

Digital competences and new counselling approaches

for CGC professionals riding the wave of change

Jenny Schulz University of Applied Labour Studies, Germany

Jan Woldendorp Saxion University of Applied Sciences, Netherlands

Lea Ferrari & Teresa Maria Sgaramella University of Padova, Italy



Co-funded by
the European Union

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

Contents

- Introduction: CGC-DigiTrans project
- Digital Competences
- Workshop part I: Digital competences in counselling
- CGC-DigiTrans methodology
- Workshop part II: Transferring the Roundabout Methodology into praxis – based on case examples
- Workshop part III: Group discussion

The CGC-DigiTrans project



Erasmus+ project



Co-funded by
the European Union



September 2022 - August 2025



Objective: CGC-Roundabout method and piloting/evaluation



Outlook: Transfer into an HEI curriculum



Universität für
Weiterbildung
Krems



UNIVERSITÀ
DEGLI STUDI
DI PADOVA



SAXION
UNIVERSITY OF
APPLIED SCIENCES



digitransformation.net



Co-funded by
the European Union

Digital transformation



emergence of new, digital skills requirements

in existing or new professions

early identification important

danger of digital divide

Digital competences

- Skills, knowledge and attitudes
- Enable consumption, production and participation in digital environment
- By safe and critical use of ICT

Structuring digital competences

- Frameworks with digital competences as a part of a broader framework
 - Competence framework: Dondi, Klier, Panier und Schubert (2021)
 - Competence framework: Future Skills 2021 (Stifterverband für die deutsche Wissenschaft e.V., 2021)
 - Competence framework: OECD Learning Compass (OECD, 2019a; OECD, 2019b)
 - Competence framework: European skills and jobs (ESJ) survey included competence system (Cedefop, 2015)
 - Competence framework: DeSeCo (OECD, 2005)

Structuring digital competences

- Stand-alone digital competences frameworks
 - Digital Competence framework EU: DigComp 2.2 (Vuorikari, Kluzer & Punie, 2022)
 - Digital Competence framework JISC: Building Digital Capabilities (Jisc data analytics, 2022)
 - Digital Competence framework: Martínez-Bravo, Sádaba Chalezquer und Serrano-Puche (2021)
 - Digital Competence framework: Digital Skills Accelerator (Różewski et al., 2019)
 - Digital Competence framework: Health and Care Digital Capabilities (NHS, 2018)
- Other collections of digital competences
 - Curatelli et al. 2016

Criteria of the CGC-DigiTrans competence framework



Relevance for the world of
work

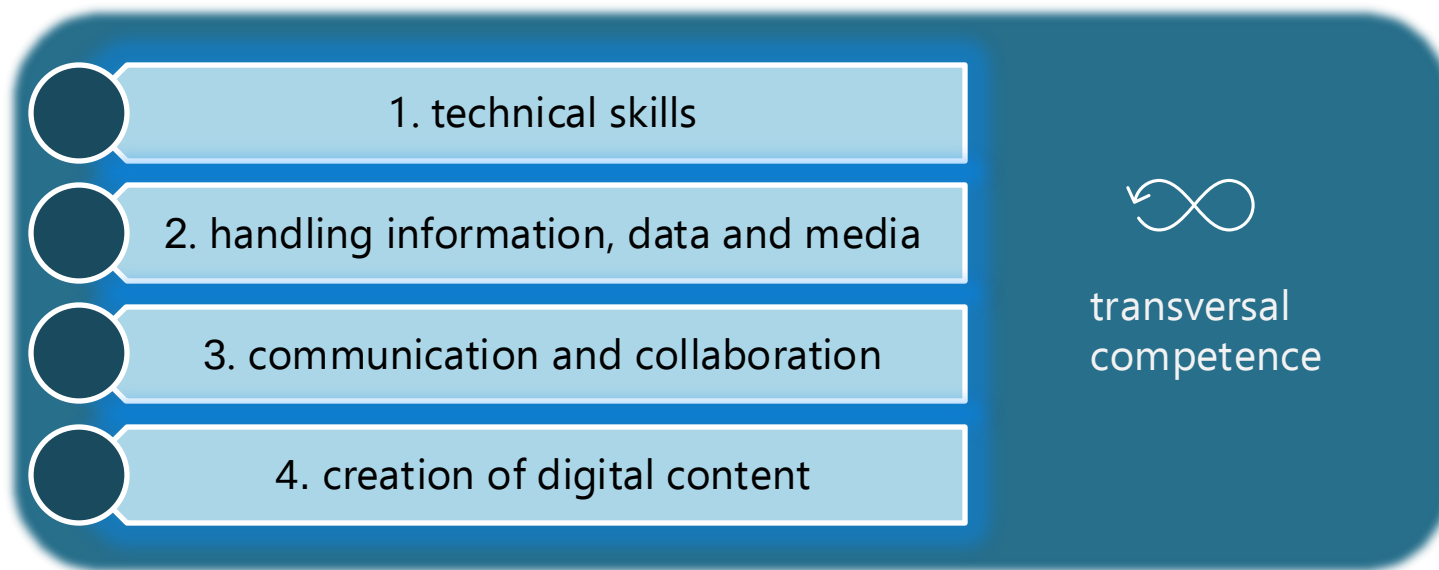


Conducive to the
transformation process



Learnability

CGC-DigiTrans Framework (1st level)



CGC-DigiTrans Framework (2nd level transversal)

- Creative, critical and future-orientated thinking
- Problem solving
- Psychological resilience
- Reflexivity
- Adaptability
- Digital security
- Digital Citizenship
- Digital learning and teaching
- Digital identity and well-being

Workshop part I (10 min)



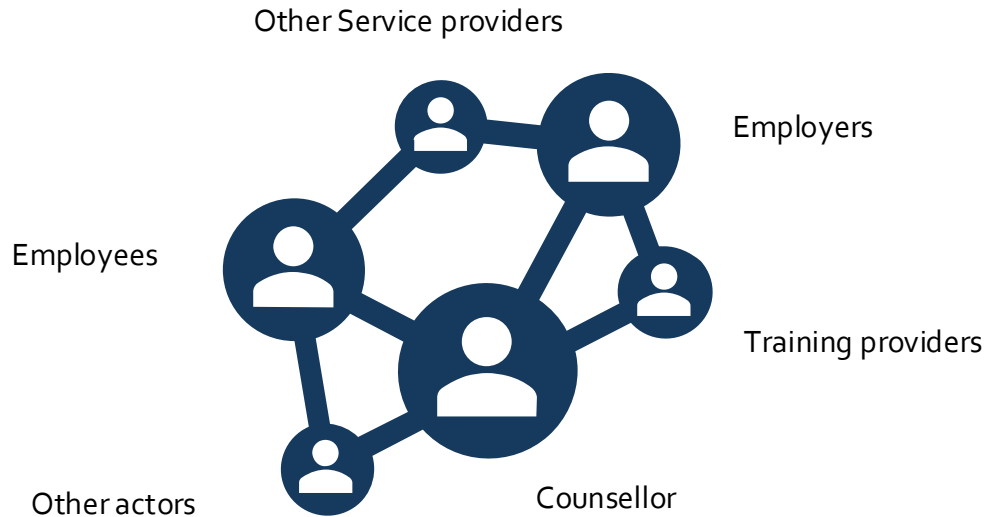
- Build 3 expert groups
- Discuss one of the following questions and prepare a short talk (max. 3 min.):
 - Group A: To what extent does the CGC-DigiTrans competence framework fit in with the current discourse on digital competences?
 - Group B: Does the CGC-DigiTrans competence framework need to be adapted to include the basic competences required to operate AI?
 - Group C: Which of the digital competences (CGC-DigiTrans framework) are particularly important for CGC professionals? Also give examples of application!

Theoretical foundation of CGC-Roundabout

The theoretical basis for the model includes various aspects:

- Network theory (e.g. Crosby & Bryson, 2005)
- Systemic counselling approaches (e.g. McMahon & Patton, 2021)
- Case management (e.g. Göckler & Jäger, 2014)
- HR concepts (e.g. Folarin, 2021; Piech, 2016)
- CGC concepts (e.g. Inkson & Elkin, 2008; Thomsen, 2012; Niles & Harris-Bowlsbey, 2013; Kang & Gottfredson, 2015)

CGC networking of relevant further training stakeholders



Goal: develop customised further training for digital competences

Video



PRESENTATION OF THE METHOD “ROUNABOUT”

January 2024 | Peter Weber & Jenny Schulz



Co-funded by
the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 2.0 Generic License](#)



digitransformation.net



CGC-DigiTrans

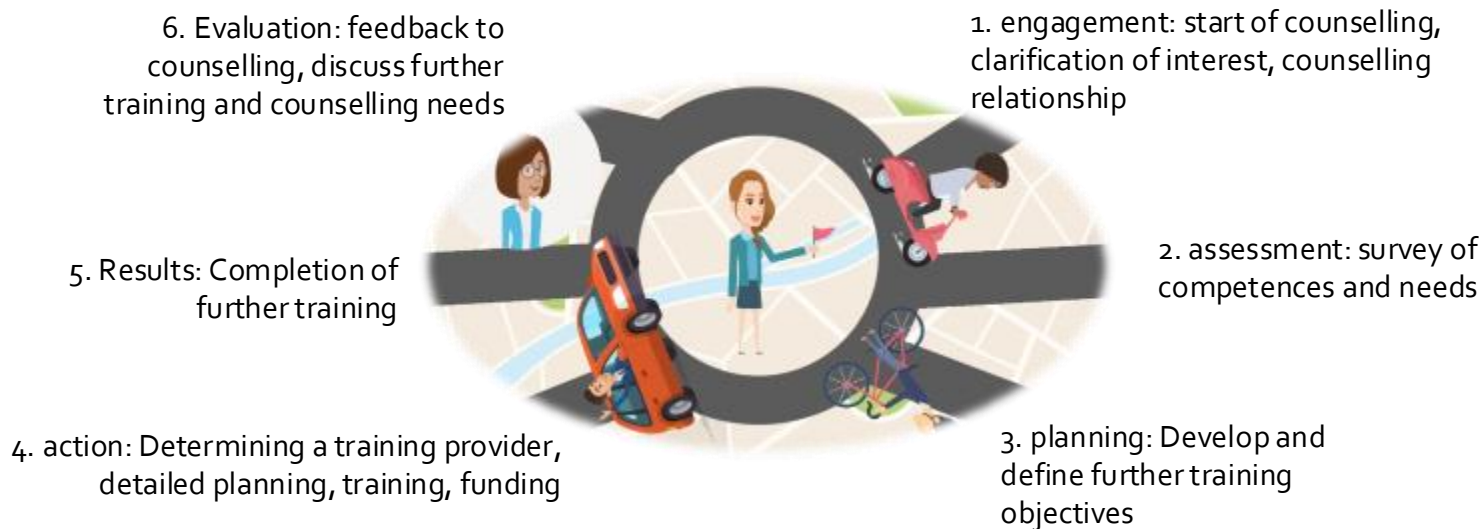
CGC-Roundabout for Digital Transformation



Counselling methodology for multi-actor counselling

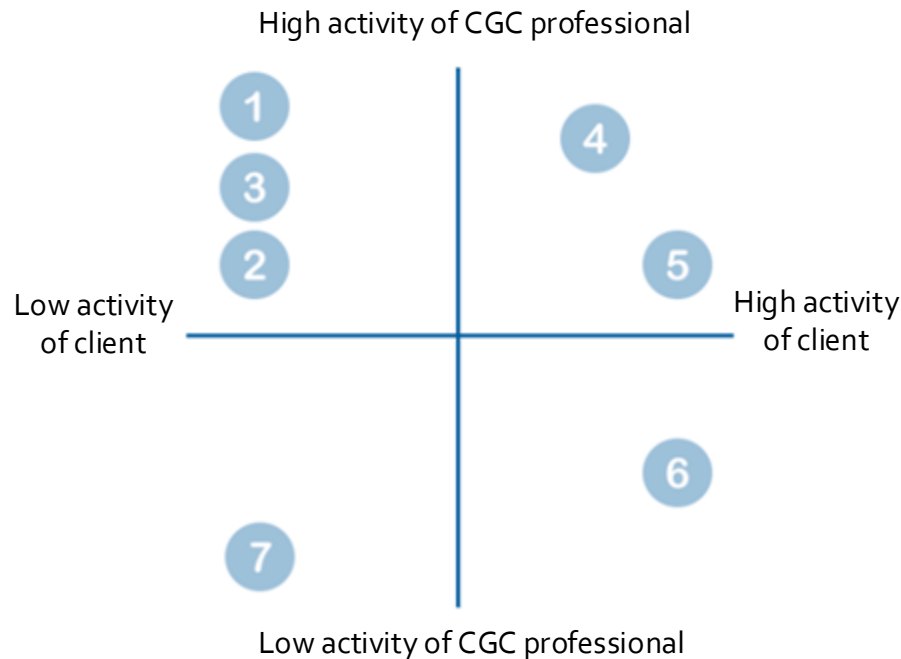
- Target group: Counsellors at PES, further education counsellors, HR counsellors
- 6 phases
- Learning helix (Kolb et al., 2000):
 - Learning at individual level
 - Learning at systemic level

CGC-Roundabout: Phases



Including other actors

- 1) Expert meeting
- 2) Networker meeting
- 3) CGC professional meets actor
- 4) Round table (CGC – client – actors)
- 5) Referral counselling plus
- 6) Referral counselling
- 7) Open questions remain unsolved



Introducing case examples

- **Julia:** 51 years old, 7 years of temporary contracts and low skilled jobs, contacts new guidance service to catch up with digital skills
- **Gerd:** 50 years old, over 32 years in a company, now workplace changes by new (digital) machines, but his competences are outdated, company engages CGC professional
- **Mr. E.:** Company owner who wants to update machines and the competences of employees, searches for counselling to support further training process

Workshop part II: Case examples

Case examples for the application of the CGC Roundabout

- We split in small groups
- Each group works with the case study „Julia“
- Read the case and then discuss
the questions with your group



Workshop part II

Case study for the application of the CGC Roundabout

- Read the case example. Use handout page 4 (6 phases).
- Divide the example into six sections. Assign the sections to the phases of the methodology (engagement, assessment, planning, action, results, evaluation).
- Elaborate for each phase which success factors (actions and attitudes of the counsellor) contribute to the success of the counselling process. Use the table on page 4 to fix your results.

Workshop part III: Group discussion

1. What are the advantages of involving several stakeholders in the counselling process?
2. What obstacles does the multi-actor-career-guidance face?
3. Which other network actors could be relevant regarding the assessment of digital competences and their further training?
4. What digital competences do counsellors need for the CGC-Roundabout method?

Thank you!



Co-funded by
the European Union

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



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 2.0 Generic License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

 digitransformation.net
 [CGC-DigiTrans](https://www.linkedin.com/company/cgc-digitrans)

Follow project news!



 digitransformation.net



LinkedIn  [CGC-DigiTrans](https://www.linkedin.com/company/cgc-digitrans)

Sources I

- CEDEFOP. (2014). . Terminology of European education and training policy (2nd Ed.). Luxembourg: Publication Office of the European Union.
- Cedefop. (2015). Skills, Qualifications and Jobs in the EU: The Making of a Perfect Match? Evidence from Cedefop's European Skills and Jobs Survey. Luxembourg: Publication Office of the European Union.
- Crosby, B. C., & Bryson, J. M. (2005). Leadership for the common good: Tackling public problems in a shared-power world (Vol. 264). John Wiley & Sons.
- Curtarelli, M., Gualtieri, V., Shater Jannati, M. & Donlevy, V. (2016). ICT for Work: Digital Skills in the Workplace. Brussels: European Commission.
- Dondi, M., Klier, J., Panier, F., & Schubert, J. (2021). Defining the skills citizens will need in the future world of work. McKinsey & Company. Retrieved from <https://comskills.co.uk/wp-content/uploads/2021/11/defining-the-skills-citizens-will-need-in-the-future-world-of-work.pdf> (2023 01-19)
- Folarin, K. (2021). The Future of Human Resources—Trends, Reflections and Strategies. European Journal of Human Resource, 5 (1), 1-19.
- Göckler, R. & Jäger, U. (2014). Case Management in der Beschäftigungsförderung: Das beschäftigungsorientierte Fallmanagement. In R. Göckler, M. Rübner, K.-H. P. Kohn, U. Jäger & M. Franck. (Hrsg.), Beschäftigungsorientiert beraten und vermitteln (pp. 303-349). Regensburg: Walhalla.
- Gutiérrez, A., & Tyner, K. (2012). Educación para los medios, alfabetización mediática y competencia digital. Comunicar, 38(19), 31-39.
- Inkson, K., and G. Elkin. 2008. Landscape with travellers: The context of careers in developed nations. In J. A. Athanasou & R. Van Esbroeck (Eds.), International handbook of career guidance (pp. 69–94). New York: Springer.
- Jisc data analytics. (2022). Building digital capabilities framework: The six elements defined. Bristol: Jisc data analytics. Retrieved from: https://repository.jisc.ac.uk/8846/1/2022_Jisc_BDC_Individual_Framework.pdf

Sources II

- Kang, Z., & Gottfredson, G. D. (2015). Environments: Diversity in theoretical foundations of career intervention. In P. J. Hartung, M. L. Savickas & B. W. Walsh (Eds.), *APA handbook of career intervention*. Vol. 1. Foundations (pp. 159-185). Washington, DC: American Psychological Association.
- Kolb, D. A., Rubin, I. M., & Osland, J. (2000). *Organizational Behavior: An Experiential Approach* (7th ed.). Pearson Education.
- Kumkar, N., & Schimank, U. (2021). Drei-Klassen-Gesellschaft? Bruch? Konfrontation? Eine Auseinandersetzung mit Andreas Reckwitz' Diagnose der »Spätmoderne«. *Leviathan*, 49(1), 7-32.
- Kumkar, N. C., Holubek-Schaum, S., Gottschall, K., Holstein, B., & Schimank, U. (2022). Die beharrliche Mitte—Wenn investive Statusarbeit funktioniert (p. 330). Springer Nature.
- Martínez-Bravo, M. C.; Sádaba Chalezquer, C.; Serrano-Puche, J. (2021). Meta-framework of digital literacy: comparative analysis of 21st-century skills frameworks. *Revista Latina de Comunicación Social*, 79, 76-110.
- McMahon, M., & Patton, W. (2021). Career development from a systems perspective: The Systems Theory Framework. In Metcalf G., Kijima K., & Deguchi H. (Eds.), *Handbook of Systems Sciences* (pp. 1405-1424). Singapore: Springer Singapore.
- NHS. (2018). A Health and Care Digital Capabilities Framework. <https://www.hee.nhs.uk/sites/default/files/documents/Digital%20Literacy%20Capability%20Framework%20018.pdf> (2023-01-19)
- Niles, S. G., & Harris-Bowlsbey, J. A. (2013). *Career development interventions in the 21st century* (4th edition). Upper Saddle River, NJ: Pearson Education.
- OECD. (2005). Defining and Selecting Key Competences (DESECO) <https://www.oecd.org/pisa/definition-selection-key-competencies> summary.pdf (2022-12-01)
- OECD. (2019a). Core Foundations for 2030. OECD Future of Education and Skills 2030 Conceptual learning framework. https://www.oecd.org/education/2030-project/teaching-and-learning/learning/core-foundations/Core_Foundations_for_2030_concept_note.pdf (2022-12-01).
- OECD. (2019b) OECD Learning Compass. https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass2030/OECD_Learning_Compass_2030_Concept_Note_Series.pdf (2022-12-01).
- Piech, S. (2016). Performance and Talent: Essentials of International Talent Development. In M. Zeuch (Ed.), *Handbook of Human Resources Management* (pp. 511-542). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Pollock, Meagan (2021). What is positionality?. Engineer Inclusion. <https://engineerinclusion.com/what-is-positionality/> (2021-03-27)
- Reckwitz, A. (2020). The society of singularities. Suhrkamp.
- Reckwitz, A. (2022). The Society of Singularities—10 Theses. *Analyse und Kritik*, 44(2), 269-278. https://www.analyse-und-kritik.net/Dateien/63887ca26e4f4_the_society_of_singularities.pdf

Sources III

- Różewski, P., Kieruzel, M., Lipczyński, T., Prys, M., Sicilia, M.-A., García-Barriocanal, E., Sánchez-Alonso, S., Hamill, C., Royo, C. & Uras, F. (2019). Concept of expert system for creation of personalized, digital skills learning pathway. *Procedia Computer Science*, (159), 2304-2312. <https://doi.org/10.1016/j.procs.2019.09.405>
- Stark, M. & Schulz, J. (2024). Roundabout Methode. Wie gelingt der Einbezug mehrerer Akteur*innen in die Beratung? DigiTrans Learning Community Session 1. Retrieved from https://www.linkedin.com/posts/cgc-digitrans_szenarien-in-der-multi-akteurs-beratung-activity-7226954181239050241-533t?utm_source=share&utm_medium=member_desktop
- Stifterverband für die Deutsche Wissenschaft e.V. (Hrsg.) (2021). Future Skills 2021: 21 Kompetenzen für eine Welt im Wandel. Diskussionspapier Nr. 3. <https://www.stifterverband.org/download/file/fid/10547> (2023-01-19)
- Thomsen, R. (2012). Career guidance in communities. Aarhus: Aarhus University Press.
- Weber, P. & Schulz, J. (2024). Process Model "Roundabout for Digital Transformation". In Weber P., Schulz J. Ferrari, L., Sgaramella T.M., Stark, M., Trotta, D., Woldendorp, J., & Zuanetti F., CGC Roundabout Methodology. CGC-DigiTrans Project (p. 32-55). <https://digitransformation.net/handbook/> (2024-01-31)
- Vuorikari, R., Kluzer, S. & Punie, Y. (2022). DigComp2.2: The Digital Competence Framework for Citizens. Luxembourg: Publications Office of the European Union.
- Weber P., Schulz J. Ferrari, L., Sgaramella T.M., Stark, M., Trotta, D., Woldendorp, J., & Zuanetti F. (2024). CGC Roundabout Methodology. CGC-DigiTrans Project. <https://digitransformation.net/handbook/> (2024-01-31)
- Weber P. & Schulz J. (2023). CGC-DigiTrans Report. CGC - Roundabouts for Digital Transformation. Professional Guidance & Counselling (CGC) in Multi-Actor-Networks. CGC Digi-Trans Project. <https://digitransformation.net/report/> (2024-01-31)
- Woldendorp, J., Ferrari, L., Sgaramella, T. M., & Weber, P. (2024). Theoretical Sources and Foundations. ". In Weber P., Schulz J. Ferrari, L., Sgaramella T.M., Stark, M., Trotta, D., Woldendorp, J., & Zuanetti F., CGC Roundabout Methodology. CGC-DigiTrans Project (p. 7-18). <https://digitransformation.net/handbook/> (2024-01-31)