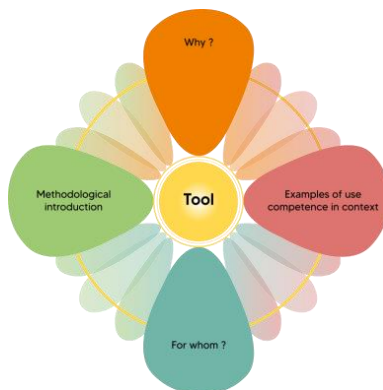




edenhub
Space of Collective Intelligence

A self-positioning tool for guidance professionals



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1. INTRODUCTION

The ED-EN Hub project proposes a strategic approach to foster the use and development of transversal competences within the relationship between the world of education and training and the economical world. The platform and the tools developed within the framework of the ED-EN Hub project provide a range of services to support education-enterprise collaboration in general and specifically within the various local hubs considered in the project. The axis relating to guidance and counselling focuses on the **professionalisation of this mission within the framework of a continuous collaboration between school and company actors, including related organisations** (such as educational networks, professional and school guidance support organisations, professional sectors, and company federations).

It is important, to enable all the distinct types of **guidance professionals to benefit from an equivalent and common starting point**, built on a reflective approach, which questions their practices, **enables them to understand and identify their strengths and weaknesses and offers them a common basis for the use and appropriation of guidance guidelines.**

This document was developed in the context of the Intellectual Output 4 of the ED-EN HUB project. It is complementary to the guidelines that were developed to support guidance professionals, also made available on the platform.

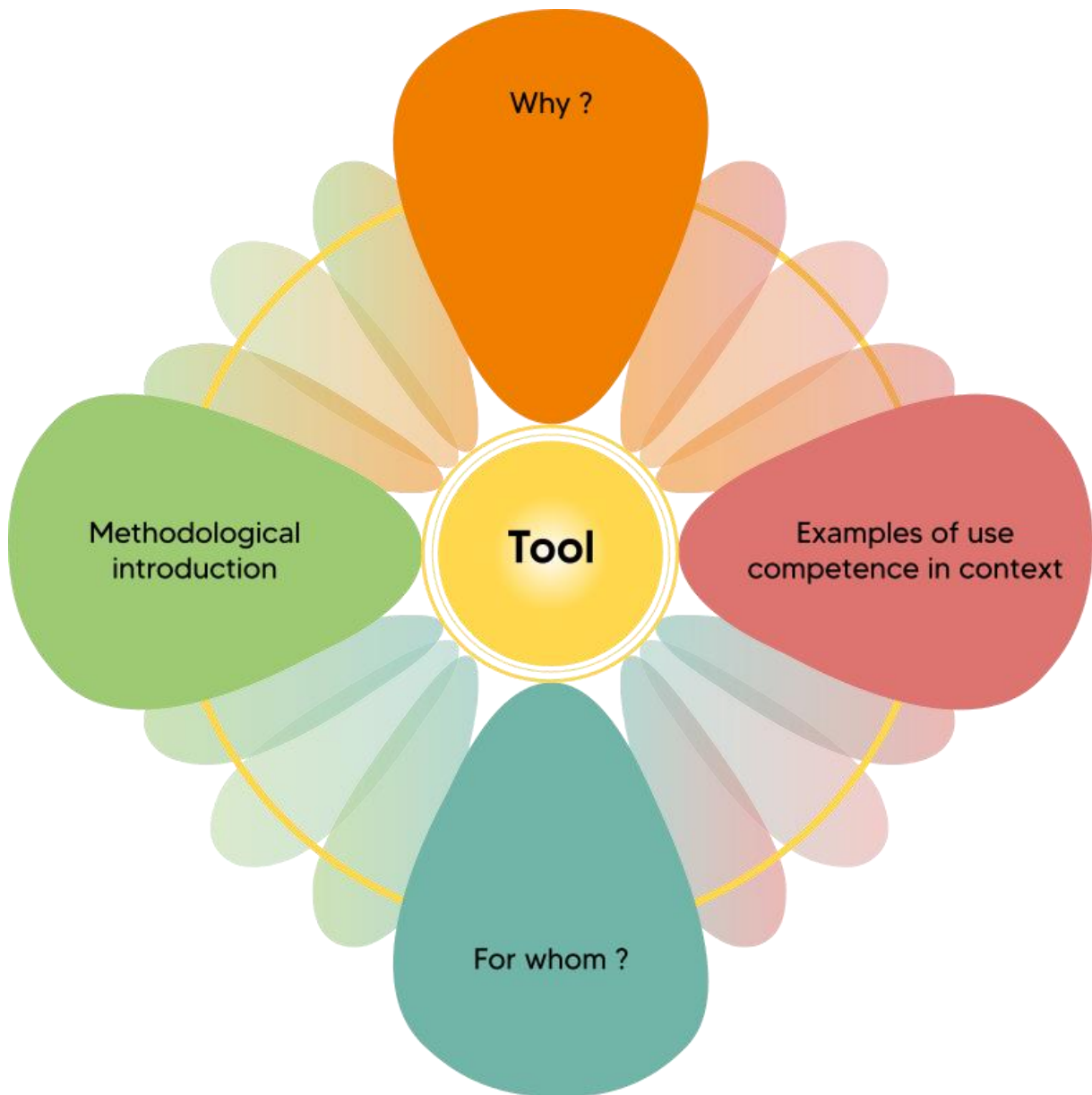
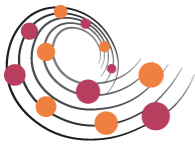
HOW ED-EN HUB TOOLS ARE PRESENTED

In the context of the ED-EN HUB project, the conception of Transversal Competences “in a process”¹ has led us to define an important methodological point characterized in the figure below. Tools alone are not sufficient, they need to be used in conjunction with the competence approach developed in this project, and the experience engineering that this implies.

Each tool will be systematically analysed according to a fourfold questioning.

1. Why? What are the stakeholders of the tool? For what purpose?
2. For whom? What are the target audiences and their characteristics?
3. What are the methodological instructions?
4. Examples of the use of competences in context.

¹ Cf. the “Toolkit – and Guidebook- for the joint development of Transversal Competences”, ED-EN hub.



Why?

2. OBJECTIVES

The self-positioning tool for guidance professionals and the guidelines, should enable users to:

Assess their own positioning with regards to the concepts, values, methods necessary in the practice of lifelong guidance, including aspects related to education-enterprise collaboration.

Depending on the positioning, support guidance professionals to develop their self-development plan, to find **useful information, links, solutions, methods, allowing users to progress in their approach to the profession on the one hand**, but also to meet each other through a common approach to lifelong guidance and counselling, in a collaborative education-enterprise framework.

3. METHODOLOGICAL INTRODUCTION AND PERSPECTIVES FOR FURTHER DEVELOPMENT

Methodological introduction

As part of the ED-EN Hub project, a number of brainstorming sessions - involving project partners and external participants - were held to identify user needs. In June 2021, all partners of the ED-EN Hub consortium participated in a brainstorming exercise.

The question asked was, *"What questions/categories of questions should the guidance advisors ask themselves in order to carry out a self-assessment of their skills and knowledge and on this basis to seek the information and tools necessary for the evolution of their practice, in a school-business context?"*

Firstly, the different questions identified through the brainstorming exercise were arranged into the following categories:

- Questions related to personal values.
- Questions related to advising/guidance.
- Questions related to the ability to listen.
- Questions related to the knowledge of studies/training/career possibilities.
- Questions related to orientation biases.
- Questions related to the co-construction of a guidance pathway.
- Questions related to orientation tools.

These questions enabled users to access information or tools to bridge any gaps or dissonances identified between their practices and the knowledge, values and skills that form the basis of the guidelines for continuous, fluid guidance of target audiences in the education-enterprise context.

To support guidance professionals, the ED-EN Hub team proposed to build a self-positioning tool that would enable guidance professionals to adopt a reflexive stance on their professional practice and build their personal plan for skills development.

In the context of the ED-EN Hub project, this tool was presented to partners and guidance professionals, and its potential and relevance was validated by stakeholders. However, we suggest evaluating the entire process with a more significant group of guidance professionals as a next step, to keep developing the tool and improve its impact and relevance for guidance professionals' practices.

4. WHO ARE THE GUIDANCE PROFESSIONALS?

For whom?

The aim is to develop **guidelines to support** guidance professional practices but more generally the practices of those who are involved - de facto - in guidance without being professionals. This self-positioning tool and the guidelines for guidance professionals are therefore intended for all the partners that will be active within the Local ED-EN hubs:

- **Guidance counsellors/ professionals**
- **Work placement/apprentices managers**
- **Apprentices managers and HR teams in companies**
- **Tutors and trainers (training centers, sectorial advisors...)**
- **Teachers (secondary school, high school, University)**

It is therefore important, to enable different guidance officers to benefit from an equivalent and common starting point, built on a reflective approach, which questions their practices, enables them to **understand and identify their strengths and weaknesses and offers them a common basis for the use and appropriation of guidance guidelines.**

Methodological
introduction

5. BASIC PRINCIPLES OF A NEW ACCOMPANIMENT PATHWAY

“Being a lifelong learner becomes a condition of life.”²

Accompaniment is at the heart of the basic principles described below and notions of accompaniment are core to the ED-EN Hub vision and methodology and should guide the guidance professional while reflecting on their practice.

² “Inspiring young people to become lifelong learners in 2025”.

5.1 THE LEARNER'S AGENCY

The learner's agency refers to the feeling and ability of ownership and sense of control that students/learners have over their learning³. Learners are motivated to learn and to **take responsibility for managing the learning process**. Learner agency emerges, grows, and is expressed through meaningful interactions within a community of stakeholders which includes school leaders, teacher educators, teachers, trainers, parents but also policymakers. Collaboration and a sense of shared purpose help to provide the context for developing agency.

When individuals believe their actions can have influence, they become **more confident, engaged, and effective** learners. Every individual can develop their agency – but they must be supported by their teachers and learning community to do so.

Therefore, learner agency is about **shifting the ownership of learning from teachers and other guidance professionals to the accompanied person**, enabling them to have the understanding, ability, and opportunity to **be part of the learning design** and to take action to intervene in the learning process, to affect outcomes and become powerful lifelong learners. **The relationship becomes a partnership.**

As described in our guidelines, as a guidance professional, building agency can be developed through the following actions or strategies:

- **Encouraging reflection:** Learners should be encouraged to reflect on their experiences and choices, including mistakes and wrong choices. This can help them understand their values, goals, and motivations, and make informed decisions.
- **Fostering self-awareness:** Encouraging learners to identify their strengths and weaknesses, and by providing opportunities for them to explore their interests and passions.
- **Providing autonomy-supportive environments:** Allowing learners to make choices and take responsibility for their own learning.
- **Setting goals:** Inviting learners to set meaningful goals that align with their values and interests. This can help them focus their efforts and stay motivated.

³ To go further: M. Goller, S. Paloniemi, (2017), Agency at Work: an Agentic Perspective on Professional Learning and Development Springer, Cham, Switzerland.

- **Building self-efficacy:** Helping learners to build self-efficacy by providing opportunities for them to experience success and by providing positive feedback and support.
- **Developing problem-solving skills:** Supporting learners to develop problem-solving skills by encouraging them to think critically and creatively, and by providing opportunities for them to practice solving real-world problems.

5.2 ETHICAL PRINCIPLES FOR GUIDANCE PROFESSIONALS

In order to perform on their assignment, it is suggested that guidance professionals should enact the following ethical principles or norms while supporting another individual, at any step of the pathway:

- **Respect for autonomy:** Create a space of trust and respect for the autonomy of their clients and support them to make informed decisions based on their values and beliefs. Guidance professionals should avoid bringing their own beliefs or values to their clients and ensure that their clients have the right to make their own choices. They should not be authoritative on the choice to be made, but adopt a posture of guide, accompanying the person's approach and avoiding the pitfalls of “adequations” approach.
- **Confidentiality:** Maintain confidentiality and ensure that the individual's personal information is private and secure. They should only share information with others when it is necessary to protect their clients or others from harm.
- **Benevolence:** All guidance work should be based on benevolence and empathy.
- **Non-discrimination and equal opportunities:** Ensure that their **services are accessible and inclusive** and do not discriminate against their accompanied person.
- **Competence:** Maintain an elevated level of professional competence and **ensure that they are qualified and trained to provide the services they offer**. They should continually update their knowledge and skills to stay current with best practices in their field. **This also involves becoming aware of their own cognitive biases** (about professions for example). This is the reason, in the context of the ED-EN HUB project, we provide guidance professionals with a **self-positioning tool**, to enable them to keep developing their competences.

- **Informed consent:** Obtain informed consent from their accompanied person before providing services. This means that clients should be fully informed about the nature of the services, the risks and benefits, and any alternatives before they agree to participate.
- **Setting boundaries:** Guidance professionals should ensure that the relationship is **professional and respectful**. They should avoid dual relationships, conflicts of interest, and any behaviour that may compromise their professional judgment.
- **Reporting:** They should be **aware of the laws and regulations** that apply to their profession and follow appropriate reporting procedures in case of suspected abuse.

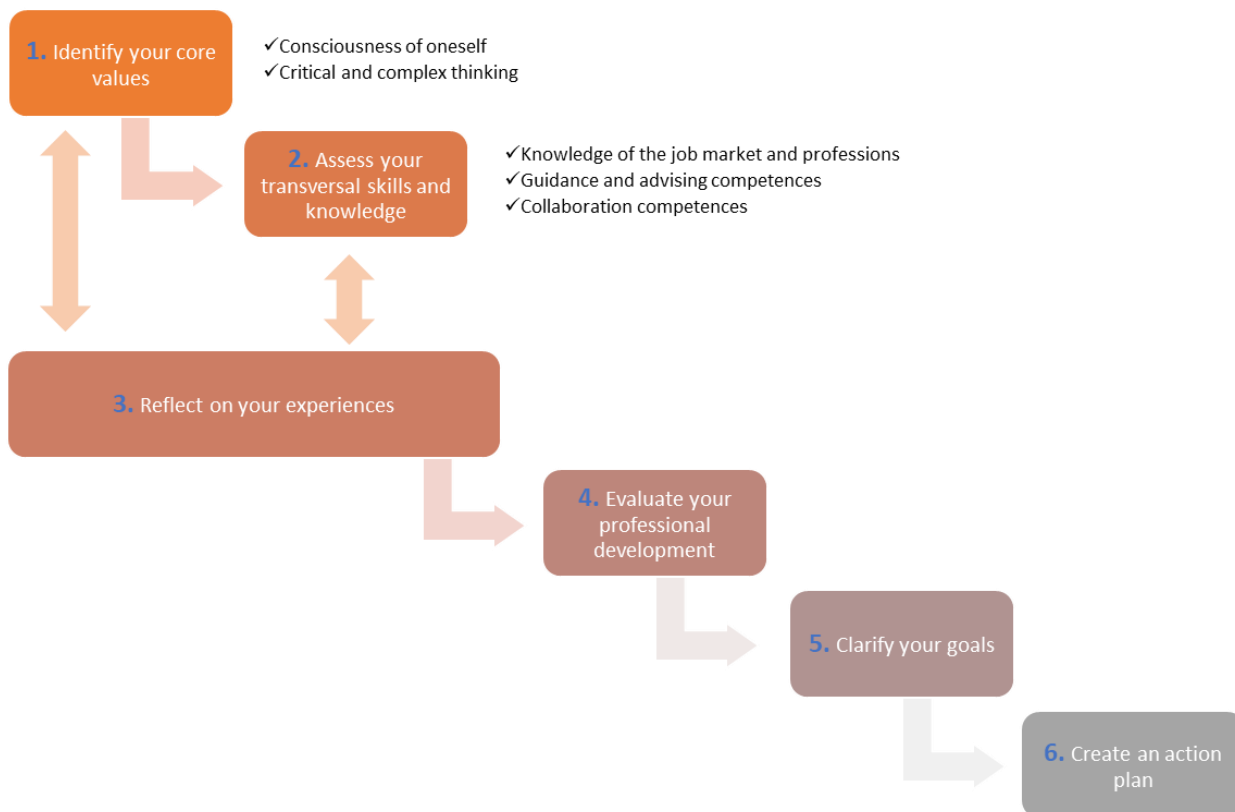
These ethical principles are useful to keep in mind, while engaging on a lifelong guidance journey.



6. STEPS OF THE SELF-ASSESSMENT FOR GUIDANCE PROFESSIONALS

Through these steps, you, as a guidance professional, can gain a better understanding of your strengths and areas for growth and develop an action plan to continue your professional **development**.

FIGURE 6.1: A PROCESS FOR SELF-POSITIONING AS A GUIDANCE PROFESSIONAL



The steps described in Figure 6.1 are explained in the following sections. While answering the questions, be realistic about your strengths, weaknesses, and other aspects of your career that you want to improve. The idea is to form a clear picture of your current situation and integrate it with your aspirations.

6.1. IDENTIFY YOUR CORE VALUES:

What are the principles that guide your work as a guidance professional? What motivates you to do the work you do?

This assessment is linked to the **reflexive transversal competences** of the ED-EN Hub Octagon (see in the Appendix). The Toolkit for the Joint Development of transversal

competences, developed by the ED-EN Hub consortium, will provide you with more tools and questions to take on this step.

A. VALUES, BELIEFS AND DUTIES

For each question asked, to be more impactful assessment, **give a real situation of your life** to illustrate your answer. Reflect on your experiences.

- *What are my core values?*
- *What are my beliefs, personal and common values, representations?*
- *What are my rights and duties as a guidance professional?*
- *Do I demonstrate open-mindedness while guiding an individual?*
- *Do I show empathy in the context of my accompaniments?*
- *What are my/our needs, tastes?*

B. CRITICAL AND COMPLEX THINKING

For each question asked, to be more impactful assessment, **give a real situation of your life** to illustrate your answer. Reflect on your experiences.

- *How do the above answers (values, beliefs, perception of rights and duties...) **impact my decisions and my practice** as a guidance professional?*
- *Do I apply an **ethical and deontological framework** in my guidance practice?*
- *To what extent am I able to put **the learner's interests** above all targets? What are the boundaries?*
- *To what extent am I able to **question my own practices** and adapt if needed? What are the boundaries?*
- *Can I **detect my biases** about professions and studies? Can I detect biases of the people I support? Do I know how to go beyond those biases while providing guidance? How?*
- *How can I step out from my representations?*

6.2. ASSESS YOUR TRANSVERSAL SKILLS AND KNOWLEDGE:

Make an inventory of your key skills as a guidance professional. What are your strengths? Where do you excel? What are your tracks for improvement?

The below questions should help you to assess your competences in relation to your job as a guidance professional. Like for other sections, for each question asked, to have a more impactful assessment, **give a real situation of your life** to illustrate your answer. Reflect on your experiences.

C. KNOWLEDGE OF THE SKILLS IN DEMAND AND PROFESSIONS

- *To what extent do I know about career/professions/studies/training?*
- *Do I know how to develop and share **career/professions/studies/training information**? What tools and resources do I use? What information do I miss?*
- *Do I know **how/where I can get the information** I need?*

D. GUIDANCE AND ADVISING COMPETENCES

- *How do I make sure to provide complete and appropriate guidance? What do I need to do it?*
- *To what level do I feel able to assist a pupil/student/employee/Job seeker/trainee in **elaborating an orientation project**?*
- *Am I able to guide the individual that I **support step by step**?*
- *To what extent am I able to **create a relationship based on trust and respect** with the individual that I support? How?*
- *To what extent am I able to **listen to and understand the needs** and expectations of the individual? Under what conditions?*

E. COLLABORATION COMPETENCES

- *Why do I value collaboration with other guidance professionals, and to what extent do I collaborate with them systematically?*
- *To what extent do I know how to **collaborate with other guidance professionals** (tutors/ teachers/ trainers/ HR professionals...)?*
- *Do I know who/what organisation I must contact to present/inform on specific professions?*
- *Am I able to **align my guidance practices with those proposed** by other actors (be coherent)?*

6.3 REFLECT ON YOUR EXPERIENCES:

Think about the experiences that have shaped your career as a guidance professional.

- What have been your most meaningful and impactful moments (both positive and negative)?
- What have been your most challenging moments?

Consider how these **experiences have influenced your approach to your work**. These experiences can improve your self-assessment of core values and transversal skills and

knowledge. You should further complete the answers to the above questions based on your experiences.

6.4 EVALUATE YOUR PROFESSIONAL DEVELOPMENT:

- What courses or training have you participated in recently (last two years)?
- What areas of your work do you want to improve?
- What projects have you recently been involved in, and what went wrong?
- How would you manage it if this situation occurred again?
- What competences would you need to develop, considering the challenges you recently faced?

Consider **how you can continue to develop and grow in your role.**

6.5 CLARIFY YOUR GOALS:

You should now have a clear idea of what you want to accomplish. It is time to set goals for your work as a guidance professional.

- What do you hope to achieve in the short-term and long-term?
- How do these goals align with your values and skills?

Consider **how you can use your strengths to achieve these goals and how you can address any areas for growth.** While it is possible to have a lengthy list of goals, prioritize few of them (3 per year seems reasonable). Indeed, aiming high can be useful to maintain motivation but unrealistic goals can be difficult to achieve because they can create resistance and undermine your efforts.

- *In the short-term, I would like to achieve...*
- *In the long-term, I would like to achieve...*
- *The above-mentioned align with my values and skills, because ...*

6.6 CREATE AN ACTION PLAN:

Based on your reflections and assessments, create an action plan that will define how you want to achieve your goals, to develop and grow as a guidance professional. What are the resources, tools, and information I need to achieve my goals?

This plan should include specific goals, steps you can take to achieve those goals, and timelines for completion. It aims to support you to achieve your career goals and building up your job skills.

Breaking your action plan into smaller milestones will ensure that you stay motivated in pursuit of your goals. Also, keep in mind that you should set realistic objectives and have time limits attached to your objectives.

Example of action plan for your development:

Competence I would like to further develop	Specific action to develop the competence/skills (learning, training, meeting, ...)	Deadline that I settle for myself	Status
Consciousness of oneself			
Critical and complex thinking			
Knowledge of the job market and professions			
Guidance and advising competences			
Collaboration competences			

Once you have built your action plan, it is important to **monitor your progress**. Short-term goals should be reviewed more regularly than long-term goals, and the timeline should be based on your planning to achieve the goals.

Remember to update your goals anytime you review your progress. A straightforward way to do this is by ticking off any goal or milestone you have accomplished on your action plan. Check if your action plan is getting you the aimed results, and if the results are unsuitable, feel free to change your strategy. The important thing is to be flexible enough to adjust your action plan and use it as a guide for your career development.

APPENDIX: THE ED-EN HUB OCTAGON OF TRANSVERSAL COMPETENCES

