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# A European Career Guidance Concept For International Youth Mobility

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Bielefeld 2016

Publisher:  
W. Bertelsmann Verlag, Bielefeld  
**wbv.de**

Cover image:  
Thomas Jäger

Ordner no.: 6004542  
ISBN (Print): 978-3-7639-5735-4  
ISBN (E-Book): 978-3-7639-5736-1

Printed in Germany

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This concept is part of the ERASMUS+ project “Guide My W@y! – A European Career Guidance Concept For International Youth Mobility.

The project has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of the European Community or National Agency, nor does it involve any responsibility on their part.

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### **Bibliographic information published by the Deutsche Nationalbibliothek:**

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie.

Detailed bibliographic data are available at <http://dnb.d-nb.de>.

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# 1 Introduction to Guide My W@y! – eGuidance Concept

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## **International Career Guidance**

The goal of international career guidance is to help young people to make a proper career choice and to support them as they progress in their planning of moving abroad. EURES and other guidance counsellors seek to promote career mobility, equal access to vocational or professional education and labour markets in Europe for all those wishing to cross borders. This eGuidance Concept<sup>1</sup> provides a practice orientated training for EURES guidance counsellors and other guidance experts working in the field of International youth mobility.

## **eGuidance Concept**

This practice-oriented eGuidance Concept focuses on a systematic elaboration of European career guidance methods based on the target's group needs. It has been realized by the active involvement of the target group of EURES and other counsellors. Moreover, the eGuidance Concept is adapted to the essentials of the area knowledge in the field of international (circular) mobility of young people who a) emigrate from their home country abroad and b) remigrate back to the country of origin, bringing along specific skills and intercultural competences.

The aim of the eGuidance Concept lies within merging it with new technologies (interactive, autodidactic Internet Portal) and digital learning equipment (virtual classroom and e-Counselling dialogues) as a chance to a new and further development of an efficient, low-threshold, low cost and open-access eLearning and teaching opportunity for EURES and other counsellors.

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<sup>1</sup> The eGuidance Concept has been developed on the basis of the BA's guidance concept (BeKo), which is a practical-orientated counselling concept developed on the basis of up to date theoretical and practical knowledge on counselling. It contains a basic concept of counselling with applications for educational and job orientation and placement for different target groups. BEKO has been used very successfully as a training concept for future counsellors at the HdBA (University of Applied Labour Studies) and as a counselling concept for the training of counsellors throughout the German Employment Agency. References are made to the BEKO publications Volume I (Handbook for counsellors) and Volume II (Handbook for placement officers).

## 1.1 Objectives of the eGuidance Concept

Based on the needs and demands of guidance counsellors who deal with international youth mobility, the eGuidance Concept is tailored to the international circular mobility of young people as well as to the advanced training of European guidance counsellors in order to improve the quality of counselling.

The theoretical framework, the practical themes and topics will be transferred and implemented in an adequate and effective way by elaborating best-practice-examples of modern interrogative and counselling techniques. In order to achieve this the concept is developed to identify and elaborate the concrete basics of the methodology of career guidance, adapted to the essentials in the area knowledge of international vocational, study and job mobility of young people.

There will be a comprehensive interactive eLearning internet portal that provides an easy access to information and resources needed by European guidance counsellors who work in the field of youth mobility. The concept will be implemented onto the portal as a smart, autodidactic eLearning programme. This eLearning programme will be set up of an online manual (of methods and content), broken down into exemplary dialogues and sequences, which apply the concept.

### Target groups

1. European counsellors (EURES, Euroguidance, national, regional and local)
2. Young people and young professionals intending an international vocational/ study/occupational mobility



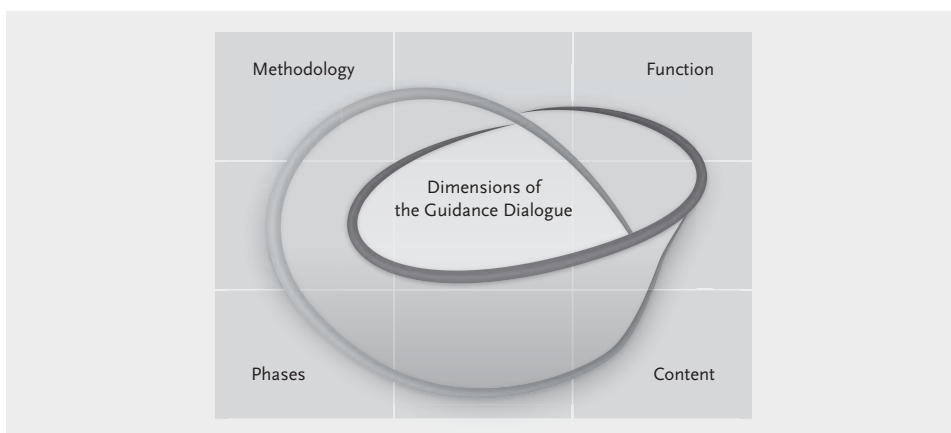
### This concept will enable you as a counsellor to:

- establish a **practical and tailored guidance technique** in the area of international youth mobility
- use **counselling skills and strategies** in approaching and engaging young people who want to mobilise themselves on a European/international level
- **enable** young people to make their proper career choice and **support** them on their way abroad

- ascertain through **profiling** that your client's career choice is **realistic** and what they have to do in order to make their international mobility a success
- **provide assistance** regarding the recognition of certificates and clear legal issues and intercultural obstacles, which the young people face before, during and after their mobility decision
- help young vocation, study and job seekers to **find a vocational training, a place of study or a job abroad**
- engage in **eCounselling** with your client using the virtual classroom of the website or other means of eCounselling

## 1.2 Structure of the eGuidance Concept

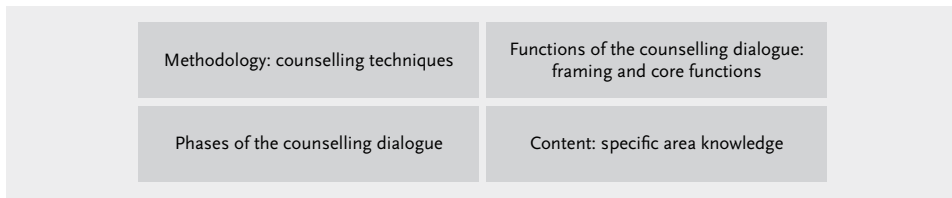
Methodology, content, phases and function are four central dimensions of a guidance dialogue, which are closely related to each other. This can be illustrated by the Möbius Strip<sup>2</sup> which is a surface with only one side and one boundary. It shows the interdependence of these four dimensions in the guidance dialogue. The eGuidance Concept has to elaborate the relationship between these four dimensions in an analytically clear and appropriately complex manner like the Möbius Strip.



**Graph 1:** Möbius Strip

<sup>2</sup> <http://mathworld.wolfram.com/MoebiusStrip.html>





**Graph 2:** 4 dimensions of a guidance dialogue

Therefore, counselling methodology and techniques have to be linked with the specific knowledge of the six content areas, which will be explained later, on the one hand, and the structuring of the counselling process into five phases has to correspond with the central functions of a guidance dialogue on the other hand.

In addition, the appropriate methodology and contents have to be related to the different phases and their specific functions within the guidance dialogue.

A central aim of this concept is to provide a clear structure and logical understanding of the interrelationship of these four dimensions of a guidance dialogue. The guidance concept will enable you, as a counsellor, to apply these four central aspects of guidance and counselling in a flexible way to the needs of a specific guidance situation.

The eGuidance concept enables you to structure the guidance process properly. Therefore, the eGuidance concept structures the counselling dialogue in five phases, two framing phases and three core phases.

### The five phases of the eGuidance Concept

1. Opening (framing phase)
2. Situation Analysis (core phase)
3. Target Definition (core phase)
4. Implementation (core phase)
5. Conclusion (framing phase)



**Graph 3:** 5 phases of a counselling dialogue

The **two framing phases** are the Opening and the Conclusion of the dialogue. The first phase **(1) Opening** at the beginning of a guidance dialogue with your client works as an introduction into the counselling process. The last phase **(5) Conclusion** takes place at the ending of a dialogue, summarizes it and gives also an outlook on the further steps of your client.

The **three core phases** of the career guidance dialogue follow a certain path from the **(2) Situation Analysis**, to the **(3) Target Definition** and finalised by the **(4) Implementation**. In most counselling situations, these three phases intertwine with each other. However, it is very important to separate these three phases analytically in the eGuidance concept, because each of them has to fulfil a different core function of the guidance dialogue.

Again, each of these three functions is closely related to the other – as shown in the graph below. Though the three core phases and main functions of a counselling dialogue as a problem solving dialogue are closely linked to each other, a guidance dialogue should start with a proper situation analysis, followed by a (SMART) Target Definition, which is already the first step of the Implementation.



**Graph 4:** Core functions of a counselling dialogue

Each aspect of these core phases refers to the specific methodological instruments of career guidance and each phase is important for all contents and issues regarding international youth mobility.

The main asset of the eGuidance Concept is to adapt the five phases, especially the core phases of (2) Situation Analysis, (3) Target Definition and (4) Implementation to each content topic of the concept.

### 1.3 Modules of the eGuidance Concept

The eGuidance Concept consists of eight modules. The first module (1) contains the general methodology of Career Counselling, whereas the last module (8) gives an introduction to the methods of virtual counselling and how to teach it in a virtual classroom.

Modules 3 to 7 are the core of the guidance concept, each of them representing a central content of the guidance process. The first of the six content orientated mod-

ules (2) shows, how you, as a counsellor, can help your client to establish a clear career choice and orientation where to go internationally.

The second module (3) will enable you as a counsellor to engage your client in a profiling in order to find out both: a) if the career choice of your client is realistic and b) what he has to do to make his intention to move abroad a success. In the three following modules (4, 5 and 6) central aspects of international career choice, which have been already touched in the profiling, are treated more comprehensively and in greater depth.

The three aspects are the Recognition of Certificates (Module 4), Legal Issues (Module 5) and Intercultural Issues (Module 6). Whereas establishing a clear career choice concerning the international mobility as well as finding out in a profiling if the established international career choice is realistic and what has to be done are two mandatory, necessary steps of the guidance process, the more comprehensive treatment and deepening of the above mentioned aspects of international career mobility depends very much on the needs of your client and is rather optional. However, the final task of international career counselling is to support your client in his search for a vocational training, place of study or work abroad (Module 7 – Matching).

For each module there is an overview table in the beginning called **Five Phases**. The headlines of the five phases: Opening, Situation Analysis, Target Definition, Implementation and Conclusion are linked to each chapter in all modules.

An overview and short description of the eight modules of the eGuidance Concept is given in the table below:

**Table 1:** Modules of the eGuidance Concept

Modules of the eGuidance Concept	Description of the modules
<b>Module 1 – Methodology of Career Guidance</b>	The counselling techniques – also known as the Pool of Methodology instruments – refer to the question types used during a career guidance dialogue between the counsellor and the client.  These question types can differ between open and closed questions, scaling questions, research methodology, tests and many more. All of these counselling techniques are generally used in all phases and contents of a career guidance dialogue.
<b>Module 2 – Career Choice and Orientation</b>	Young people who want to go abroad often need orientation about their vocational choice and professional career guidance.  Therefore, this module will enable international career guidance counsellors to help young people to make their own career choice.
<b>Module 3 – Profiling</b>	This module refers to the elaboration of the profile of the client.  Target is both clarifying the qualifications, strengths and resources of the client which is necessary for the study or work abroad as well as to identify a possible individual need for action and support.

(Table 1 continued)

<b>Modules of the eGuidance Concept</b>	<b>Description of the modules</b>
<b>Module 4 – Recognition of Certificates</b>	<p>The basic assumption of recognition of professional qualifications is to transfer the qualifications and competencies of the client to be able to study/work in another European country.</p> <p>Therefore it is necessary to go through the national procedures to recognise the degree or academic diploma of the client in another EU country if he/she wants to start with his/her studies/work there.</p>
<b>Module 5 – Legal Issues</b>	<p>The most important aspect of legal issues is to help the client to get familiar with different regulations regarding legal status, social security and health insurance topics of the host country.</p> <p>The client has to know the different requirements in Europe and the counsellor can help him/her to provide the necessary information.</p>
<b>Module 6 – Intercultural Issues</b>	<p>The most important aspect of intercultural issues is to help the client to get familiar with the different cultural conditions abroad such as the ability to communicate in the language of the host country, know the living expenses there as well as the issues related to social integration.</p> <p>The client has to know the different logistic aspects in Europe and the counsellor can help him/her to provide the necessary information.</p>
<b>Module 7 – Matching</b>	<p>The importance of matching is to achieve a vocational, academic or occupational placement abroad for the client. The counsellor is therefore responsible for taking into account the wishes and orientation of the client, his/her competencies, the important requirements in the field of recognition, legal aspects and intercultural issues.</p> <p>The outcome of this background is to try and find a suitable vocational/academic/job offer and help the client to apply successfully.</p>
<b>Module 8 – Didactics of eGuidance</b>	<p>This module introduces the topic of didactics in the field of career guidance and counselling. The didactics refer to the elaboration of special methodology adapted to the above mentioned contents of international youth mobility in the context of virtual guidance and counselling.</p> <p>The virtual aspect reflects the advancement of guidance and counselling on a technological scale. Virtual guidance and counselling means nothing more than alternatives to face-to-face counselling, such as virtual meetings through tools like virtual classrooms, Skype, Lync, etc. The differences between face-to-face and virtual counselling are hereby presented and elaborated with the usage of a didactical concept of how to teach the eGuidance Concept and its modules in a virtual surrounding.</p>



# 2 Methodology of Counselling

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The Methodology of Counselling refers to the methods of guidance counselling in the field of circular, transnational mobility of young people and young professionals. The central task of this module is to structure the career guidance dialogue into five phases and to develop a logical order of the various contents of international career guidance. Each content area of this Guidance Concept (Module 2–7) will be structured by the five phases of the career guidance dialogue.

In addition, this module presents essential methodological tools, research and networking techniques as well as the basic interrogational steps of practice-orientated guidance counselling. All of these counselling techniques are generally used in all the various contents of an international career guidance dialogue. However, open questions are rather asked at the beginning of the counselling dialogue, whereas research and networking techniques are rather important at its end.

## Learning aims

### This module will enable you to:

- provide a **clear structure and logical understanding** of a guidance dialogue
- **structure** the career guidance dialogue into five phases
- **structure** the content of international career guidance in a logical order
- **learn** the essential methodological tools, research and **networking techniques** for international career counselling
- **link** the counselling methodology and techniques with the five phases of the counselling dialogue on the one hand and the six content areas of international career counselling on the other
- raise awareness and sensitivity of a **holistic guidance process**, i. e. view of your client and the process of mobility as a whole and **broach** all subject areas of international mobility regardless of responsibility

## Phases of the career guidance dialogue

The career guidance dialogue can be structured into **five phases**:

1. Opening
2. Situation Analysis
3. Target Definition
4. Implementation
5. Conclusion

The first phase of **Opening** is being used at the beginning of a career guidance dialogue with your client and works as an introduction into the counselling process. The core phases of **Situation Analysis**, **Target Definition** and **Implementation** are the three main functions and tasks a guidance dialogue has to fulfil. Each of these three functions is closely related to the other. The **Conclusion** of the career guidance dialogue takes place at the ending of a dialogue between you and your client, summarizes it and gives an outlook on the further steps of your client. The central functions and key questions of the five phases of the counselling dialogue are shown in the following table:

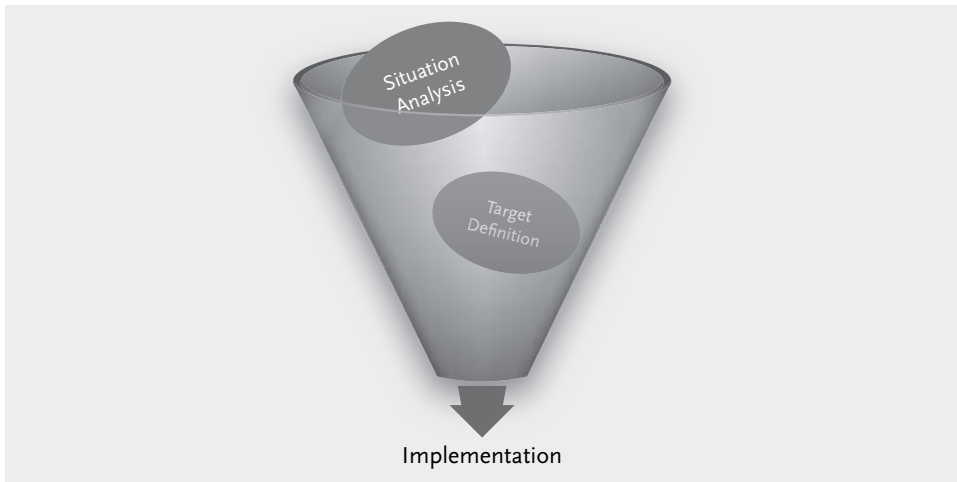
## 2.1 Structure of the Five Phases

**Table 2:** Structure of the five phases

<p><b>2.1.1 Opening</b></p>	<p>→ <b>Central function:</b> The Opening is important to build up confidence to know what your client wants to talk about and establish his/her expectations.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1. How did my client get to the meeting and how does he/she feel?</li> <li>2. What does my client want to talk about?</li> <li>3. What are his/her expectations of this dialogue?</li> </ol>
<p><b>2.1.2 Situation Analysis</b></p>	<p>→ <b>Central function:</b> The situation analysis revises the personal situation, especially the educational, vocational and professional situation of your client as well as his/her personal motivation for international mobility.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the personal situation of my client?</li> <li>2. What does he/she want to do abroad?</li> <li>3. Where does he/she want to go?</li> <li>4. What does he/she have to do to be successful?</li> </ol>
<p><b>2.1.3 Target Definition</b></p>	<p>→ <b>Central function:</b> The target definition depends on the summary of the situation analysis and is the first step of implementation by setting up content specific targets and prioritising them.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the summary and outcome of the situation analysis?</li> <li>2. Can he/she establish a priority order of targets?</li> <li>3. What are the SMART Targets of my client?</li> </ol>
<p><b>2.1.4 Implementation</b></p>	<p>→ <b>Central function:</b> The implementation helps to realise the targets of your client and what information and contacts he/she can rely on.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1. How can my client successfully implement the prioritised targets?</li> <li>2. What information does he/she need to proceed?</li> <li>3. Who can help him/her to be successful?</li> </ol>

(Table 2 continued)

<b>2.1.5 Conclusion</b>	<p>→ <b>Central function:</b> The conclusion sums up everything discussed and elaborates the next steps of your client.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"><li>1. What is the summary and outcome of the dialogue?</li><li>2. What are the next steps of my client?</li><li>3. When/where should be the next meeting and how could one remain in contact?</li></ol>
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**Graph 5:** Funnel of a career guidance dialogue

This graph shows that the career guidance dialogue works as a funnel which starts with a broad and open **situation analysis** and narrows the objectives down to the **target definition** which leads to a very specific **implementation** towards very specific solutions. This structure will help reducing the complexity of career guidance within the framework of the content of international youth mobility within Europe.

## 2.1.1 Opening

### Central function

The Opening is important to build up confidence to know what your client wants to talk about and establish his/her expectations.

In the **Opening** you should create a **confidential atmosphere** by having a small-talk and thus **developing a contact with your client**. This helps to create room for **establishing the concern** of the meeting as well as the **expectations of your client** and the objective of the dialogue. This phase helps **structuring** and developing **transparency** throughout the entire dialogue.



The three key questions of the Opening are closely related to the three functions of this phase: building up a confidential relationship, establishing the concern of the meeting and the expectations of your client.

1. *How did my client get to the meeting and how does he/she feel?*
2. *What does my client want to talk about?*
3. *What are his/her expectations of this dialogue?*



The following open **exemplary questions** are specific for the **Opening** phase of the dialogue:

**Introducing oneself, having small-talk and developing contact:**

- *How are you today?*
- *Did you have a pleasant journey?*

**Getting an overview of your client's topic(s):**

- *What would you like to discuss with me today?*

**Clarifying the expectations and objectives of your client, developing a structure and transparency:**

- *What should we have achieved at the end of the meeting?*
- *What would you like to discuss first, what second, etc.?*
- *Would you agree to start with the following ...?*

### Example of an Opening phase of a career guidance dialogue<sup>3</sup>

Hernán Rodríguez is 18 years old, comes from Granada, Spain and lives there as well. In approximately 3 months he will finish high school with the level of “Bachillerato” and would like to go abroad for a practical vocational education. He doesn't really know where he would like to go, though he has friends in Germany and hasn't a clear idea of what type of vocational education he would like to do there.

José Fernández is EURES counsellor and will help Hernán to find the proper vocational education as well as the country which suits him best. In the following dialogue, both counsellor and client will go through the steps of guidance counselling and the contents of international youth mobility. This dialogue shows how the opening of a guidance dialogue could look like.

<sup>3</sup> The entire dialogue related to this Opening and further examples you can find in the attached handbook of example dialogues.

**Counsellor**

**Client**

Good morning Mister Rodriguez. **How are you today?**

Good morning Mister Fernández, I'm fine, and you? By the way, thank you for meeting with me on such short notice, according to our last phone call, I remember that you are very busy.

Yes, don't worry, it's my job and there are many people who need my help😊. I hope that you had a pleasant ride to my office. You told me on the phone that you live about 50 kilometres away. **Did you get here by car and how was the journey?**

Yes I did. The train connection is not so good but the highway was empty so everything was fine.

I'm glad, now please tell me, **what would you like to discuss about today?**

Yes of course, I would like to talk to you about my future and my career options.

Very well then. Please don't feel uneasy if I take some notes – I just want to make sure I don't forget anything that is mentioned during our conversation. You will also receive a copy of the notes after the session.

Yes of course, I agree to that. It's nice to have some minutes at the end to make sure I don't forget anything😊.

Of course, **now what would you like to discuss first?**

Hm, good question, so maybe we can talk about my plans for the future.

Of course we can that's no problem at all but if I may suggest something here, **would you agree to start with telling me something about yourself? Like your story, what you do, what your situation looks like and so on?** This way I have a better picture and we can even start collecting some information regarding your future plans.

That's actually better, you're right. Okay, so I can start by telling you something about myself. Let's see, I'm 18 years old, since last month actually.

Well, happy birthday and all the best from my part.

Counsellor

Client

Thank you😊. Yes, and I will finish school, my “Bachillerato” very soon, in one or two months, depending on when we get the diploma and I thought of what to do in the future.

**What about telling me a bit more about your plans, just to have a general idea on how we should start.**

Sure! Well, while I was at school I travelled quite a lot and I met some friends there in Germany, one of which is Spanish and lives there for quite a while. They told me more about the country and I started to like being there. That’s why I thought, you know what, when I finish school I could look for some opportunities abroad, like doing something practical there or study, I’m not quite sure. So, yeah, this is basically it, I would like to go abroad, especially to Germany or another German speaking country; either to learn and or study there. However, I don’t know, what exactly I could learn or study there. So I would like to talk with you about what kind of vocational training or professional studies I could possibly pursue abroad, if possible in Germany.

Great. Thank you for being so honest about that and it’s important for both you and me to know exactly where you are standing to move on. Now, before we move on with analysing your situation in a greater depth, I would like to tell you right away that this meeting today will be to focus on what you imagine doing in the future and especially abroad, to find out about your career choice and orientation.

Ok, great. Sounds like a good plan.

I’m glad. And once we have discussed this, which refers to your career choice and orientation, we will have to set up a couple of other meetings to go through many other topics which are important for you going abroad<sup>4</sup>.

Alright, what topics would those be?

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4 It has to be mentioned that an entire counselling dialogue will consist of approximately 45–60 minutes, which in this concept is broken down into the six content modules of international youth mobility. Alternatively, a counsellor could try to structure all the contents of international career guidance within one dialogue. In this case, he/she would have to concentrate on the three modules of Career Choice and Orientation (Module 3), Profiling (Module 4) and Matching (Module 7). Central aspects of the modules 4 to 5: Recognition of Certificates, Legal and Intercultural Issues is part of Profiling. They can only treat it more comprehensively and in greater depth – as shown in the modules 4 to 5 – if there is enough time left or if the counselling process consists of several meetings.

**Counsellor**

**Client**

The topics we will focus upon in several meetings will be to discuss the profiling of your situation, meaning that we will have to go deeper into your competencies, skills and experiences to establish a clear path to move on.

I see, and what else?

The other meetings will include a discussion about the recognition of your documents. Since we are talking about different countries in Europe you have to keep in mind that there are several policies when it comes to your diploma. Furthermore, there are also different regulations which lead to another meeting on the topic of legal issues.

I understand, I didn't know that there are so many things to think about. Good that I'm here 😊.

😊 And it doesn't stop here. We will also have to discuss intercultural issues such as the language, the costs of living and the integration into a foreign country, probably one of the most important aspects related to going abroad.

Oh yes, you're right.

And last but not least we will focus on your placement into whatever field suits you best and how to prepare means how to apply, to have an interview and so on.

Okay, so much more like to match myself to the options which are suitable for me.

Exactly. Now, I hope that everything is clear to you for us to move on.

Yes, everything is crystal-clear. I'm looking forward to all the topics you just mentioned.

Great, then we can already start!

## 2.1.2 Situation Analysis

### Central function

The Situation Analysis revises the personal situation, especially the educational, vocational and professional situation of your client as well as his/her personal motivation for international mobility.

This phase allows you to obtain a description of the **personal, especially the educational, vocational and/or professional situation, motivation and problems of your client**. It is important to know different aspects of your client such as:

- His/her current situation (at the vocational, study and occupational level)
- His/her personal motivation for going abroad (vocational education, studying, occupation)
- Self-assessment concerning qualifications, competences and personal features
- Self-assessment concerning the other four content topics: Recognition of Certificates, Legal Issues, Intercultural Issues and Matching.

Considering these aspects your client will be able to self-assess his/her qualifications and competences as well as his/her personal features concerning the above mentioned content topics. This should allow him/her to make proper decisions and to know how to proceed in a successful way.

1. *What is the personal situation of my client?*
2. *What does he/she want to do abroad?*
3. *Where does he/she want to go?*
4. *What does he/she have to do to be successful?*



When we talk about situation analysis, we have to take into account that **open** questions are the specific question type of this phase.



Open questions allow you to know him/her “step by step”. This is the case because there is a graduation in the formulation of questions (open questions; follow-up questions, advanced questions etc. ...) followed by scaling, systemic and other alternative questions which deepen the content of the situation analysis.

When we talk about situation analysis we have to take into account the several methods to get a good communication with your client like active listening, showing empathy and e.g. positive encouragement or visualization. Within the open questions there are numerous techniques implied such as:

- Making your client tell you his/her story or/and his/her problems
- Assent
- Paraphrasing