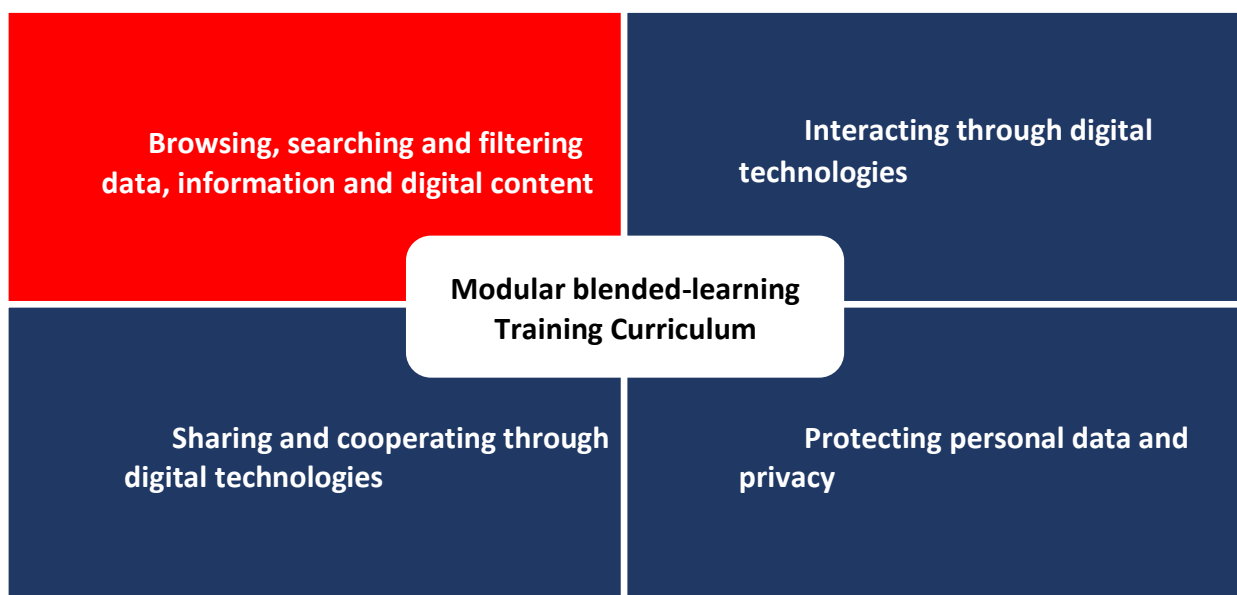
3. INTRODUCTION

15 min

- Career counselling services provided through online technologies are currently a developing field
- Online career counseling requires nevertheless career counselling skills as well as sufficient level of digital skills.
- Nowadays, it is essential that career counsellors receive permanent education and use innovative work methods.
- The curriculum supports career counsellors in strengthening their own digital coaching skills.
- COMPASS-curriculum blended-learning (online and face-to-face) modular programme
- In line with the European Qualifications Framework (EQF) at level 6

3. INTRODUCTION

(AIMS AND LEARNING OUTCOMES, INTRODUCTION VIDEO)





BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT

VIDEO

LEARNING OBJECTIVES OF THE MODULE 1

AFTER STUDYING THIS MODULE, YOU SHOULD BE ABLE TO:

1. Effectively browse, search and filter online information:

- accessing and searching for online information
- defining information needs
- finding relevant information
- efficiently selecting information sources
- navigating among online sources
- developing personal information strategies

LEARNING OBJECTIVES OF THE MODULE 1

AFTER STUDYING THIS MODULE, YOU SHOULD BE ABLE TO:

2. Assess the quality of information:

- critically collecting, processing, understanding and assessing of information
- applying of source criticism
- recognising non authentic sources and pseudo-scientific materials



4. EXCHANGING LEARNING AND REAL-LIFE EXPERIENCES (SUB GROUPS, PLENARY FEEDBACK)

25 min

Sub-group work (2 groups/3people):

10 min

Discussion on the real life experiences in online counselling according to the proposed questions (next slide)

Plenary feedback:

10 min

Presentation in large group, feedback

Proposed questions - the groups chooses one

1. Use Google to search on the Internet for online agencies and individuals providing career counselling. Which are the top 10 that you have found? If you were a client, would you contact any of these or would you look at the other results?
2. Make sure the pages you have found are safe. Specify your reasons!
3. Find a study or information related to career counselling and decide if it is reliable. Specify your reasons!
4. What was the last piece of fake news you encountered? Why do you think it was fake news?

5. ROLE PLAY

25 min

Number of participants: 1 client, 1 career counsellor, 1 observer

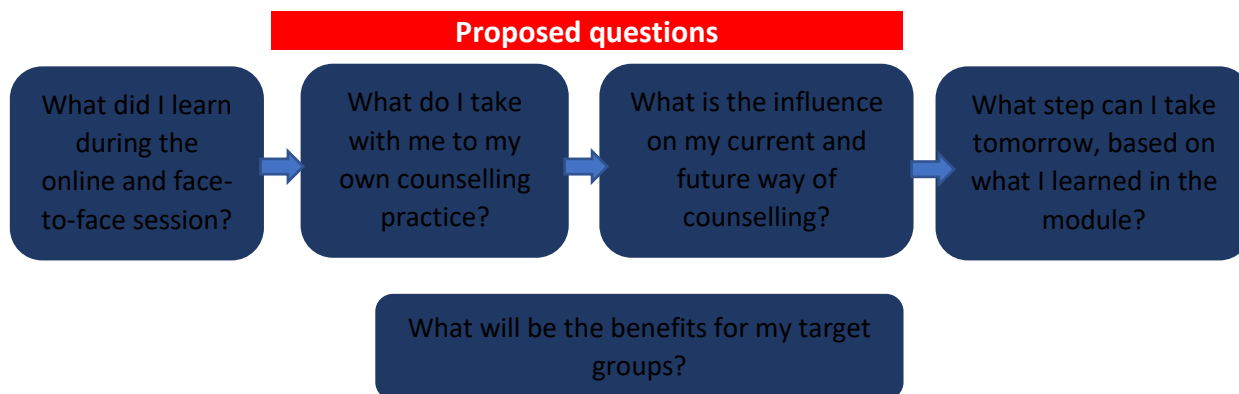
Case: the client is looking for a new place of residence online, in a location where they will also need a new job. Tell the client to gather information regarding all the necessary aspects on the Internet and improve the client's critical thinking.

At the end of the role play, all three participants reflect and evaluate the case.



6. DISCUSSING IMPLICATIONS FOR OWN GUIDANCE PRACTICE (GROUP DISCUSSION, SUB GROUPS, PLENARY FEEDBACK)

15 min



7. CONCLUSIONS AND WRAP-OFF

5 min

**WHAT FINAL REMARK WOULD YOU
LIKE TO SHARE WITH THE GROUP?**



THANK YOU FOR COOPERATING ON THIS SESSION





7.3. Annex 3. Structure of the training program



MODULES	LEARNING OBJECTIVES	EVALUATION	DURATION	CONTENT	MEDIA
1. Browsing, searching and filtering data, information and digital content	To know where and how to find and filter reliable and relevant digital contents for online counselling on the Web	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	1. Introduction	E-learning:
				2. Learning objective	Training Information
				3.1. Browsing & searching basics, how to filter: queries	introducing Video (3 or 4mn)
				3.2. Efficient browser use and google search	Text Book (e-learning)
				3.3. How does google work and why is it so efficient?	Web links
				3.4. Critical thinking	Referral to further sources
				3.5. Reliability of the expert	F-2-F
				4. Quiz	introducing Video (3 or 4mn)
				5. Take a moment for self-reflection	Interactive PPT
				6. Preparation for the group session	
				7. Reference materials / Suggestions for further reading	
				8. Tips and advice for online counselling	
				Annex 1. Quiz - answers	
2. Interacting through digital technologies	To know how to select and use the right communication digital tools according to your counselling needs	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	1. Introduction	E-learning:
				2. Learning objective	Training Information
				3.1. Communicating and interacting basics	introducing Video (3 or 4mn)
				3.2 Overview of online communication tools	Text Book (e-learning)
				3.3. Selecting the right communication tool	Web links



				3.4. Using digital communication tools: basics	Referral to further sources
				3.5. The importance of netiquette	F-2-F
				3.6. Ethical principles and duties of career counsellors in offline and online counselling	introducing Video (3 or 4mn)
				4. Quiz	
				5. Take a moment for self-reflection	
				6. Preparation for the group session	Interactive PPT
				7. Reference materials / Suggestions for further reading	
				8. Tips and advice for online counselling	
				Annex 1 Commonly used online synchronous communication tools in providing career counselling	
				Annex 2 Quiz - answers	
3. Sharing and collaborating through digital technologies	To know how to select and use the right sharing and collaborating digital tools according to your counselling needs	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	1. Introduction	E-learning:
				2. Learning objective	Training Information
				3.2 Developing digital literacy skills	
				3.3. Basics of online sharing information	introducing Video (3 or 4mn)
				3.4 Overview of online sharing tools	Text Book (e-learning)
				3.5 Basics of online collaboration	
				3.6 Overview of online collaboration planning tools	
				3.7 Overview of collaboration planning tools	
				3.8. Selecting and using the right sharing tools	Web links
				4.Quiz	Referral to further sources
				5. Take a moment for self-reflection	F-2-F



				6. Preparation for the group session	introducing Video (3 or 4mn)
				7. Reference materials / Suggestions for further reading	
				8. Tips and advice for online counselling	Interactive PPT
				Annex 1 Example: online collaboration using the Miro Whiteboard tool	
				Annex 2 Quiz - answers	
4. Protecting personal data and privacy	To understand the basics of GDPR EU regulation	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	1. Introduction	E-learning:
				2. Learning objective	Training Information
				3.1. The importance of data protection and privacy	introducing Video (3 or 4mn)
				3.2. Personal data	Text Book (e-learning)
				3.3. Understanding the 6 data protection principles of GDPR	Web links
				3.4. Data protection	Referral to further sources
				3.5. Data privacy, ethics and protection	
				3.6. Privacy as a Social contracts and data protection...	F-2-F
				4.Quiz	introducing Video (3 or 4mn)
				5. Take a moment for self-reflection	
				6. Preparation for the group session	Interactive PPT
				7. Reference materials / Suggestions for further reading	
				8. Tips and advice for online counselling	
				Annex	

