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HANDBOOK ON CAREER GUIDANCE AND COUNSELLING

(CAREER COUNSELLING STEPS AND
SET UP OF CAREER COUNSELLING
SERVICES)

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1. THIS THIS HANDBOOK

This handbook is written in a way that is practical for developing, implementing and evaluating career counselling services and is intended to be a guide for starting a career-counselling centre within a post-secondary setting, to strengthen their services to students or strengthen the capacities of the regional centres for employment. The ideas contained in this handbook are relevant to both young and older adults, which may also be adapted to other settings such as secondary schools and community agencies that focus on assisting people with career concerns.

The handbook is developed in close coordination with the Organization of Career Counsellors of Kosovo, and finally the handbook will be handed over to this organization in order to ensure quality services built on staff performance and skills/competencies.

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2. WHAT IS CAREER GUIDANCE AND COUNSELLING?

Career

Career can be briefly defined as the path of an individual during his education and work. In the past, it was normal for an individual to choose only one profession for his lifetime, for instance driver, cashier, waiter etc. Due to the rapid changes in the labour market, this is not possible anymore. People were supposed to change their working places and professions more often. Because of this, the term profession has become very static to be used for career orientation and is replaced with the term career which describes the path of an individual during the process of learning and work.

The notion of career has changed with time. If once career was a synonym for the individual progress in the organizational hierarchy or in one profession, today it is a term that describes the path of learning and the path of work of an individual. And it is not one term which is exclusive for the most successful individuals (managers, singers, athletes etc.) but it refers to all adult individuals but also to students. Today, everybody has a career. The periods of education, capacity building, unemployment, and maternity leave are phases in one person's career.

Career development

Career development (in the context of career orientation) is a lifelong process which involves the management of learning, work and transition in order to advance and head towards a determined individual future developed personally. The career development is the individual managed by the individual.

Career orientation

Career orientation is a set of processes drafted to enable the individuals to make informed choices and transitions for learning and work.

Career orientation refers to the activities of formal orientation which are offered mainly by the organization or institutions (please check the part about Institutions that offer career orientation services), finances by the public budget.

Lifelong career orientation

This term is mainly used in the documents of the EU and in the national policy papers. After 2004, the adjective lifelong has been added to the traditional expression career orientation.

The EU Resolution on Orientation defines career orientation as follows: In the context of lifelong learning, orientation refers to a set of activities that enable the citizens of any age and in every phase of their lives to identify the capacities, competencies and their interests in order to make decisions on education, capacity building and professional and to manage the individual paths in education, work and other fields where these capacities and competencies are learned and used. Examples of the activities and providers of services are included in the resolution: Examples of such activities involve providing information and counselling, counselling, evaluation of competences, guiding, support, teaching skills, decision making and career management skills. In order to avoid ambiguity since a variety of terms are in use in the Member countries which describe the involved services in these activities including education orientation, professional or in a

career, orientation and counselling, professional orientation / counselling services etc., the term “orientation” is used in this text to identify some or all shapes of service and the Member countries should interpret the term as they refer to the respective service in their countries.

3. BACKGROUND

The current provision of career guidance services in Kosovo can be considered as embryonic and very modest, considerably behind if compared to EU or even some neighbouring countries in South-East Europe. These services are being established within education institutions (at Higher Education-HEPs and Vocational Education Training Schools VETs) and at the institutions providing Job Matching Services (Public Employment Services-PES and on-line job portals). The scope and scale of guidance services provided by these actors are currently too weak to address a substantial number of beneficiaries in an effective way; therefore the number of pupils/students and jobseekers having career guidance services is limited.

There are, however, several pilot initiatives There are, however, several pilot initiatives for Career Guidance and Counselling undertaken in Kosovo over last decade by Higher Education Providers, VET schools VET schools, Public Employment Services, and private job portals.

However, the key challenge for these market players is to develop career guidance services that are relevant, integrated and cost-effective; which requires staff development to support service delivery (well trained guidance staff). The trainings provided so far to guidance practitioners from employment and education sector is far from being sufficient far from being sufficient for providing quality services, and potential synergies between them remain underutilized. Moreover there are no clear entry requirements or competence criteria for the guidance profession like it is regulated in other EU countries. In addition In addition, guidance practitioners should become well acquainted should become well acquainted with guidelines and standards for quality and professionalism in order to secure high quality provision for lifelong guidance.

Kosovo's education system currently doesn't offer specialized university programmes in guidance at the undergraduate and/or graduate levels, therefore a

career/guidance counsellor in Kosovo is not regulated profession. Due to this fact, the guidance counsellors the guidance counsellors from education and employment institutions cannot get further education in this field to better support needs for delivering career guidance services to their students and unemployed youth. Cannot get further education in this field to better support needs for delivering career guidance services to their students and unemployed youth.

4. FINDINGS

The Government of the Republic of Kosovo in collaboration with The Ministry of Education, Science and Technology are in the process are in the process of the preparation of the document “The strategy for the development of career orientation and counselling in Kosovo” and the Action plan 2014-2016 which is in its final phase. The main purpose of this strategy is the development of a system for career orientation and counselling in the sector of education and employment aiming at long term sustainability. In accordance In accordance with the strategy and the action plan, the subject “Career education” will become mandatory and will be applicable will be applicable in selected schools.

The purposes to initiate a strategic document are the following: Amendment of the economic structure and a rapid economic stimulation through tax policies combined with other economic policies; To provide a business environment that stimulates free economic initiative free economic initiative and investments which enables the opening of new jobs and reduction of poverty; Support of the private sector where specific projects will be implemented in order to increase export as well as programs which encourage entrepreneurship and where international standards will be applied to ensure quality standards will be applied to ensure quality in all levels of education and full inclusion of the generations in the elementary education, high school education and university.

Public employment services

In the regional centres for employment there are counselling centres. Their main clients are job seekers and employers. These centres have a database of job-seekers. There are criteria for the jobseekers in order to register; they should be between 18 and 65 years old. Also, there are clients with special needs and for-

eign citizens. They conduct an analysis of the labour market and adjust the qualifications of the job seekers in accordance with the demand of the employers. There is a possibility within the electronic system that whenever there is a vacant position a filtration of the job seekers is processed in order to find them. There are individual and group counselling sessions for the unemployed. The main advices are based on how to write a cover letter, CV, and preparation for an interview. For those unemployed who require additional qualifications they are offered to participate in various courses depending on the needs of the training and the topics developed of the training and the topics developed. Courses usually last for 3 months. After the completion of the courses they receive they receive an internationally recognized certificate. The counsellors emphasized that the vocational high schools should inform the students for the services offered by the employment centres. A particular problem is the fact that certain businesses do not announce their vacancies in the employment centres.

Higher education institutions

Career development centres which are situated in the public or private universities offer services for the students in the sense of career orientation, their capacity building and offering internships. There is a database in the university consisted of actual students and those who have already graduated (unemployed), classified according to the trainings that they have attended, where they have their internships etc. The trainings are about CV preparation, cover letter, interview preparation, approach to the labour market. The trainings last mainly for half a day or two hours for a specific topic.

Universities post vacancies for internships. Some faculties have this regulated in their programs. The selection is done by the council of professors. Different notifications are sent using the list with e-mail addresses, social media, sms, information on web pages of the universities etc. There are evaluation forms for the Career development centre. There are group or individual counselling for students. There is also a questionnaire about career orientation.

Career fair is organised where students and job seekers participate. There is also orientation days organized for the newly enrolled students. In one of the Universities In one of the Universities there is a student's club which is managed by the students themselves. The participation of the students in different competitions is supported.

Vocational high schools

In these schools there is a circulation of information about the profile and qualifications. There are various evaluations conducted for the students through different tests. There is student counselling to see what their expectations are to see what their expectations are. They are informed about the meaning about the meaning of a job? What is profession? Various questionnaires and tests are prepared. Individual and group counselling are organised. The students who have completed high school are contacted in order to see where they are in order to see where they are, if they are employed or have continued with studies. Through internships 20% of the students who have completed it have been further kept by the employer. The subject of career orientation will be integrated in the 10th grade.

5. RECOMMENDATIONS

5.1. CAREER COUNSELLING CENTRE MISSION STATEMENT STATEMENT

- **Mission Statement:** The mission of the new **Career Counselling Centre** is to teach students/job seekers job seekers how to prepare for career employment using techniques such as CV preparation, Cover letter design, networking, job sourcing, interview techniques, career strategies, etc. It is to initiate contact initiate contact with potential employers within the region to promote the institution and request related request related job opportunities. This involves using tools, such as training courses, a website, bulletin boards, the media, and daily communication with students/job seekers and employers.

5.2. CONTACTS WITH STAKEHOLDERDS STAKEHOLDERS

A. Specific Targeted Employers

Employers are eager to meet with institutions, administrators, and students/job seekers for educational networking purposes. The big **Yellow Book property of the Telecommunication providers in Kosovo is one source** The big **Yellow**

Book property of the Telecommunication providers in Kosovo is one source, associations, and other relevant resources should serve as the potential list of employment contacts. These massive resources need to be carefully reviewed by staff in order to identify the organizations most likely to serve most likely to serve the institutions. Every major organization with which we met regarding the Career Counselling Centre expressed a positive interest in developing a continuous working relationship with institutions.

B. Employer Contact

Initial visits to local and regional potential employing organizations, public and private, indicated a willingness to cooperate. Employers were interested to learn about the unique curriculum of the institution and eager to participate in instruction, workshops, student/job seeker counselling, student/job seeker consulting experiences/projects student/job seeker consulting experiences/projects, internships, part-time employment, and full-time employment after graduation.

It is very important to hold regular meetings with employers. Better promotional material is needed to share with employers in order to more efficiently communicate to this very important group. Better promotional material is needed to share with employers in order to more efficiently communicate to this very important group. Actual visits to a wisely chosen group of public and private organizations are the first step of initiating contact with an external community. For the most prestigious employers, such as ministries and the top 50 largest private firms, the Rector, deans, and senior leaders from the University should participate and help open doors and create new relationships.

The Career Counselling Centre has the task of maintaining maintain external relationships but the initial contact needs the power of senior leadership. The Career Counselling Centre can nurture and facilitate most meaningful contacts once the initial approach has been initiated has been initiated. This is a “team” working environment between various offices that share that responsibility with the institutions and administrators.

C. Students/Job seekers Job seekers Contact

The Career Counselling Centre is the focal point of career related content career related content and education between students/job seekers and potential employers. **The role of staff is to identify employment opportunities for students/job seekers job seekers and to facilitate interactions between students/job seekers job seekers and potential employers.**

For success to occur between students/job seeker and potential employers, the students/job seekers need to be aware of the employment process. Once a meeting occurs between a student/job seeker and employer, success only continues if the student/job seeker is well-prepared. Students/job seekers need training in techniques such as CV preparation, cover letter creation, career portfolio development, interview techniques, networking strategies, professional career etiquette professional career etiquette, etc.

The better prepared a student/job seeker is, the higher the probability of an offer of employment whether The better prepared a student/job seeker is, the higher the probability of an offer of employment whether for a class project, part-time job, internship, externship or full-time employment.

The employer must have positive experiences with students/job seekers. Poor early student/job seeker experiences could severely damage long-term external community relationships.

5.3. CAREER COUNSELLING CENTRE FUNCTIONS AND STAFFING STAFFING

A. Facilities

The most ideal Career Counselling Centre facility is where students/job seekers and employers can gather for private one-on-one interviews with employers and Career Counselling Centre professional staff. The Career Counselling Centre has a room designated for private interviews. Over time, as success grows as success grows, more space will be needed for interviewing purposes.

The Director and Assistant Director of the Career Counselling Centre need private offices in which to visit with students/job seekers and employers. Here are recommended some type of privacy walls set up between the director offices and the workshop training area.

The amount of space for students/job seekers to browse through career related information, including job listings, is adequate for the current time. This area is likely is likely going to be staffed with volunteers initially so short student/job seeker questions can be immediately answered.

The Career Counselling Centre will need highly visible signage so students/job seeker and employers can readily identify it, when they visit the institution. At the current time, the Career Counselling Centre facilities are adequate for a start-up operation start up. Obviously, from time to time from time to time, the Career Counselling Centre staff will need to use classroom facilities/offices and large areas for student/job seeker/employer events.

B. Staffing

The Career Counselling Centre should be staffed with a full-time Technical Support Person (or Assistant Director) in addition to the Executive Director. The Executive Director will need to be “on the road” and “on the telephone” contacting external partners. The Career Counselling Centre should not be left unattended should not be left unattended at any time. Also, support of a website must be accomplished locally. A technical support person such as an Assistant Director can read e-mails, answer telephones, enter job information into a local database in addition to helping create and maintain the website. Student/job seeker/employer information must be uploaded, along with student’s CVs, and to a central computer server. As the Career Counselling Centre Director travels and continuously contacts potential cooperating organizations, the Assistant Director must focus relationships upon students/job seekers and the office administration. This person should be expected to work in the office from early morning until late afternoon in order to accommodate the time when students/job seekers and external customers need to use the services.

The hiring of a semi-technical semi support person, preferably with proficiency in MS Access database, Excel spread sheet, FrontPage and HTML, very soon is essential. A graduating student/job seeker from the computer science curriculum would be an ideal person to handle this job.

A job description for both the Director and the Technical Support Assistant should be developed as soon as possible. Two well-trained full-time staff with part-time student/job seeker assistance should be able to manage the Career Counselling Centre during the first two years.

C. Student Volunteers/Junior personnel

A full-time Director and full-time Technical Support Assistant (Assistant Director) are not adequate to staff the Career Counselling Centre alone. With so many students/job seekers wanting access to services, volunteer staff of part-time students/job seekers or junior personnel assistance is absolutely necessary absolutely necessary. It would be appropriate for these staffers to be rewarded with a small stipend or partially paid tuition scholarships, if it’s a student. However, students always want to work in the Career Counselling Centre in order to in order to have early access to potential employers.

The duties of the student volunteers/junior personnel will include the following activities:

- CV and cover letter reviews.
- Advice sharing
- Website training and programming.
- Website design and HTML programming.
- Database design Database design, programming, and implementation.
- Classroom setup and instruction.
- Event promotion.
- Event management.
- Greeting Greetings students and employers in the Career Counselling Centre.
- Resource recommendations.
- Employer job solicitations solicitation.
- Job fair management.
- CV, student data, and job information data entry CV, student data, and job information data entry.
- Networking with other students.
- Other duties as assigned.

Student volunteering/junior personnel are essential in all Career Counselling Centres and very important for a smooth management flow during program event times when interactions with potential employers and students are especially busy.

D. Working Hours.

The Career Counselling Centre facility should be highly visible and open for student/job seeker and employer visitations from early morning until late in the workday. The internal part of the office, staffed with computer and other technical equipment, should never be left unlocked or unattended should never be left unlocked or unattended. Quality customer service demands that at least one full-time staff be present at all times at all times during normal business hours normal business hours.

E. Equipment

Small workshops of 10-30 students/job seekers are ideal learning groups. The small group seminars should be given be given in a workshop format for the creation of CV and Cover Letter Cover paragraphs so the student/job seekers

groups can review these with the instructor and student/job seekers colleagues. Interaction with questions and answers is one of the best is one of the best ways to learn. An instructor, with student volunteers/junior personnel, who can assist students/job seekers immediately after they are taught they are taught techniques, is one of the best learning experiences.

The Career Counselling Centre needs both an inexpensive laptop inexpensive laptop and LCD projector for its workshops, seminars, and lectures. Many related PowerPoint's should be up-loaded on the **Career Institution** web portal (to be developed) which can readily be modified readily be modified and used for both workshops and courses.

Incidentally, access to transportation for employer visits will also need to be accommodated need to be accommodated. Visiting external employers is the major component of the job of the Career Counselling Centre Director.

F. Association Cooperation.

There are a number of other associations and government agencies that could be introduced introduces to the new Career Counselling Centres. Rather than meet individually with each potential employer, a better strategy is to work to work through the leadership in professional associations. It is common for such associations to allow Centres leaders to present brief remarks at meetings and/or join the group.

Examples of such associations are computer trade groups, human resources Associations, chamber of commerce's in various cities and towns, professional accounting societies, government organizations, bankers associations and economic development groups, etc.

5.4. MARKETING AND PROMOTION

A. Brochures

Any new activity, like the Career Counselling Centre, must be marketed to its constituencies marketed to its constituencies. Although the Career Counselling Centre has been introduced to institutions, students/job seekers, and some potential employers, appropriate marketing brochures need to be created. An excellent starting point starting point would be would be the information available on the existing institutions website existing institutions website, particularly information that is unique to each of the Career Counselling Centre.

One brochure should be directed to the employing organizations. Another one or two page brochure should be designed for student use. Each should focus on special services offered by the Career Counselling Centre to each audience. The website will be the major communication vehicle to students/job seekers so the brochure should drive drive students/job seekers and employers to the Career Counselling Centre website.

Perhaps help in designing these could come from classes in marketing and communications or career counsellors. Student teams often are very clever in creating attractive informational materials.

These brochures, along with the new mission statement mission, will also become an integral part of the Career Counselling Centre website.

B. Networking receptions Networking

These receptions are an excellent way to get to get an announcement of the functions and services offered by the Career Counselling Centre. Often these associations have periodic newsletters which carry announcements as well. It is always more cost-efficient to work with groups in both the public and private employment sector. It is always more cost-efficient to work with groups in both the public and private employment sector. Alumni Associations' receptions are often a great way to bring everyone together. We have found that alumni that are working are the ones most likely encouraging their employers to list jobs with us.

Examples of such associations are computer trade groups, human resources Associations, chamber of commerce's in various cities and towns, professional accounting societies, government organizations, bankers associations and economic development groups, etc.

5.5. CAREER COUNSELLING CENTRE SERVICES

A. Workshops

Until formal career education trainings/classes are started are started, the recommendation is that the Career Counselling Centre staff should plan on presenting at least one workshop on **How to Prepare Your CV every day**. With hundreds of students graduating/job seekers, it is a sizable challenge to teach that many students/job seekers before they start attending job fairs and other employment events.

In addition, it is recommended that on every Monday and Tuesday, a two-hour workshop should be presented on the topic of **Cover Letter Creation**. On every

Wednesday and Thursday, another two-hour workshop should be presented on the topic of **Interviewing Techniques**.

The three topics will be thoroughly covered in the two career planning courses two career planning courses once they are started once they are started. It is suggested that you exempt students/job seekers in those courses from participating in these workshops but **Require Everyone** to attend at least these three workshops before they can be “seeded” in the software that permits them to use the website. Given the enormous value to the student/job seekers of the website to the student/job seekers of the website, this is a **strong incentive** to either to either take the course or attend each of the three workshops.

Several materials titled **Career Planning Strategies will be** left to assist staff in creating lecture/workshop materials.

CV Workshop Materials: The CV workshop should be conducted as often as a small group of 6-10 students/job seekers can be assembled as often as a small group of 6-10 students/job seekers can be assembled. A group meeting is always far more productive from a learning perspective and highly efficient from a staffing perspective. The Career Counselling Centre facility should have an excellent conference area for teaching up to 10 students. For larger groups, a lecture room lecture room will be required.

Having a quality CV is essential to the student's/job seeker's success at networking events like job fairs and in job interviews. Students/job seekers who are confident at presenting their credentials in a professional manner greatly enhance the reputation of the university/institution and its various programs as well as themselves as well as themselves.

Cover Letter Workshop: This two-hour workshop should also be taught at least two times per week. Excellent materials are in the materials, **Career planning strategies**, left to participants of the training. There are supporting PowerPoint's on the topics. This should be expanded to include all types of employment related correspondence, not just cover letters. Perhaps the communication faculty would like would like to assist with this presentation.

Networking Workshop: This two-hour workshop should be taught at least one time per week. Within the regional economic environment, most students/job seekers will need to network their way to interviews. In difficult employment climates, rarely can students, at any university anywhere in the world at any university anywhere in the world, rely solely upon job fairs and on-campus interviews.

No Career Counselling Centre can get anyone a job. The role of the Career Counselling Centre is to educate and facilitate networking events, such as, career fairs. There is an important art to networking, especially for students/job seekers whose personality is not outgoing, and who have not been naturally and culturally trained to assert their capabilities to assert their capabilities to others. Humbleness is not a virtue in employment interviewing and networking events.

Interview Workshop: Getting an interview is never easy. An interview is an important asset important asset because in the selection process, more applicants are rejected than hired more applicants are rejected than hired. The interview workshops are designed to teach students/job seekers how to best present how to best present their academic and work credentials. A properly prepared graduate will add an important image to the university. Helping students/job seekers find employment by successful interviewing is critical. Successful candidates also bring positive rewards to the university as success with each employer tends to motivate them to return often to campus as employment needs arise as employment needs arise. The communications department should be asked to assist in creating and teaching this workshop. The mock interview practice is one of the best teaching methods to use in interview instruction.

B. Career Fair Career

During the particular month of each year each year, an organized job fair needs to be offered to students/job seekers and employers.

A significant career fair career event needs to be held to be held in late May or early June. The later the event is held is held, the better because more students/job seekers training can be conducted can be conducted before the event. This will enhance the performance enhance of students/job seekers as they interact with employers. In turn In turn, this training enhances the employer's experience which generates longer-term positive relationships with key employers.

Given the need to have the best prepared students/job seekers as possible as possible, a job fair event is absolutely essential to offer at least one time per year to all students/job seekers. Regardless of when the event is held is held, it is important for employers to learn about the University academic programs and the graduating students to see some positive initiatives by the University designed to help them with their with their employment concerns.

Career fairs should not be limited to month May only in the future in the future. Some type of event that brings potential employers and students/job seekers together should be held every month if possible.

It is recommended that you hold a career fair for each academic unit at least one time per year as well as the large all-inclusive event that is held late in the academic year.

The first step is to select a date and send an invitation to a large group of employers. The invitation must be followed by carefully targeting by carefully targeting key employers, public and private, that are important to get to attend. This typically needs a personal telephone call or visit by a senior administrator or the Career Counselling Centre Director to key people at the employer's office. Publicity, in cooperation with professional association, always helps in the promotion of any career in event.

Upon arrival, employers are assigned to a table, perhaps a late afternoon session where the cafeteria facility cafeteria facility can be used. The event is typically 6 ½ hours in duration followed followed by an open reception, perhaps outdoors. In the open reception, drink and food tables are set up at opposite ends of the reception area which facilitates movement of people. Informal conversations can emerge between students, employers, and hopefully administrators, faculty/institution staffs, who are also invited.

The main event is designed and organized in such a way that encourages students/job seekers to visit each employer's table for about 5 minutes where they can learn about both the organization and its potential job descriptions and the job application process.

Specialized Career Fairs: A career fair is not always an open event to which any student/job seeker can just drop in drop in to visit a potential employer. For example, smaller career fairs could be limited to students/job seekers from certain academic programs/profession. For example, employers of computer science students/job seekers might prefer a career fair that only attracts students/job seekers with that special major. Select groups of students/job seekers are INVITED to participate. Students/job seekers must register to. Registration and participation can be limited only to those students/job seekers who have attended a series of workshops and to have submitted a CV to the Career Counselling Centre. It could only be limited to graduating students/job seekers, at least for the initial event.

Depending upon the number of students/job seekers REGISTERED, and the number of REGISTERED employers, tables will be set up. It is important to anticipate both the student/job seeker and employer participation size for facility and management purposes.

The employer starts with a brief introduction of himself of himself and his company. He then asks each student/job seeker to give to give a one minute a one minute description of their background and academic education. Students/job seekers each deliver a copy of their CV to the employer and discuss for about 60 seconds their background, credentials, and interests. The employer wraps up the last few minutes discussing the types of jobs that they typically offer to college graduates and how their interview and application process will proceed. Occasionally, they will explain to the student/job seeker the follow-up procedure.

It is not uncommon to offer a career fair for **internship** participation only.

Employer Participation: After giving a brief orientation about the organization and which typical which typical opportunities might be open might be open, the employer advises students/job seeker how to follow up. Before the event starts, employers are typically told how the career fair process will be organized how the career fair process will be organized. This briefing is often done by student volunteers/junior personnel.

Employers discuss their unique process for a follow-up to everyone at the table which includes topics such as the person to contact, addresses, telephone numbers, e-mails, etc. Most expect students/job seekers to send them an e-mail thanking them for coming and an employment cover letter employment cover with another CV attached. Based upon a review of the cover letters and CVs, the employer decides which students/job seekers deserve a one on one job interview a one on one job interview, whether for a full-time, part-time, or internship position.

The Career Counselling Centre should offer to help to help the employer with subsequent interviews by offering to hold interviews on institution or schedule interviews at their office. Interviews could be scheduled at the employer's facilities or on institution, depending on the employer's preference. Interviews could be scheduled at the employer's facilities or on institution, depending on the employer's preference. Many employers will tell students/job seekers that they will contact them if there is any further interest in their credentials. Many employers will tell students/job seekers that they will contact them if there is any further interest in their credentials.

It is common for employers to often give a list to the Career Counselling Centre of students/job seekers in which they plan some type of subsequent follow-up.

Student/Job seeker Follow-Up: One-on-one interviews will result after the job event for some of the students/job seeker. Students/job seeker should be trained on how to write quality thank you and cover letters be trained on how to write quality thank you and cover letters. Most important is the training of students/job seekers on how to dress and prepare for the subsequent interviews.

The Career Counselling Centre must continue to offer workshops on CV enhancement, cover letter design, and interview preparation and techniques on a daily basis on a daily basis throughout the academic year. Students/job seekers should be encouraged to participate in workshops and programs put on by put on by the Career Counselling Centre throughout the year, even after major employer events.

The interview is a major valuable asset major valuable asset. It should not be left to a chance experience. Students/job seekers need to be taught how to prepare for interviews, how they are organized, what to say during the interview, and how to negotiate and follow-up after the interview.

Career Counselling Centre Staff Follow-Up: A follow-up correspondence and personal visit evaluation should be made be made with each participating employer within one month. The goal is to get the employer to return in the future, but more importantly, get them involved on a monthly basis rather than just once each semester when an external event is scheduled. The goal is to get the employer to return in the future, but more importantly, get them involved on a monthly basis rather than just once each semester when an external event is scheduled.

Ideally, we want each organization we want each organization participating in the career course panels referred as SCOOP sessions.

The Institution needs to create needs to create multiple events that involve meetings with students/job seekers. Students/job seekers should be exposed to these organizations and small group meetings on a regular basis on a regular basis so that students/job seekers can better prepare their academic program. For students in the first and second academic years, early career information can greatly improve their possibilities for locating early career information can greatly improve their possibilities for locating a career position that best fits their long-term career aspirations.

The career fair can be an academic planning process academic planning process for first-year students as well as an opportunity to seek an internship.

Job Listing Solicitations: The career fair is the most significant initiating Career Counselling Centre event each year, but more importantly, it starts a regular relationship with key employer customers. The career fair is the most significant initiating Career Counselling Centre event each year, but more importantly, it starts a regular relationship with key employer customers. The Career Counselling Centre needs employers to call, send, or e-mail job listings on a regular basis.

The role of the Career Counselling Centre is to share job listings with qualified students/job seekers, collect CVs of interested students/job seekers, and mail/e-mail qualified applicant information to employers.

The **Career Service Management** software should be developed by the Institution/ Government/Donor Community. The portal is designed to facilitate designed to facilitate the matching of student/job seeker interest with internship possibilities and full-time job openings.

Some employers will only want to post job listings. The Career Counselling Centre becomes like a newspaper job listing service. Some employers do not want CVs from the Career Counselling Centre. They want students/job seekers to contact them directly. Others want the Career Counselling Centre to evaluate students/job seekers and only send them the best qualified applicants. The Career Counselling Centre must serve the wishes of the employer which is another reason for getting to know the employer customer needs very well and understand each student's/job seeker's interest so a reasonable match can be made when necessary. must serve the wishes of the employer which is another reason for getting to know the employer customer needs very well and understand each student's/job seeker's interest so a reasonable match can be made when necessary Job listing solicitation Job Listing solicitation is a never ending process! Quality customer service keeps employers listing jobs.

C. Creating a Web Portal.

A major role of the Career Counselling Centre is to disseminate information. In today's environment this cannot be done by word-of-mouth and newsletters. Those methods worked the past but were inefficient and expensive. The major customers who will visit the website are students/job seekers and employers. Institutions, staff, and senior administrators, and others are secondary customers. Students/job seekers need to read career information and job notices on a regular basis. Students/job seekers need to upload their CV.

Employers need to read how to best use the Career Counselling Centre services and learn about the Institution. Employers need to upload jobs. Eventually,

employers will search a database search a database of student/job seekers CVs.

Software: The success of a Career Counselling Centre is often measured on appearances measured on appearances. The number one evidence of a successful appearance is an attractive website that provides information that student/job seeker and external partners need. Viewing what is available leads one to the conclusion that there is no one single source for the software needed to drive a Career Counselling Centre website. Viewing what is available leads one to the conclusion that there is no one single source for the software needed to drive a Career Counselling Centre website.

5.6. CAREER COURSES (EDUCATION INSTITUTIONS ONLY!)

Students must be career educated. Otherwise, inappropriate behaviour may be initiated between students and employers. The Professional Career Development course for first-year students and Career Search Strategies course for second-year students must create and facilitate contact between students, faculty, administrators, alumni, and external organizations.

A. Career Courses.

With the growth of the University, the workshop approach to educating students is not adequate in the long-term. This is especially true given that students must be taught how to find must be taught how to find employment after graduation. Given the growth rates of the local and regional economy, it is unrealistic to assume that high percentages of students will find employment based on job fairs and on-campus job interviews. Students must be taught must be taught how to help themselves.

Career education has a substantial body of knowledge just like most other academic curriculum areas. The textbook, **Career Planning Strategies by Randy Powell**, represents a significant amount of the career knowledge available in the career education field. It has been published in several languages and has achieved a significant degree of stature with its many editions significant degree of stature with its many editions. It is used in most career service offices in the United States.

Networking will always be the preferred method of seeking a career assignment or an internship opportunity. The recommended courses will put will put significant emphasis upon this approach, as well as technology, in seeking career options.

It is recommended that the University develop a series of two courses in career education that can be managed by the staff of the Career Counselling Centre. Several faculty members should be asked should be asked to teach and host programs in cooperation with a local career development support team. These career courses work best if they are managed by the Career Counselling Centre support team and actually a lot within the academic units as a required or elected course offering. These career courses work best if they are managed by the Career Counselling Centre support team and actually a lot within the academic units as a required or elected course offering.

By teaching the two courses within their academic disciplines framework, focus can be placed focus can be placed on career opportunities most relevant for students in the academic program that relates to academic unique career options academic unique career options. Involving faculty members from the discipline encourages them to get to know to get to know participating panellists which leads to networking leads to networking possibilities for the faculty with external organizations operating in their closely related functions and industries.

Each of the various academic faculty programs within the university should take a role in presenting their school's curriculum and help identify the types of career options typically available typically available during and after graduation. For example, at most of the Universities in the States the department heads of the various academic units present to students in this first year's class an introduction of the courses that they will be taking will be taking in future years. Faculty/staff invite alumni to discuss their roles in jobs that they took immediately after graduation. Adding some real world credibility motivates students as they prepare for some difficult academic challenges. The hard work does produce positive results as evidenced by these role models. The hard work does produce positive results as evidenced by these role models.

This course should be taught in the first year. The purpose is to explore the types of career options typically available typically available in the respective academic faculty. Part II of the textbook **Career Planning Strategies** will provide the conceptual framework for this part of the course. However, depending on which of the schools at the University in which the student is enrolled, modifications should be made that describe the occupations normally available to students with this academic background.

This course should be coordinated by the Career Counselling Centre staff but the actual hosting actual hosting and much of the lectures should be taught be taught by a faculty member in each faculty. If possible If possible the communica-

tions department might want to take might want to take a significant part of the responsibility for teaching this class for teaching this class in cooperation with a faculty member in a specific academic program. A key component of this course is to invite senior executives from the employing community to discuss various career opportunities within their industry, career fields, or specific job possibilities. The goal is to get students aware of the specific breath of career options typically available within their academic specialty. The goal is to get students aware of the specific breath of career options typically available within their academic specialty.

Each week, a panel of two or three guest lecturers from outside the university guest lecturers from outside the university should present to the two hour class. These executives these executives should be hosted be hosted by senior faculty in the academic school. Questions from students are encouraged. These panels are called **SCOOP** sessions in English: Specific Career Opportunities Orientation Programs.

In a 15 week semester, over 40 outside professional guest lecturers can participate in this SCOOPS program. If these industry leaders are chosen wisely, their message adds a great deal of credibility to the information delivered in the Career Exploration class. Because of their participation, these industry leaders will encourage their subordinates to recruit at the University.

The **SCOOPS Program** is a real world enrichment program that enhances is a real world enrichment program that enhances an academic curriculum. The invited guests almost always hire graduates once they observe the quality of the students and curriculum during their visit to campus for lecturing purposes lecturing purposes. A significant relationship gets created gets created between the faculty, students, and external communities. This relationship fosters part-time consulting opportunities fosters part-time consulting opportunities between faculty and students with these industry groups which further enhances the education further enhances the education of students and facilitates external contacts useful for employment purposes. These external contacts often lead to academic consulting assignments academic consulting assignments,, part-time jobs jobs, internship options internship options, and full-time employment after graduation for students.

Career Search Strategies Course: This is a course in the final year of studies (sometimes sometimes third-year at some universities) that is designed to prepare students for obtaining an internship or full-time job after graduation. Part III

and IV of the **Career Planning Strategies** textbook provide the content needed. Of course, local content and relevance must be added to make this course more useful for the local and regional employment market as well as a global career vision. This course can be taught by the Career Counseling Centre staff with assistance from each academic area. Each academic area should assume ownership of this course, so specific content relevant to each academic area can be incorporated into the course design.

The content covers topics such as advanced CV preparation, employment communications, networking, job prospecting, navigating career fairs, Internet job searching, interview preparation, interviewing techniques negotiating skills, etc.

The Career Counselling Centre should introduce industry and company panel presentations, similar to SCOOPS, into the weekly two-hour classes. The involvement of the external guest lecturers, who often are part of the human resource staff of local, regional, and international organizations, provides job placement possibilities.

The SCOOPS part of this class is similar to holding a job fair event on a regular basis. Students receive credit for participating in employment related events. Students receive credit for participating in employment related events. Each week, three or more panels of three people each are brought to campus to speak with the **Job Search Strategies** career education class. Students earn points toward their course grade for each panel that they attend. A mechanism for grading is explained in the course syllabus. These industry guests are often the human resource representatives who are responsible for hiring or hiring managers.

These industry panels should be open to all students on campus because they will give everyone an excellent idea they will give everyone an excellent idea of the types of career options that are available to them with their specific academic major. The idea, each week, is to invite industry participants who will speak about career options and specific career areas such as teaching, mass communication, computer programming, web design, banking, public administration, the legal system, project management, consulting, international business, marketing, advertising, retailing, public accounting, corporate finance, public and private accounting, and industrial accounting, manufacturing, et cetera.

The idea is to give students a real-world exposure so they can better prepare their job search strategy search to focus on industries where their interests and academic background best fit.

The human resource professionals who participate in the class will focus their attention more on Job search strategy and specific search techniques. Given their continuing involvement with classroom relationships classroom, they are more likely they are more likely to meet highly qualified students before and after the panels and subsequently follow-up with the students for specific employment purposes. This becomes a clever way of finding employment finding employment for graduating students without the employer actually participating in a job fair or interview event on campus. This networking vehicle facilitates future employment contacts.

This 15 week, two hour per week course, is often required, but usually an elective, in the third year and is also designed to prepare graduates to succeed once they are performing on the job. This 15 week, two hour per week course, is often required, but usually an elective, in the third year and is also designed to prepare graduates to succeed once they are performing on the job. Part IV of the textbook, **Career Planning Strategies**, covers many of the topics but again but again this must be infused with ideas that are especially relevant for the local and regional employing community in both the public and private sectors.

Students need to be taught how to continue the job search process in a discreet manner after they have accepted employment and are working on a full-time basis. It is the rare individual It is the rare individual in this modern world that joins an employer immediately after college and stays employed there for 20-30 years. This Course uses many external, usually alumni, as lecturers. This Course uses many external, usually alumni, as lecturers. Alumni discuss how their own career has progressed over time. These are real case examples which serve as role. The goal is to present ideas of what to do or not to do in the future with regard to personal and professional career planning.

The end product of this class is a career portfolio. It includes a professional CV that is used more as a speaker introduction or biographical sketch. Students are asked to take a 5-10 year future view of their career life and planned activities that might help them achieve long-term desires. The involvement of the outside guest lecturers also enhances the networking enhances the networking possibilities for the long term. There are many instances where contacts are made early in life that become highly valuable many years in the future.

Another very important aspect of the course is the relationships that it can have with an **Alumni Association** creation. The Career Counselling Centre will have a resume on every graduate, assuming that this becomes a required course in each academic faculty, so a clean background record of each graduate can be

started. This is an outstanding start to an online database is an outstanding start to an online database that must be maintained on an annual basis. By inviting graduates back to participate in these two courses the university will continue to capture their current information and their participation adds personal prestige recognition for their own accomplishments. By inviting graduates back to participate in these two courses the university will continue to capture their current information and their participation adds personal prestige recognition for their own accomplishments.

One other consideration for this course is to host an **Alumni Association** reception once or twice each once or twice each semester on campus. The students enrolled in these courses will receive credit for participation in this alumni gathering alumni gathering. Students will be encouraged to participate so, in essence, this becomes another career fair activity and a networking event. It gives the University another vehicle which can be used to track alumni career progress and maintain a continuing relationship. . It gives the University another vehicle which can be used to track alumni career progress and maintain a continuing relationship. This ongoing relationship also facilitates alumni-to-alumni communication and networking which enhances everyone's upward mobility. This ongoing relationship also facilitates alumni-to-alumni communication and networking which enhances everyone's upward mobility. This gives alumni an opportunity to contribute time, job information, and monetarily to support the University. These high profile career development courses career development courses can also serve as an important marketing approach for the University.

Career Education Courses Values: Each of the career education courses should be offered within the academic departments to which the student is officially enrolled. Using the prototype syllabi, it is suggested that each academic unit design their own course, with input from the Career Counselling Centre, which can uniquely address the career concerns of their specific students. Given that a significant component of each class involves inviting outside external guest to the university, the repetition and knowledge about the university programs continues to expand.

These courses become a very important marketing and public relations asset to your university. These courses become a very important marketing and public relations asset to your university. Initially, the Career Counselling Centre should take the responsibility for maintaining the database of contact records for high level external guest lecturers, human resource representatives, and alumni records

alumni records. The academic units and senior leadership should contribute names for inclusion in this contact database contact database when requested to do so by the Career Counselling Centre staff.

This contact database is very important for the Career Counselling Centre. It is also extremely important for the Alumni Association as well. It serves as the reference point reference point for access to important university contacts that could selectively be available to students, faculty, administrators, alumni and others who have important reasons for contacting this extremely important group of people.

The development of the Career Counselling Centre database, in cooperation with the needs of other administrative offices on campus, is designed to serve as a data entry point for uploading data entry point for uploading **External Contacts** as well as uploading **Student** information. The Career Services Management software provided should be designed to serve all administrative offices on campus that deal with external organizations.

The creation, using this course, of an **Alumni Association**, by school, is an important marketing tool. The generation of future student enrolment will depend on the success and recommendations of alumni. Alumni must feel very positive about the education that they have received before they will aggressively recommend the universities' academic programs to their friends and colleagues. Alumni must feel very positive about the education that they have received before they will aggressively recommend the universities' academic programs to their friends and. If they have a positive experience they will communicate this not only to friends and colleagues but also to political organizations and the mass media. If alumni are highly successful If alumni are highly successful, financial support in the future might come from government agencies, foundations, and other external agencies.

The value of the two career education courses has many long-term and lasting long-term and lasting benefits.

6. WEB BASED CAREER COUNSELING

The European Employment Strategy states that all unemployed adults should have access to career guidance, so as to better identify their needs, create a personalized reemployment action plan, and provide assistance during their job search. so as to better identify their needs, create a personalized reemployment action plan, and provide assistance during their job search. Career guidance delivery is often very expensive because it is traditionally provided by professional advisors and carried out in small groups or through one to one through one to one counselling. ICT allow for the supply of effective information and guidance to a wide audience, regardless of distance and business hours.

Recent developments have signalled that ICT-based tools such as social networking websites (websites structured in a way to maximize interactions between users and to create virtual communities of people sharing the same condition, difficulty or interest) are proving to be a powerful means for promoting peer to peer support and improving further access to services.

1) The Main Part contains articles and exercises about career planning and job searching, structured in 4 sections:

- Find your career goal,
- Be attractive for employers,
- Efficient job-seeking,
- Be interactive/personal folder.

The activities and exercises are not typical “tests” tests with ready answers, but instead they are non-formal instruments designed to enhance the clients’ self-awareness – in a self-directed way designed to enhance the clients’ self-awareness – in a self-directed way or with the support of a career guidance practitioner. They include a wide variety of questions for reflection and present the result in a structured way. The client may decide to share the results with the online career facilitator or with other users and ask for feedback. Transition between the sections is flexible and provides users with complete autonomy.

2) The Personal Folder is an important part of the website. It allows the users to create their own folders with documents related to their job search in the employment sites in Kosovo, and to interact between each other. Users can store the results of exercises, application documents (CVs, cover letters), databases (networking, employers), meetings and contacts schedules. Each job-seeker can create his/he own blog and exchange experiences with other users.

3) The Forum of the website contains various topics, dedicated to specific groups of users – such as people aged 40+, young people and first time job-seekers, women facing difficulties on the labour market, or discouraged individuals who have experienced long-term unemployment. In each country the forum is moderated by a facilitator – a career guidance professional who answers questions, gives advice and useful tips about job searching process, provides feedback and support.

Types of online career guidance services

Resources concerned with **decision learning** include matching systems which enable users to relate their personal profiles to relevant learning or work opportunities. The outcome is a list of the opportunities which match the profile most closely. Also included here are content-free decision-making resources designed to help users to explore options in a systematic way, balancing the desirability of particular options against the perceived probability of achieving them.

Resources concerned with **self-awareness** are designed to help users to assess themselves and to develop a profile which can match to eligible learning and work opportunities. These resources range from simple self-assessment questionnaires to psychometric tests; they also include more open-ended “brainstorming” open-ended “brainstorming” approaches.

Resources concerned with **opportunity awareness** include databases of learning and/or work opportunities, with a menu of search criteria which enable users to find data relevant to their needs. The databases may cover: education/training institutions or courses; occupations, employers, or job vacancies; voluntary-work opportunities; and information on how to become self-employed. Some include relevant labour-market information on supply and demand. There are also some examples of work simulations which enable users to explore particular occupational areas in an experiential way.

Finally, resources concerned with **transition learning** help users to implement their decisions. These may include support in developing action plans, preparing curricula vitae, completing application forms, and preparing for selection inter-

views; it may also include help in securing funding for learning opportunities or for becoming self-employed becoming self-employed.

Information advice: This service supplies more detailed and customized information on the basis of specific requests addressed from a single user or by a limited and well-defined user group.

Guidance training: This service offers support for users support for users to develop career management competencies, including: research and decision-making, and job hunting techniques. This service can be set for a general supply of self-guidance by using guides, interactive online resource like forum topics interactive online resource like forum topics, time planners\, job-seeker calendars, decision making tools, instruments for measuring and improving self-efficiency, etc. Career training can also be customized for the specific needs of a limited and well-defined group of users group of users. In this case, autonomous guidance materials (i.e. self-assessment questionnaires, simulations simulations) are integrated with other tools which require a closer interaction between guidance practitioners and users. Individualized support (online job coaching) for addressing for addressing specific skills can be offered by videoconference, for example in a mock job interview with a client.

Self-assessment questionnaires: This service offers evaluation and/or self-evaluation tools for attitudes, skills and knowledge relating to relating to specific training/educational pathways, professional profiles and domains, vocational-vocational guidance skills and professional expertise. The use of such tools can include the interaction between the user and the practitioner (e.g. the user completes a questionnaire, the guidance practitioner evaluates it, and the user receives feedback receives feedback). If the tool has been designed for self-assessment, no such interaction is needed.

The Internet environment provides a large number of web-based tools which aim to improve the client's self-awareness and facilitate the career guidance process, such as: interest inventories, motivation and value-orientation questionnaires, work preference and values surveys, abilities and skills assessment instruments, competence inventories, mobility surveys, work experience and working modes questionnaires, surveys on individual (transferable) skills – learning, entrepreneurship, employability, etc. interest inventories, motivation and value-orientation questionnaires, work preference and values surveys, abilities and

skills assessment instruments, competence inventories, mobility surveys, work experience and working modes questionnaires, surveys on individual (transferable) skills – learning, entrepreneurship, employability, etc

However, they should be attended carefully by the counsellors. Most popular psychometric instruments (Strong Interest Inventory, Myers-Briggs Type Indicator, etc.) require specific training and accreditation of the professionals, authorized to administer them. This is an important issue in career guidance, especially if provided online. Guidance practitioners should strictly observe their areas of competence and not provide services for which they are not trained and authorized. In case they need specific information about the client, which may be obtained only from psychometric questionnaires, they should refer to a professional who is skilled and has accreditation to use them.

Self-assessment can also be enhanced with simple, non-formal methods like interviews, or structured lists which clients can be encouraged to fill-in. This doesn't require any specific preparation of the career counsellor, except– to know what kind of information she/he needs to help the clients achieve their goals.

Career counselling: a customized service for single users, involving the development interactions of the user's action planning.

Methods for delivering effective web-guidance services

Through the web it is possible to deliver generalized services which include information and tools available to all users. Eventually, more detailed information can be supplied if the contents are addressed to a specific target group: the classification/organization of resources facilitates the user's navigation, thereby enabling to quickly single out what can better answer his/her own needs.

These services are available in a range of media including:

- Web-pages available online such as information forms;
- Documents which can be downloaded such as rules and standards, information forms;
- Structured hyper-textual paths such as online guides; Structured hyper-textual paths such as online guides
- Databases which can be interrogated, such as training/educational courses;
- Audio-visual tools.

These modes can be employed to supply information on more or less specific themes: writing action plans; employment contracts; training/vocational courses,

or to present useful models (how to write a curriculum vitae, how to address a job interview).

This mode also offers online self-evaluation questionnaires and forms. It is very important to complete these tools with a clear explanation about aims, usage, and interpretation. Displaying the results should be automatic. Through the web it is also possible to deliver more customized services by the use of specific web tools.

Additional services/support can be offered as follows:

- Email to the user's personal email account;
- By phone;
- In person, by inviting the user for a face-to-face meeting.

The website can include some reserved access areas, customized with communication such as forums and chat-rooms.

Social networks

The new Web 2.0 technologies enable people not only to use institutional guidance services with very little technological skills, but also to utilize social networking. Career service providers, Public employment services experts and policy makers can take advantage of these tools to support job-seekers.

Current reports on the impact of social media show that 80% of companies use social media for recruiting and 95% of those companies are using LinkedIn for that purpose. The social media sites have also become popular 'employer branding' space. Organizations are creating their own profile pages on LinkedIn, Facebook and Twitter; and recruiters are tapping their own private Facebook and LinkedIn networks to reach out to prospective candidates and to research job applicants.

Managing one's online image

Job-seekers should manage wisely their online accounts, keeping in mind that everything they have written and posted in Internet can be seen. They can write their names in Google to check the results. Privacy options should be considered in order to share information and content only to individuals who are approved. But since the networks link people with many other people, one should not forget that his/ her activity is on display and can influence their career prospects.

Do's and Don'ts

To increase their chances for making good impression in social networks, users can: fill-in their profile information so that it represents their education, skills,

professional background, interests and goals. Provide only correct information, as it can be easily checked. Select an appropriate photo and only share photos, activities and information which are decent and presenting the best of you. Avoid spending working time in your profile, being hyperactive, too enthusiastic or very negative. Sharing political, religious, sexual and other views is not considered good etiquette, as well as commenting on employers, colleagues and work.

Nice to m@@t you

The information technologies introduced a new dimension of communication and protocol. You can establish contacts and start business relations without having met your partners in person. The evolution of the web technology enhances the communication and provides participants with almost direct impressions (such as video chats, web conferences, detailed online portfolios, etc.). Besides, the online environment has developed its own repertoire of rules and tools, which can help people, understand each other well. Most of these rules are valid for the face-to-face communication as well: presenting yourself when contacting unknown person, being polite; formulating your ideas in simple and clear messages; following grammar rules; respecting the time of the other person, etc.

On the internet these rules are known as “Netiquette” and they present the standards for ethical and appropriate behaviour. For example – to avoid writing in capital letters, which is equal to shouting in face-to-face communication; Use smileys to indicate tone of voice, but use them sparingly, Make things easy for the recipient. Never put in a mail message anything you would not put on a postcard. Handle requests in a timely fashion, etc. There are specific rules addressing the interaction in email communication, in Skype, in blogs and forums. Clients should be helped to understand the importance of these rules for their personal and career development and supported in master the netiquette.

Delivering online career services

As already revealed online guidance (psychological, career, legal, etc.) is in its very nature communication with advisors and support through the Internet. The contact between the client and the counsellor is done by using specialized systems (e.g. Skype), which provide an opportunity to meet in real time, by supplying voice and video connection. Counselling can be realized through chat conversation - conversation in real time (again using programs such as Skype, ICQ) or through e-mails, which can be regarded as a separate type of online guidance.

In order to take advantage of the potential of online guidance the following resources are necessary:

- Computer - you can use your personal or work computer, if you do not have any maybe you can use a friend's computer or go to an internet cafe;
- Basic skills for using the Internet - to access websites, to register in specialized networks with useful information and connections, to use email and have the skills to sign up and use electronic payment sites;
- And of course, a desire to seek the services of professional support.

Using online career guidance – what should a client do:

- **Step 1:** Find the right career counsellor for you. This can easily happen by going through the Internet presentations of available counsellors and selecting “your career advisor” among them.
- **Step 2:** If you do not have an e-mail, it is necessary to create one.
- **Step 3:** Connect with the relevant online counsellor via e-mail - you can describe your difficulty or ask your question.
- **Step 4:** If you prefer a meeting or a real time conversation and you are not using the same system as the online counsellor, you can easily install it on your computer. If you are using a public computer, ask the administrator for the required program.
- **Step 5:** Arrange a date and time for an online meeting with the career advisor.
- **Step 6:** Sign-up for an e-payment site so that you are able to pay the counsellor's service fee (if it is a paid service).
- **Step 7:** Get 100% of the services that your counsellor offers. Be open and motivated to get all the answers to the questions concerning your career path.

The social impact of online guidance

On policy level, web-based career guidance service can make serious contribution to national employment and social systems:

- It can improve the access of citizens to career information, services and support which are not available in range;
- Reduce significantly the cost of provision, enabling targeted services and information addressed to specific groups' needs;
- Online guidance multiplies the effect of career services for individuals. While traditional services, especially individual counselling, require a lot of time dedicated from one counsellor to only one client, online resources are available over time and can be accessed by large number of people. This way, for ex-

ample, through forums, blogs, or online training, the information and advices offered by a professional, can help many other people.

- Technology facilitates job exploration and information search activities;
- The variety of career resources available online can complement the face-to-face guidance and enrich the portfolio of services, empowering individuals with bigger autonomy– they can explore the resources in self-directed way, with the assistance of career counsellor, or in networking, depending on their learning preferences and capacity;
- Vocational orientation and training are much more attractive and transparent with the use of online media. People can see different occupations, find learning pathways and understand how to validate the results of their prior experience;
- Improved awareness on the labour market through links to current statistics, analysis, job trends and employment opportunities;
- Better match between individual talents and qualifications on the one hand and the skills and qualifications demanded by employers, on the other.
- Assist in reducing unemployment by promoting labour force activity, further training and education and encouraging work mobility.
- Help-lines, web forums and other online media are especially adequate for catering young people – the so called virtual natives, who otherwise may be hard to reach within traditional guidance provision.
- Online guidance and resource can foster mobility and career management skills.
- Promote the acquisition of key competence such as ability to learn, communicate effectively, use foreign languages, etc.

New competencies of career guidance practitioners

Recommendations on training needs from the conference included:

- To make explicit the type of theories that are appropriate for Internet guidance and to test and evaluate those theories;
- To provide access to guidance workers to training on how to use ICT for guidance;
- Funding for such training;
- The provision of web-based training modules for guidance workers;
- To provide opportunities in initial and recurrent training for trainees to become skilled and confident in using Internet-based guidance resources;
- For guidance workers to take responsibility for their continued professional development in this field.

Lifelong guidance and web-based services needs investment

Given the rapidly-changing skills needed, and the persistent skills mismatches in EU labour market, the EC stresses that “Investment in education and training systems, anticipation of skills needs, matching and guidance services are the fundamentals to raise productivity, competitiveness, economic growth and ultimately employment.”

EU online career resources

Europass is an instrument, introduced by the European Commission in 2004 in order to support people in mobility and placement and the transparency of qualifications and competences. Europass is developed for the needs of employers, educators and job seekers. It helps citizens present their skills and competences in a clear and easily understandable way throughout Europe. Europass consists of 5 documents: **Europass curriculum vitae (CV)** and **Europass Language Passport** (which a person can fill in oneself) and three other documents - **Europass Certificate Supplement**, **Europass Diploma Supplement** and **Europass Mobility** – which are filled in and issued by competent organizations.

“Golden rules” from WBS online facilitators for career counsellors providing online support to job searchers

- Pay attention
- Answer quickly
- Write clearly
- Do the response easy, not so large, very clear
- Remember that online guidance needs enough time
- And a lot of patience, too
- Ask for additional information
- If it is not clear yet – ask again
- Be competent
- Share resources and useful links
- Use up to date information
- Help as much as you can
- Make referrals to related professionals
- Don't worry if you can't help everyone
- Use humour



HANDBOOK ON CAREER GUIDANCE AND COUNSELLING

(CAREER COUNSELLING STEPS AND SET UP OF CAREER
COUNSELLING SERVICES)

Funded by:



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