

# Keyway Map of Impacts of Academic and Career Guidance

## Group Session with Experts: Feedback Summary



Co-funded by the  
Erasmus+ Programme  
of the European Union



This publication was prepared by ISON PSYCHOMETRICA within the framework of the Keyway Project.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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## I. Introduction

The aim of O1 is to define the diverse impact areas of academic and career guidance actions in the lives of citizens. Furthermore, the Project intends to analyze and place the impacts/outcomes into the appropriate categories and provide an Impact Map.

In order to create the Keyway impact map of guidance services, the partnership after having collected existing studies on guidance, in a brainstorming session evaluated the most important and relevant impact to be included in the conceptual map, which were further discussed in personal interviews with 3 experts in each country.

The next step for each partner was to organize a group session with 4-6 experts to review the proposed impact map. The methodology that will be used with experts is the Nominal group technique (NGT), which is a structured type of small-group discussion technique in order to reach consensus.

NGT gathers information by asking individuals to respond to questions posed by a moderator, and then asking participants to prioritize the ideas or suggestions of all group members. The methodology prevents domination of the discussion by only one participant and results in a prioritization of recommendations from the group.

The experts answered questions regarding the Impact of Guidance, taking into consideration the proposed Impact Map and the results of the interviews with the experts, making changes, adding outcomes, proposing new ideas.

## II. Organisation of interviews

### I. Participants

In the groups organized by the partners 16 experts participated.

1. **Faidon Stratos**: "Institute of Career Guidance and Counseling" – private NGO
2. **Gaitanis Dimitris**: National Organisation for the Certification of Qualifications & Vocational Guidance
3. **Krassas Stelios**: Career Counsellor – Director of Primary School-Ministry of Education
4. **Kakaroglou Aggeliki**: Freelancer career counselor
5. **Salvador Aviá**: Head of the guidance and counselling area to the people. City council of Badia del Vallès. **MIREIA MARTÍNEZ**: Education officer-manager of guiding projects. Diputació de Barcelona.
6. **Mercé Gómez**: Career guiding and counsellor. Nau.
7. **Anna Rossell**: Career guiding and counsellor (free-lance).
8. **Pilar Martín**: Career guidance at a secondary school in Cornellà and as a free-lance (career counsellor and guiding).
9. **Raffaella Nervi**: Piemonte Region
10. **Francesco Marcigliano**: LAB Agenzia Lavoro Apprendimento Basilicata (Agency for Education and Employment in Basilicata Region)
11. **Alice Barbieri**: ALFA Liguria Region
12. **Carmen Colangelo**: University of Foggia
13. **Gaetano Martorano**: counselor for ANPAL (National Agency for Employment policies)
14. **Concetta Fonzo**: Euroguidance INAPP (National Institute of Public Policy Analysis)
15. **Prof. Dr. Stefan Höft**: University of Applied Labour Studies (Mannheim, Germany).
16. **Dr. Istvan Kiss**: University of Applied Labour Studies (Mannheim, Germany).

## **II. Session agenda**

The agenda of group sessions was organised as following:

- Explanation of the scope of the group session (agreement on the best form of the Impact Map)
- Presentation the Impact Map and the feedback from the interviews (and how we came up to this Map).
  - Application of the Nominal Technique Group methodology:
  - Posing the question: Which are the main categories of impacts of career guidance? Which impacts are the most important in each category?
  - Each team member silently thinks of and writes down as many ideas as possible in a set period of time (5 to 10 minutes).
  - Each member in turn states aloud one idea. Facilitator records it on the flipchart.
  - Discussion of each idea in turn.
  - Prioritizing the ideas: each person evaluate the ideas and vote for the best ones (for example, the best idea gets 5 Points, next best 4 Points, etc). The numbers each solution receives are totalled, and the solution with the highest (i.e. most favoured) total ranking is selected as the final decision.
- Conclusion and closing of the session

### III. Feedback

Regarding the answers of the experts, following the Nominal Technique Group, the results of the group sessions are the following

#### **1. Question 1: Which are the main categories of impacts of career guidance?**

Among the four partners, there was common agreement on 2 main areas,:

- Individual (micro level)
- Societal (macro level)

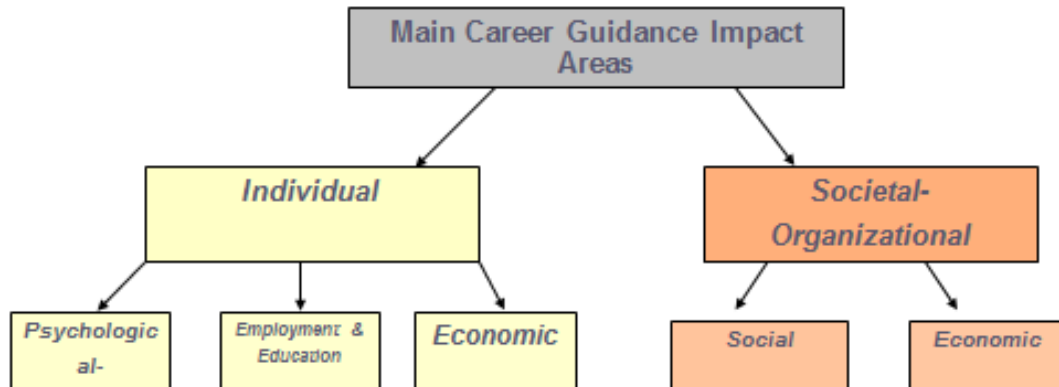


This new redistribution of the areas and subareas of the map was agreed taking into account the agreements made in the session, both from the interviewed expert suggestions and the new ideas proposed. Two broad levels of impact were differentiated: the micro level centered on the individual aspects (the main aim of the guidance services) and the macro level that comprises all the societal at different sublevels (organizations, local, regional, and national).

Apart from those 2 main areas, the Italian expert group suggested additionally the area of education and training system, whereas the German group added the areas of competence, employment, education and economical.

Each main area is divided in further sub-levels:

For **greek group** the proposal is the following:



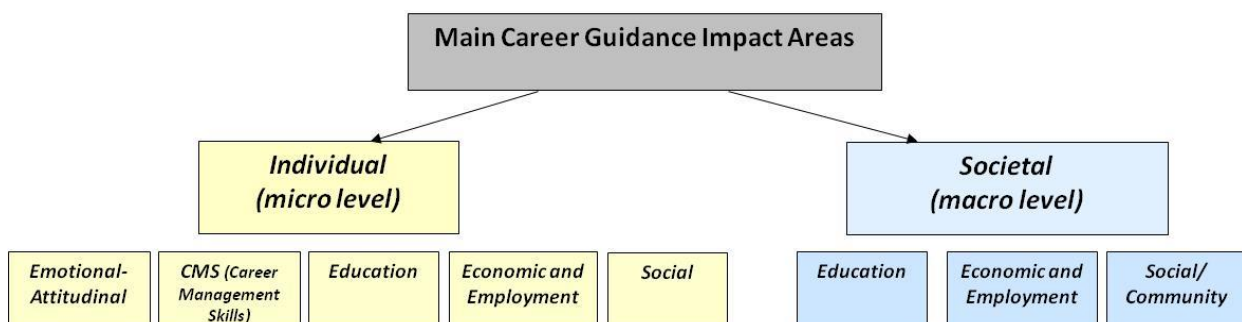
**Personal/ Individual:**

- Psychological (including Emotions/Competence)
- Education/ Employment
- Economic

**Societal/ Organisational:**

- Social
- Economic

For **spanish group** the proposal is the following:





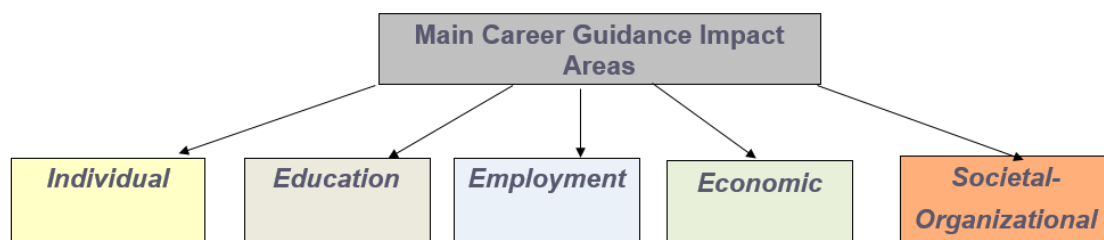
**Personal:**

- Emotional- Attitudinal
- CMS
- Education
- Economic & Employment
- Social

**Societal:**

- Education
- Economic & Employment
- Social – Community

For **italian group** the proposal is the following:



**2. Question 2: Which impacts are the most important in each category?**

The most important answers that were given from the experts are the following:

**Greek group:**

**A. Personal**

*a. Psychological:*

- Career Management Skills: Self-Knowledge, Decision making, Job hunting skills, Labour Knowledge
- Access to information
- Self-confidence
- Self-esteem
- Satisfaction
- Clearance of goals
- Motivation
- Setting goals
- Time management

*b. Employment & Education:*

- Employability
- Selection of the appropriate course
- Information on employment and education
- Less drop outs
- Find job
- Awareness of new options
- Better labor knowledge
- Participation and commitment of students

c. *Economic:*

- Financial status of the person
- Saving cost from wrong for family budget

**B. *Societal – Organizational***

a. *Social:*

- Job satisfaction
- Greater access in education and training
- Higher skills levels
- Better relationships in the organization
- Engagement
- Better utilization of workforce
- Flexible workforce
- Improved job tenure

b. *Economic*

- Cost saving by effective job placement
- Less drop-outs
- Improved productivity
- Less public costs from drop outs

**Spanish group:**

**A. *Individual area***

a. *Emotional and attitudinal:*

- Positive attitude or coping skills to face studies, work,..
- Adaptability.
- Self-esteem.
- Empowerment.
- Pro-activity.

*b. Career Management Skills:*

- The identification of talent/accomplishment.
- Self-knowledge.
- Agreement with some of the impacts of the “Competence component” of the original map: networking, access to information and use of information, better coping with transitions (more from an emotional perspective).
- To group the basic competences.

*c. Education:*

- Continue with the studies, in particular the post-obligatory studies.
- Lifelong Training/Learning/Education.
- Coherence of the learning itinerary with the life project.

*d. Economic and employment:*

- Coherence between the labour/employment itinerary and the life project.
- Knowledge of the labour market.
- To find a job or be employed.

*e. Social:*

- To feel worthwhile in the community as a person.
- To provide value to the community (level of participation in the community).
- Social inclusion (integration of the person- special attention on the disadvantaged).
- To create and extent the network.
- Family (different conditionings of the family depending on the age of the individual)
- Decrease gender inequalities.

**B. Societal - Macro level area**

*a. Education:*

- Diminish inequities.
- Lower rate of Early School Leaving (ESL).
- To enhance the value of all the education and training offer (in particular the Vocational Training).
- To promote lifelong Learning.

*b. Economic and employment:*

- Lower rates of unemployment.
- Shorter unemployment periods.
- Better use of workforce.
- Cost saving by effective job placement.
- International mobility.
- Less public costs from drop-outs and ESL from education.
- Alignment of labour demand and supply.

*c. Social/community:*

- More critical spirit/thinking.
- More equity (decrease of social inequities)
- Inclusion.
- Greater access to education and training.

**Italian group:**

**A. Individual**

- Self-awareness
- Self esteem
- Resilience
- Optimism
- Networking

- CMS
- Decision-making ability
- Problem solving
- Emotional control
- Curiosity
- Communication

**B. Education**

- Better school performance
- Less drop-outs
- More qualifications and access to higher education levels
- Better transition from school to university and professional training
- Better school-work transition

**C. Employment**

- Better employability
- Higher engagement
- Better matching between supply and demand of work
- Organizational and working well-being
- More productivity

**D. Economic**

- Less dispersion
- Better matching between supply and demand of work
- Less unemployment
- More productivity
- Improvement of wages
- Reconciling life/work times
- Less illegal work
- More effective job search
- Entrepreneurship

**E. Societal**

- Better living conditions and social welfare
- Social inclusion
- Minor risk of poverty
- Minor school and training drop out
- Less illegal work

**German group:****A. Individual area**

- Individual needs
- Personality
- Self-esteem
- Self-efficacy
- Self-awareness
- Control emotions
- Hopefulness
- Career expectations
- Set out/establish realistic goals according to the needs, preferences, interests of the client

**B. Competence area**

- Decision making ability
- Time management
- Solve problems
- Self-organization...
- Information Management Skills (labor market, job searching offers, education opportunities...)
- Career Management Skills (CMS)
- Career adaptability
- Strengths and weaknesses
- Transferability of competencies

**C. Education**

- Further qualifications
- Initial/further training
- Transitions (education-work)
- Career learning

**D. Employment**

- Increase employability
- Reduce unemployment
- Organizational and working Well-being
- Controlling effects ("Examples of best practices"/Research Projects: BET-U25 for persons under 25 from secondary level & BET-Ue25 for adults in reorientation phases)
- INBeratung: Innovative advice to improve the participation of older people in work and social life
- Reinsertion into the labor market
- Insertion of adult people into the labor market, people with disabilities, handicap...
- Matching (supply-demand)

**E. Economical**

- Improvement of wages
- Support entrepreneurship
- Reduce unemployment
- Increase Productivity
- Cost saving (effective job placement)

**F. Societal**

- Social inclusion
- Well-being



### 3. *Points for discussion*

Taking into account the results from the groups in Barcelona and Greece, there should be further discussed the following points:

Regarding the **Individual sub area**:

- Psychological category includes “Emotional” and “CMS” or there should be 2 separate categories?
- Employment and Education: in one category or should we separate them?
- Economic an employment: in one category or should we separate them?
- Social: Should we include this category or not, taking into consideration that there is no clear and measurable evidence for these impacts

Regarding the **Societal sub area**:

- Economic should include also employment?
- Social is a common sub area, but for the greek group it includes also education and employment
- Education is a separate category or gets into Social?

Furthermore, the next step to be made is to define which of the impacts are important to be kept and categorized into each sub area. The selection could be made using the following data:

**Individual sub area:**

*Psychological* (including also CMS and emotional):

- Positive attitude or coping skills to face studies, work
- Adaptability.
- Self-esteem.
- Empowerment.

- Pro-activity.
- Leadership
- Career Management Skills: Self-Knowledge, Decision making, Job hunting skills, Labour Knowledge, Time management, Information on job/studies
- Self-confidence
- Satisfaction
- Clearance of goals
- Motivation
- Setting goal

*Education :*

- Continue with the studies, in particular the post-obligatory studies.
- Lifelong Training/Learning/Education.
- Coherence of the learning itinerary with the life project
- Selection of the appropriate course
- Information on employment and education
- Less drop outs
- Awareness of new options
- Better labor knowledge
- Participation and commitment of students

*Employment and Economic :*

- Employability
- Information on employment and education
- Less drop outs
- Awareness of new options
- Cost saving by effective job placement
- Improved productivity

## **Societal sub area:**

### *Economic:*

- Shorter unemployment periods.
- Lower rates of unemployment.
- Better use of workforce.
- Cost saving by effective job placement.
- International mobility.
- Less public costs from drop-outs and ESL from education.
- Alignment of labour demand and supply.
- Improved productivity
- Less public costs from drop outs

### *Social* (including as well education and employment)

- Job satisfaction
- Higher skills levels
- Better relationships in the organization
- Engagement
- Better utilization of workforce
- Flexible workforce
- Improved job tenure
- More critical spirit/thinking.
- More equity (decrease of social inequities)
- Greater access in education and training
- Diminish inequities.
- Lower rate of Early School Leaving (ESL).

## **Other points:**

- Equity: indirect effect of CG (psycho-social category)
- Private consulting CGC (satisfaction of the client, control personal goals...)
- Personal VS. Global sectors

- Counselling activities (individual is the focus) Vs. amount of funding (i.e. Federal Campaign)
- Kind of Counselling (face to face; online sources; small/large group/one by one...)
- Kind of model description (Guiding intervention) (Guidance models)
- Kind of institution (public/private sector; (Academic) Guidance Services from HEI/Schools/VET...; Career Guidance Services from PES.../ Employment Agencies (BA)...
- Target group (clients) recipients of the guiding action (students, adults, youth, refugees, immigrants, jobseekers ...)
- Talent Management Program (HRD): personal, instrumental competencies for the organization...
- Meta-analysis (pre-posttest): quality measurement: controlling aspects easier measure indicators for data collection database
- Leadership (competence?); Reduction of "offending" behavior (?); Change of workplace awareness of new...(?)