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**Connecting Career Counselling and Human Resource Development in
Enterprises for Higher Education and Training in Practice (CONNECT!)**

IO1 - TRANSNATIONAL SYNTHESIS, CONCLUSIONS AND THE GLOSSARY

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1 INTRODUCTION

This is a document produced within the CONNECT! project, an Erasmus+ project that aims to connect career guidance and counselling (CGC) on the one hand and human resource management (HRM)/ human resource development (HRD) in enterprises on the other hand for higher education and training in practice. This document aims to provide a starting point for project activities, by summarizing the state of innovative research and development and higher education programs related to the project's overall topic "Professional career-guidance, - counselling and coaching and related forms of support for employees".

Partners on this project prepared national reports summarizing the findings of their review of literature, studies, media and resources conducted in each of the partner's countries (Austria, Germany, Greece, Italy, Netherlands and Serbia). The review was conducted in line with the agreed instructions, to ensure comparability of the findings.

The key topics that were in the focus of review at the national level include:

- the most relevant trends in the world of work;
- actual and innovative concepts and developments of company-based career guidance and counselling related work;
- overview of providers of career development support for employees;
- overview of relevant academic study programs and resources for professionals working with employees and
- theoretical and methodological approaches for counsellors and coaches to work with/within companies and company context.

These topics are aligned with the themes of the five course units concerning career guidance, counselling and coaching for employees, which will be developed within this project, and thus the findings can be useful for its development.

This transnational synthesis of the main findings presented in the national reports will give an overview of the similarities and specifics of the partner countries concerning the support provided to employees. Based on the conclusions, recommendations will be provided concerning the development of the didactical framework and course units for the Higher Education course on the topic "Career guidance and coaching for employees" as well as a course for counsellors and coaches. The aim is to establish a scientific basis for a research-oriented development of the didactical framework as well as the courses' course units. Based on the findings, the recommendations will be prepared concerning selection of content, material and resources for the Media centre.

2 TRENDS IN THE WORLD OF WORK AND IMPLICATIONS TO HRM/HRD AND CGC

There are many diverse developments and trends that have an impact on the world of work. These changes translate to the changes in the field of human resources and bring about the need for adjustment of career guidance services as well. Thus, each analysis of the intersection of career guidance and human resources in this report has mentioned those changes that influence how companies deal with their employees, their careers, and the possible roles of career guidance, counselling and coaching in this context.

In the text that follows, a brief overview of the key changes in the world of work (presented in the Table 1) recognized in most of the national analyses will be described. These trends will be looked at also with a purpose to understand the need to provide specific kind of support for employees in the context of those changes.

	Austria	Germany	Greece	Italy	Netherlands	Serbia
Demographic changes	+	+	+	+		+
Digitalization	+	+	+	+	+	+
Flexibilization	+	+		+	+	+
Need for lifelong learning	+	+		+	+	+
Disadvantaged position of some groups of people in the labour market	+	+	+	+	+	+

Table 1: Overview of key trends in the world of work mentioned in the majority of national reports

In all of the reports, **demographic changes** have been mentioned as important. Two significant demographic changes are recognized as a characteristic of the EU-28 member states: declining birth rates and an increased number of elderly persons. This is especially the case in Greece and Italy, although in all national reports the ageing of the society was emphasized. In Serbia, the decreasing population numbers are attributed not only to negative population growth but also to emigration. In Austria, it was mentioned that because of these changes, job opportunities for elder people will increase and the needs of these age groups will become more important and create a challenge for the enterprises to create relevant and attractive jobs for employees with long experience.

Digitalization is undoubtedly one of the most pronounced trends in the world of work, as well as automation. This is highlighted as relevant in all the reviews – especially since the digitalization leads to changes, which necessitate continuing education and professional development. Another issue that has been examined is the concern regarding the impact of information and communications technology (ICT) on unemployment and inequality. What is particularly stressed in the reports is that digitalization will lead to a large number of

disappearing or changing jobs and professions in almost all sectors, which has a direct consequence on the support to career development, which employees will need.

Furthermore, the **trend towards flexibilization** is listed as the main characteristic of many labour markets. For instance, the Netherlands is in the lead in Europe when it comes to flexible work arrangements and contracts, and in Austria the percentage of the employees who have been working in atypical jobs (part-time, in marginal employment or with free employment contracts) has also been increasing. In Serbia, the increase in temporary employment has also been observed together with the increase of non-standard forms of employment, such as digital work. This trend towards flexibilization can also be linked to transferring the responsibility for the employability from the employer to the employee. Temporary work is also often associated with precariousness. While flexibilization can be understood as a negative result of neoliberal labour markets, the individualization of lifecourses and the pro-active use of opportunity structures can be understood as a chance for people to live a self-determined life.

Another trend that was commonly recognized is the transition to knowledge society and the **need for lifelong learning**. This is followed also by a high demand for highly qualified persons, especially acknowledged in the analysis of Austria and Germany. The trend towards green economy mentioned in the Austrian report is also assessed to harm the job chances for the people with low qualifications. Something that has been brought up about the issue is that there are differences among people who participate in continuing education and training. While some groups of employees do participate regularly, there is a large group that does not. Some of the barriers that might prevent people from participating in lifelong development activities can be addressed by career counselling and coaching.

The particularly **disadvantaged position of some groups of people in the labour market** is also a highly relevant trend. For instance, in several countries, it was recognized that the employment situation of women is different than those of men. In Austria, the working reality for women is still predominantly characterized by a lower quality of employment, part-time work and a lower income situation. Women rarely work in scientific or technical fields, which are usually better paid than jobs from the health, social service or educational sector. In Italy, employment of women is below male employment and far from European averages and in the Netherlands, the gender income gap is large and a strong need for additional policymaking on the life-work balance is recognized. In some countries, young people are a vulnerable group in the labour market. This is for example not the case in Germany, but it is in Italy, Greece and in Serbia. In Italy, youth unemployment remains three times higher than that of adults. The analysis of the particularly disadvantaged groups brings the recommendations for providing career counselling and other forms of assistance to them specifically. Thus, data on the precarious situation of certain groups is greatly needed.

The key trends in the world of work identified in the national reports include the demographic changes (influenced by declining birth rates and emigration), digitalization, the need for lifelong learning, the trend towards flexibilization and the particularly disadvantaged position of some groups of people in the labour market. These trends are connected to global trends in the world of work and also they are interconnected – for instance greater digitalization leads to a need for a better-qualified workforce and the lifelong development of skills. These trends are vital for understanding the needs of both employees and companies concerning career development.

3 ACTUAL AND INNOVATIVE CONCEPTS AND DEVELOPMENTS OF COMPANY-BASED CAREER GUIDANCE AND COUNSELLING RELATED WORK

One of the key aspects of the analysis was to determine what is the state of the company-based career guidance and counselling related work – whether it was present in the companies and in what way. In this section the key results will be presented. Firstly, the data suggesting the frequency of organizing career guidance services in companies will be presented. Following this overview, some of the trends in company based career development in different countries will be listed. Apart from some common roles that HR overtakes which are relevant for company based career guidance and counselling related work, some emerging potential roles of HR will be mentioned. At the end of this section, several innovative projects and initiatives concerning the intersection of career guidance and counselling and human resources will be described.

3.1.1 Career guidance services in companies

In several national reports, one of the conclusions was that the data suggests that career guidance services are not frequently organized for employees.

For instance, in the national report for Greece, it was observed that career guidance and counselling services are limited both in terms of availability and in terms of their focus on professional development. In some cases, those services that are available, such as those offered by the National Manpower Organization, are mostly focused on the unemployed people and their inclusion in the labour market. Other than state-level resources and initiatives, it is stated that career counselling services are rarely offered.

Similarly, in the case of Serbia, it has been noted that in general there is a low level of the usage of career development techniques in companies. This is attributed to the lack of contemporary knowledge about management and organizations and the lack of financial resources.

In the Italian national report, an example of a research study establishing that career counselling services is not frequently present in the small and medium enterprises is mentioned. Similarly, as in the case of Serbia, budget and structural limitations are revealed as the most relevant obstacle for providing these services (especially in smaller organizations). In Germany there seem to be some evidence that a minority of employers started career guidance apart from the regular HRD activities. On the other hand, in the research that was cited benefits to career guidance and counselling have been listed as well - the most important one being a support to change and a way to stimulate improvements and developments and to positively impact performances.

3.1.2 Trends in company based career development

Even though in some countries and some company contexts limited presence of career development support has been mentioned, also there are some positive developments in this area. They could be understood in light of the change in human resource management and human resource development mentioned in one of the reports – a conversion to approaches and instruments that focus on the individual and her/his specific

competences, resources, characteristics and interests. Many roles of HR which are aligned with this trend are immensely relevant to career guidance are discussed in the national reports including mentoring and coaching, onboarding, workplace learning and training and monitoring and evaluation of the employees' performance.

- **Mentoring and coaching** have been recognized as forms of counselling closely linked to a workplace, and in several national reports, they have been mentioned as a frequent type of career development support in companies. In the Serbian report, mentoring is mentioned as one of the most frequently used methods for career development in HR.
- **Company organized learning and training** – Considering the changes in the world of work and the need to continuously develop competencies – stimulation of work-place learning has gained a high significance. Moreover, training in companies has been brought up often regarding the company based career guidance and counselling. For instance in the Austrian report is presented that the development of vocational skills is usually provided in the companies by internal trainers according to the training plans whereas the development of personal and social competences is organized in cooperation with external trainers and coaches. In larger companies, it is recognized that the human resource manager becomes also a training manager and a training counsellor. In Germany in the context of new legislations (Law on training opportunities), training for employees is linked to career counselling as a mean to support the employer and employees to plan and realize training.
- **Counselling** – in the German national report it was discussed that the existing literature does not yet comprehensively understand career counselling as an instrument of HRM and that what is recognized are specific forms of counselling services for employees in special problem situations – advice services for issues with salary, insurance or pension, counselling when problems such as unfair evaluation by the superior arise as well as psycho-social counselling. Counselling can also be offered to employees who are planning or want to develop their career in the company context, who want to be supported or included in development programmes, but also career issues can potentially be the subject of counseling or coaching in the company, even the career might be outside the current occupation.
- **Providing career information** – In some cases one of the important career guidance service provided from companies to employees is career information. For instance, although often directed to young people, events such as vocational fairs – presented in the Austrian report are also visited by adults who seek new employment challenges and an opportunity to upgrade their education.
- **Onboarding** - the process of introduction of new employees to an organization, is mentioned both in the Netherlands report as a process which is gaining interest from both larger companies and small and medium enterprises and in the Serbian report it is also noted as an HRD practice which can involve significant career-related support to new employees.

- **Monitoring and evaluation of the employees' performance** – One of the roles of HR in some companies - is related to providing support in giving feedback to the employee, usually during the performance appraisal interviews conducted quarterly, half-yearly or yearly between principal and employee, where training/education needs and career steps are considered and personal development plans are created as a result.

Apart from mentioned roles, there are emerging potential roles that HR can overtake, and which would be relevant for company based career guidance and counselling related work. These include trends concerning sustainability and corporate social responsibility.

- **Sustainability** can be seen as a highly relevant trend in HR. What is most significant for this report is that various roles of human resource management in supporting organizations to become more sustainable have been recognized, and some of them are directly relevant to career guidance and counselling. One of them, prominent in the literature is that HR has a role concerning employees well-being, health conditions, and job security. The other, less frequently mentioned in the literature, is that HR can be a driver for community sustainability through supporting employees' volunteering programs that allow a company to share sustainability values and providing development and training to generate employment opportunities. In the Italian national report, the possible innovative role of career guidance was especially recognized both concerning employees and a community. As a relevant model in this context the dimensions of HR practices related to sustainability have been also mentioned in the Italian national report – sustainability-driven change through caring for employees, social inclusion, the development of competencies and through career growth, which are all in common with career guidance and counselling.
- **Corporate social responsibility (CSR)** is also mentioned as a trend within HR relevant to career guidance. In the Austrian national report, it is recognized especially in terms of employing vulnerable groups of people. In the Italian national report, it was emphasized that today CSR is considered as a strategic resource that also aims to improve the employees' performance. In both aspects this role of HR might be relevant for support of career development of employees.
- **Intrapreneurship** – in this context as an emerging trend in HRD a new understanding of employees as “intrapreneurs” can be listed as well. It denotes the understanding of an active role of employees in shaping their progress and the progress of the organization. Concerning this, in Italian report the Intrapreneurial Self-Capital is mentioned as an important concept – defined as a career and life resource that enables people to cope with ongoing challenges, changes and find innovative solutions.

3.1.3 Innovative projects and initiatives

Several types of service provision concerning the intersection of career guidance and counselling and human resources that can be seen as new or innovative have been recognized through desk analysis. More

information on them can be found in details in the national reports, while in this summary they will just be listed to indicate various trends that exist.

Interesting initiatives of trying to ensure that more adults have access to career guidance and counselling services, including employees, are mentioned in the national report from the Netherlands. One of them is a project for **providing career services at the Public Library**, where everyone with questions on career matters can make an appointment for a free career interview. Another initiative that is mentioned is **personal learning account** – providing a personal development budget that an individual employee can spend on education, training and career guidance.

Another example of innovative development of company-based career guidance is a project developed by an international mobile company in Serbia. In this case, **design thinking was used to increase efficiency in 'onboarding' processes** for first-line agents in the customer service sector, by devising a solution that will allow them to look at their career path. In this way each employee can learn what skills they have developed and what they need to improve. The solution – mobile application, also contains **gamification** elements or is fully gamified, that is also additional innovative approach.

Some examples are directly related to **establishing partnerships**. The concept of the learning sectoral and regional communities was developed in the Netherlands as a model to optimally connect learning, working, innovation, and research in public-private contexts. Another example related to public-private partnerships is House of Skills which connects representatives from the business community, industry bodies, employee and business associations, universities and research institutes, the education sector, and local government to enhance intra- and inter-sectoral mobility and lifelong development. Also, an initiative the Knowledge and Innovation Covenant which includes companies, knowledge institutions, and governments working on economic opportunities, social challenges, and key technologies has been developed.

In several national reports, one of the conclusions was that career guidance services are not frequently organized for employees. In some country contexts, they are limited in terms of availability and their focus on professional development or they are not frequently present in small and medium enterprises. Some common roles that HR overtakes relevant for company based career guidance and counselling related work in different countries include mentoring and coaching, the company organized learning and training, counselling, providing career information, onboarding and monitoring and evaluation of the employees' performance. Emerging roles of HR are also discussed and they are related to sustainability, corporate social responsibility and intrapreneurship.

4 VARIOUS PROVIDERS OF SERVICES RELATED TO PROFESSIONAL CAREER SUPPORT FOR EMPLOYEES

To understand the state of support for employees, it is immensely relevant to identify who provides such support. Based on the national reports, it can be concluded that there are various actors involved in service

provision both in public and in the private sector (Table 2). While in some countries there are multiple service providers involved, in others the support is predominantly provided by a certain type of providers.

Most often **public agencies for employment** play a role in providing career support for employees. However, the services provided may differ at the national, regional and local level. Also, the type of support varies and may be limited. For instance, in Serbia, public employment service provides career support only to employed persons who want to change jobs. In Italy, this service has an important role as a skills provider - so that the training system can respond promptly to the heterogeneous needs of workers and markets.

In the private sector, mostly the situation is that career guidance services are organized and offered internally in companies by **HR departments** or externally by human resources or **career counselling agencies or individual professionals**. These private service providers are in some countries dominant – such is the case in the Netherlands, where the system of public service provision in the field of careers work for employees is transferred to the private domain.

HR departments within companies offer different services, mentioned previously – from mentoring and coaching, to assessment, onboarding, talent recognition and management, training, monitoring and evaluation of the performance of employees. These services are sometimes directed to all employees of the company although it is not always the case – sometimes they are only offered to new employees, managers or employees whose talent is recognized and that are marked as leaders' successors or high potential contributors.

Private agencies or individual professionals who offer their services to companies or directly to employed people, offer a wide variety of services, including assessment, counselling, coaching and training, and even support in career transition in some cases. For instance, in the German national report it is mentioned that about 8000 private coaches are working in Germany, 60% of whom have a private practice, covering among other aspects also the topic of career development or further (personal) development.

In the Italian and Austrian context, **research institutions and agencies** are also identified as service providers. In Italy, public and private institutions and organizations are involved both in research actions and in providing services. Research centres in several different universities have also been identified in this context. One of the services provided is training for strengthening management skills.

As a prominent feature of the Austrian guidance system, the active role of the **social partners** (Chamber of Commerce, Chamber of Labour) in the provision of career guidance is mentioned. In Greece Athens Chamber of Commerce and Industry also provides services in this regard.

Trade Unions and Trade Associations in Italy also actively participate in the life of companies and industrial relations, to protect and preserve the rights of their members and of the entire class of workers to which they refer to, offering services such as training and qualification activities, assistance, support, and coaching for personnel management. In Greece however, it was recognized that the Greek Workers' Confederation is more

focused on providing legal and tax-related advice to employed individuals rather than focusing on career counselling or professional development. In Austria the Chamber of Labour plays a more important role concerning career development services for workers and employees than the Trade Unions.

Associations of professionals dealing with topics in career counselling and HR activities are also recognized as a provider of services related to professional career support for employees in Italy. Moreover, **not-for-profit organizations** are mentioned as a provider of guidance services in Greece, especially to vulnerable groups.

Lastly, it should be noted that in the cases of **dual education and apprenticeships**, where students also spend some time in companies, the relevant providers of professional career support are also **schools**. In Serbia students involved in the dual model of education who spend a significant amount of time in work-based learning in companies, receive career guidance and counselling services from the Secondary School Career Guidance and Counselling Teams. These teams involve teachers in secondary schools but also representatives of Chambers of Commerce and employers, and the focus is on the development of career management skills. In Austria, attention is given in most enterprises to career counselling and career planning of their apprentices. The focus may be on the further position in the enterprise, on extending knowledge and skills and on aiming at a leading position or an academic career.

	Austria	Germany	Greece	Italy	Netherlands	Serbia
Public Agencies for Employment	+	+	+	+	+	+
HR departments within companies	+	+	+	+	+	+
External private service providers	+	+	+	+	+	+
Chambers of commerce and other chambers	+	+	+	+		
Trade unions	+			+	+	
Professional associations				+		
Research institutes and organizations	+			+		

Table 2: Overview of providers of services related to professional career support for employees

The various network of service providers indicates the existence of diverse approaches toward supporting employed individuals in career guidance and counselling, from public, public-private, to private service providers. The results presented in this chapter should be taken into account in the process of development of the training of professionals in the the CGC and HRD field.

5 CURRENT THEORETICAL AND METHODOLOGICAL APPROACHES FOR COUNSELLORS AND COACHES IN THE COMPANY CONTEXT

What theoretical and methodological approaches are currently being applied in the work of counsellors and coaches in their activities with/within companies and company context? Information on this is not available in a systematic way, although some conclusions can be drawn from desk analysis of current practice.

Concerning the currently applied approaches, there have been various insights into the national reports. In Italian national report several approaches were mentioned as being applied: **life-design approaches**, with their attention to building capacities and person-to-context relationships, **a capability approach**, with a focus on social justice and people flourishing, **job resources and job demand approach**, with specific attention to activities in work contexts and people wellbeing in the organization as well as a **sustainability approach**, with a focus on diversity and inclusion issues as well as the impact on larger/global community. In the Netherlands, it is noted that career development for employees is often seen in the perspective of **formal and informal (career) learning in organizations**. Another model that has been mentioned is the **Talent Development model (ATD)** often used in the professional development of HR and training professionals. Newer streams within the theoretical discourse in the CGC field relevant to the field of counselling and coaching with/within companies recognized in the German national report include a perspective that the individual is fully dependent for his own career, in line with research of the decline of classical careers in industry companies. One of the conclusions is that the field of individual career guidance, but also the existing in-company work delivered by public services is not linked strongly to organizational perspectives.

In Serbia and Greece, it seems that there are no widespread approaches for counsellors and coaches to work with/within companies. What can be established is that HR departments in some companies and counsellors and coaches who work for companies use psychometric assessment tools and personal construct coaching and other similar approaches (such as holistic coaching and Erickson system for coaching).

This variety of approaches can be understood in light of diversity of theories, philosophical frameworks and research approaches concerning the theoretical base of career development and supporting career development in human resources perspective, as described in the Austrian national report. In this report it is mentioned that theories fed from constructionism are recognized as new trends in career psychology and that these trends can be considered as responses to issues in the theoretical context of career development and to global challenges. In the Italian national report, one of the conclusions was that more resources should be devoted systematically to a career development anchored to life contexts – and to view that not only should space be given to actions for competence development relevant to the current productivity of the organization but also to sustaining personal development and sustainable development of enterprises.

There is a wide range of theoretical and methodological approaches that are currently applied or could be relevant for counsellors and coaches working with employees. They include diverse approaches such as life-design approaches, a capability approach, job resources and job demand approach, a sustainability approach, the approaches related to formal and informal (career) learning in organizations and the Talent Development model. These and other relevant approaches should be integrated into education and training of both CGC and HR professionals.

6 RESOURCES FOR PROFESSIONALS

The national analyses have discovered various resources that are available for professionals as HR Experts and Practitioners, Trainers in University and VET context, Counsellors working with employees in enterprises or other contexts. They can be recommended to be used within Media centre developed in the scope of the CONNECT! Project.

The resources mentioned within national reports include assessment tools useful for counsellors who work with employees, online platforms offering career guidance and counselling services, repositories of materials on topics relevant to human resources and career development and online sources of relevant research studies and data.

Assessment tools useful for counsellors who work with employees

In some reviews assessment tools who have been developed and/or adapted that aim to equip career counsellors who work with employees have been mentioned. They include the following resources:

- *(the Netherlands)* **Career Checks**: Saxion has together with the HAN University in Arnhem and Nijmegen performed a research on the provision of Career Checks - defined as "tools that help an individual understand the current value of their skills for the current and future labour market and that helps them to make forward-looking career choices". The report resulted in an inventory of more than 100 providers of instruments and they described 20 of the most valuable ones. Career checks can be seen as general periodic inspections as a toolbox or instrumentarium that supports clients to gain insight into the current value of their skills for the current and future job market and helping them to make future-oriented career choices The results of their inventory are described in the Dutch language. They can be found here: https://www.han.nl/onderzoek/nieuws/terugblik-loopbaan-apk-ev/_attachments/20190523_rapport_loopbaan_apk_gekeurd_def.pdf
- *(the Netherlands)* **Skills passport**: Concept of a skills passport is being developed by the House of Skills in Amsterdam. The basis of the Skills Passport is an assessment of skills, helping individuals gain more insight into their skills and ambitions.
- *(Italy)* The Italian adaptation of the Decent Work Scale (Di Fabio & Kenny, 2019) and the **Organizational Career Growth scale** (OCG scale), a measure of employee perceptions of their chances of development and advancement within an organization (Spagnoli & Weng, 2019).

Online platforms offering career guidance and counselling services

- (the Netherlands) Loopbaan Centraal - Initiative initiated by CNV and James is the online career platform where clients are offered online career services and tools. And when they need additional services or guidance they can contact a career professional immediately.
- (Austria) <https://www.bildungsberatung-online.at/startseite/html> is supported by the Austrian Ministry for Education and the Social Funds of the European Union; it offers online career guidance and counselling.
- (Austria) <http://www.wifi-biz.at/angebot/fuer-erwachsene/potenzialanalyse-fuer-erwachsene/> is offered by institutes of the Austrian Chamber of Commerce and provides for adults an analysis of their vocational potential

Repositories of materials on topics relevant to human resources and career development

- (Italy) Hogrefe Editore adheres to the new approach of Life Design hence adaptability, flexibility, learning, and orientation throughout its life. As regards adult career development resources developed and available for the Italian context consist, for instance, in training for adolescents, instruments for the assessment and turning potentials into capacities in the work contexts. (Website: <https://www.hogrefe.it/>).
- (Italy) Isfol Digital Library - These are materials intended for people who experience different professional situations: people who are facing some kind of transition, who therefore can feel the need to undertake a consultancy path and reflect on their ways of managing various life situations, first of all, the working ones; persons in the transition from the absence of perspectives to a designed and sustainable future (recover and recognize personal aspirations, dreams and ambitions; persons asking orientation consultancy for work-life balance). (Website: <http://inapp.infoteca.it/bw5ne2/opac.aspx?WEB=INAP>)
- (the Netherlands) Developing a skills ontology - In collaboration with the Belgian/Flemish Public Employment Services VDAB the Dutch UWV is working towards an integrated skills ontology - an open-source applicable competence standard.

Online sources of relevant research studies and data

- (Austria) <https://www.ams-forschungsnetzwerk.at/deutsch/> gives an overview of the research provided by the Austrian Labour Market Service
- (Austria) <https://www.abif.at/deutsch/download/download.asp> gives an overview of labour market research provided by abif

- (Austria) <https://ibw.at/forschung/> gives information to labour market-related research by the Chamber of Commerce
- (Austria) <https://oeibf.at/ergebnisse/> gives an overview of research results by the öibf, an institute of the Austrian Chamber of Workers and Employees

There are various resources concerning the career development support for employees that can be used both by counsellors working with employees in enterprises or other contexts and HR experts and practitioners. They include tools that can be used in practice – such as assessment tools and online platforms offering career guidance and counselling services which contain relevant information concerning labour market. Also, there are materials on topics relevant to human resources and career development and links to existing research studies and data that can be a basis for the development of company-based career guidance and counselling related work.

7 FINAL REMARKS

In the world of work marked by shifts such as rising digitalization, flexibilization, significant demographic changes and the demand to continuously update knowledge and skills, the support for career development in companies is vital. Moreover, the challenges faced by different groups of people are not identical – some groups are even more disadvantaged at the labour market and need specific kind of support. Some of the trends in the world of work identified by this analysis have a large effect on the quality of work and issues such as life-work balance and worker autonomy. The importance of decent work for individual and for organizations and society needs to be considered in the discussion of the career development support that is provided to employees. These trends should be taken into account in the development of the didactical framework and course units for the Higher Education course on the topic “Career guidance and coaching for employees” as well as course for counsellors and coaches.

The career development support available to individuals in companies is limited at this moment. In some countries, it is not widely available or the services provided do not entail all types of support that could be beneficial to employees. However, the analysis also indicates that there are various service providers active in this field – from public, public-private, to private service providers which have diverse approaches toward supporting employed individuals.

When it is available, the career development support in companies includes mentoring and coaching, the company organized learning and training, counselling, providing career information, onboarding and monitoring and evaluation of the employees’ performance. The training programs for current and future professionals in the CGC, HRM and HRD field should provide an overview of these actual developments of company-based career guidance and counselling related work as well as some emerging trends identified by

this analysis. These include evolving roles of HR that focus on issues such as sustainability, corporate social responsibility and intrapreneurship, and various examples of innovative projects that aim to ensure wider outreach of career development support (for instance by establishing partnerships between various providers, applying different financing models and gamification).

The integration and synthesis of the two perspectives, career guidance and counselling or coaching on the one hand and concepts of HRD on the other are seen as the biggest task within the project and references to potentially useful perspectives are provided in the national reports. As it can be seen from the national reviews there is a variety of perspectives and theoretical discussions relevant for the topic of the project, that can be further explored within the academic curriculum on the projects' main topic "Career guidance and development for employees" as well as course concept for the training of professionals in the CGC, HRM and HRD field.

8 GLOSSARY

The following glossary consists of terms used related to company-based career work. Through conducted analysis of practices related to career-related forms of support to employees, the main terms and concepts used to describe such practices have been listed in this glossary.

After each term in English, the definition of the term is provided as well as the reference to the source of the definition.

Agility

Agility can be understood as a characteristic of the structure, the management and the employees of an organization (commercial enterprise, non-profit organization or public authority) to act flexibly and furthermore proactively, anticipatively and proactively to introduce necessary changes. Agility might affect structures (as hierarchy) and processes as well as the expectation on engagement and self-organization of the people.

Source: Häusling, A. & Kahl, M. (2018): Treiber für Agilität – Gründe und Auslöser. In: Häusling, A. (Hrsg.): Agile Organisationen (17–25). Freiburg: Haufe.

Career Counselling

Career Counselling describes the core competence of CGC professionals to support their clients in understanding their situations, in working towards solutions and in making decisions through the use of ideographic and reflective methods.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Career Counsellor

The Career Counsellor supports individuals in understanding their situations, so as to work through issues towards solutions.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Career Education

Career Education describes the core competence of CGC professionals to teach and train people to develop the career management competences they need for managing education, training and career transitions.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Career Guidance

A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

Council of the European Union, (2008). Council Resolution on better integrating lifelong guidance into lifelong learning strategies.

Career Information & Assessment

Career Information & Assessment describes the core competence of CGC professionals to support people in assessing their personal characteristics and needs and connecting them with information on opportunities and requirements in labour and education markets.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Career management competences

The competences which people need in order to shape their lives autonomously and to plan and create their educational paths and their work lives on their own.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

CGC Professional

The Career Guidance and Counselling Professional adopts professional values and ethical standards in practice, develops and regulates relationships appropriately, engages in continuous learning and critical thinking, and advocates for the profession.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Coaching

A process of work that has a goal of improving someone's performance, usually through work one on one, as well as reflection of the way application of specific knowledge and skills.

Source: European Lifelong Guidance Policy Network (ELGPN) (2014). Lifelong guidance policy development: glossary (ELGPN Tools No: 2) Jyvaskyla, Finland.

Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. A variety of coaching areas include Executive Coaching, Life Coaching, Leadership Coaching, Relationship Coaching, Career Coaching and other skilled coaching fields.

Source: International Coaching Federation (ICF), available at: <https://coachfederation.org/about>

Competence

The ability of people to meet complex demands in particular situations, drawing upon adequate psychosocial resources (i.e. affective, behavioural, and cognitive resources) in a reflective manner.

Source: NICE (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Edited by C. Schiersmann, B.-J. Ertelt, J. Katsarov, R. Mulvey, H. Reid & P. Weber. Heidelberg: Heidelberg University.

Corporate social responsibility

Corporate Social Responsibility (CSR) is a way in which enterprises give consideration to the impact of their operations on society and affirm their principles and values both in their own internal methods and processes and in their interaction with other actors. CSR is a voluntary, enterprise-driven initiative and refers to activities that are considered to exceed compliance with the law.

Source: International Labour Organization (ILO). (2008). Thesaurus. Department of Communication and Public Information, Bureau of Library and Information Services, International Labour Organization (ILO), Geneva, Switzerland.

Human resource development (HRD)

Human resource development (HRD) is the process of encouraging employees to acquire new skills and knowledge through various training programmes, courses and learning packages.

Source: Heery, E., & Noon, M. (2017). A dictionary of human resource management (3 ed.). Oxford: Oxford University Press.

Human resource management (HRM)

Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them.

Source: <https://open.lib.umn.edu/humanresourcemanagement/chapter/1-1-what-is-human-resources/>

Mentoring

Mentoring is the process, whereby a senior employee takes an active role in developing a junior colleague. The mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to progress along a successful career path. As well as giving advice, the mentor might also prove useful in providing contacts that help the mentee to engage in the process of networking.

Source: Heery, E., & Noon, M. (2017). *A dictionary of human resource management (3 ed.)*. Oxford: Oxford University Press.

Networking

Networking is the process of establishing useful links and contacts with various individuals in key roles in different organizations in order to enhance one's career opportunities.

Source: Heery, E., & Noon, M. (2017). *A dictionary of human resource management (3 ed.)*. Oxford: Oxford University Press.

New Work Order

New work order is a broad understanding of employment and work that states the emergence of new culture of transparent collaboration marked by intrinsic employee motivation, a consensual management system and shared responsibilities and values. NWO is affected by a combination of technological transformation, social transformation, economic transformation and cultural transformation toward more transparency, dialog, efficiency and motivation and loyalty within companies.

Source: Gebhard, B. and Häupl, F. (2012). *New Work Order*. <https://www.birgit-gebhardt.com/new-work-order/> (2020-09-18).

Onboarding

Onboarding refers to the process that helps new employees learn the knowledge, skills, and behaviours they need to succeed in their new organizations.

Source: Bauer, T. N., & Erdogan, B. (2011). *Organizational socialization: The effective onboarding of new employees*. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology, Vol 3: Maintaining, expanding, and contracting the organization, APA Handbooks in Psychology* (pp. 51–64). Washington, DC, US: American Psychological Association.

Organization

The concept of organization cannot be clearly defined. The definition of the term depends on the underlying organizational theory approach. In the context of this paper, organization is understood as the formal set of rules of a system based on the division of labor. (...) Such organizational regulations can be classified into two classes, which are to be understood as two sides of an "organization medal": These are the type(s) of specialization to be chosen and the form(s) of coordination to be chosen. While specialization asks how a task can be performed in the most sensible way based on the division of labor, coordination deals with the question of how processes based on the division of labor can be structured efficiently. Coordination is always necessary where the division of labor is involved. Conversely: Where there is no specialization, coordination is also dispensable.

*Source: Schewe, G. (2020). Organisation. In: Gabler Wirtschaftslexikon Online.
<https://wirtschaftslexikon.gabler.de/definition/organisation-45094> (2020-09-23) (own translation)*

Organizational Culture

Organizational Culture can be understood as a system of shared patterns of thinking, feeling and acting as well as the norms, values and symbols that convey them within an organization. To analyze an organizational culture, three cultural levels are often distinguished, namely its basic assumptions, norms and standards, and systems of symbols. Organizational culture can serve to motivate the members of an organization by bringing their individual preferences closer to the collective goals of the organization. The possibility of a targeted changeability of the organizational culture is controversial.

*Source: Schewe, G. (2020). Organisationskultur. In: Gabler Wirtschaftslexikon Online.
<https://wirtschaftslexikon.gabler.de/definition/organisationskultur-46204> (2020-09-23) (own translation)*

Organizational Development

Strategy of planned and systematic change, which is achieved by influencing the organizational structure, corporate culture and individual behavior, with the greatest possible participation of the affected employees. The objective is on the one hand to serve the efficiency of the organization, and on the other hand the development of the individual organization members. The chosen holistic perspective takes into account the interactions between individuals, groups, organizations, technology, environment, time as well as the communication patterns, value structures, power constellations, etc. that actually exist in the respective organization.

*Source: Maier, G. H. (2020). Organisationsentwicklung. In: Gabler Wirtschaftslexikon Online.
<https://wirtschaftslexikon.gabler.de/definition/organisationsentwicklung-43924> (2020-09-23) (own translation)*

Talent, Talent Management

Talent Management refers to internally and externally directed strategies, methods and measures with which a company ensures that the key positions critical to business success are filled with the right people: target-oriented action to discover, attract, develop, promote, optimally place and retain talent.

*Source: Von Hattburg, A. T. (2020). Talent Management. In: Gabler Wirtschaftlexikon Online.
<https://wirtschaftslexikon.gabler.de/definition/talent-management-53960> (2020-09-23) (own translation)*

Training

Training is the process of changing the skills, attitudes, and knowledge of employees with the purpose of improving their level of competence. It is a planned process, usually involving a series of stages where incremental improvements can be identified. It takes two main forms: (1) on-the-job training whereby an employee receives instruction within the place of work, usually through observing the tasks, being guided through them by experts, and then practising them; and (2) off-the-job training whereby an employee is instructed away from the place of work.

Source: Heery, E., & Noon, M. (2017). A dictionary of human resource management (3 ed.). Oxford: Oxford University Press.

Work-based learning

Work-based learning is acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, usually in the workplace.

Source: Cedefop (2011). Glossary: Quality in education and training. Luxembourg: Publications Office.

9 ANNEX: OVERVIEW OF ACADEMIC STUDY PROGRAMS RELATED TO HR AND CGC

Country	Academic study programs related to HR and CGC	Content related to counselling of employees within study programs
Austria	A study programme “Bildungs-, Berufs- und Karriereberatung” (Education, vocational and career counselling) at Danube University Krems for two semesters (awards a certificate), three semesters (Academic Expert) and five semesters (MA), offered part-time and with acknowledgement of previous knowledge (www.donau-uni.ac.at)	This is the only academic programme in Austria with a clear focus on career guidance and counselling.
Austria	MA study course “Organisations- und Personalentwicklung” (Organizational and personnel development), which is offered by the University of Applied Studies in Vienna (FH Wien) www.fhwien.ac.at	
Germany	Counseling for Education, Career and Employment University of Applied Labour Studies of the Federal Employment Agency in Mannheim and Schwerin; Degree: Bachelor of Arts; Type of study: dual study, practice-integrated, full-time, www.hdba.de/studium/bachelorstudiengaenge	Example for Bachelor Programs (approx. 5 existing) Approximately 20 study programs were found in Germany at the Bachelor's and Master's level concerning Counselling and Coaching. Most of the programs are at the master's level. All Master's programs are part-time Master's programs for people with work experience.
Germany	Consulting in the World of Work - Coaching, Supervision and Organizational Consulting Frankfurt University of Applied Sciences; Degree: Master; Form of study: Part-time; http://www.frankfurt-university.de/studium/studienbuero.html	Example for Master Programs (further training for experienced people) (approx. 20 existing)
Germany	Consulting & Coaching, Nuremberg University of Technology. Degree: Master; Form of study: Part-time; https://ohm-professional-school.de/studium/master/beratung-und-coaching/	Example for Master Programs (further training for experienced people)
Germany	Beratung und Beratungswissenschaft -	Example for Master Programs (further training for

	Coaching - Training - Consulting an Human-Centred Design; Humboldt University of Berlin; Degree: Master; Form of study: Part-time; http://studium.hu-berlin.de/	experienced people)
Germany	Educational Science/ Industrial Education/ Human Resource Development; University of Koblenz-Landau Degree: Bachelor's degree; http://www.uni-koblenz-landau.de/de/uni/organisation/verwaltung/abteilungen/abt-3/studienberatung-landau	Example for Bachelor Study Programs for Human Resources Development / HRD (CGC) (13 existing) In total 46 study programs in Germany on Bachelor and Master level on Human Resources Development / HRD (CGC) were found. The majority of the study programs are master's programs, and the majority of these are part-time programs for people with work experience.
Germany	Business Education and Human Resource Development; University: Georg-August-Universität Göttingen; Degree: Master; Type of study: full-time. http://www.uni-goettingen.de/de/1697.html	Example for Master Programs (8 existing)
Germany	Human Resource Management (M. Sc.); University: Pforzheim Degree: Master; Type of study: full-time. https://businesspf.hs-pforzheim.de/studium/studierende/master/human_resources_management_msc	Example for Master Programs (8 existing)
Germany	Human Resource Development, University of Applied Sciences Kaiserslautern Degree: Master; Type of study: Part-time, distance learning; http://www.kis.uni-kl.de/campus/all/unit.asp?gguid=0x10998EFC1AF27744B8E666FF5C13DA61&tguid=0xACA2830FBD495A47A2BBFA9C240A6856	Example for Master Programs (further training for experienced people) (25 existing)
Germany	Organizational and Personnel Development; Friedrich-Alexander-Universität Erlangen-Nürnberg; Degree: Master; Type of study: Part-time, http://www.ibz.fau.de/	Example for Master Programs (further training for experienced people) (25 existing)
Greece	MSc course in Human Resource Management organized by the Athens University of Economics and Business (website:	The course encompass a number of resources and content aimed at preparing individuals for the workplace. Specifically, the course is structured such to help students understand the

	https://www.aueb.gr/en/school_of_business/hrm	context in which HRM takes place (e.g., labor economics, labor law, organizational psychology), basic HRM functions (e.g., training and development, recruitment and employee selection, performance management), and topics that enrich strategic and developmental tasks of HRM (e.g., change management, negotiations).
Greece	Short professional e-learning courses organized by the National and Kapodistrian University of Athens (website: https://elearningekpa.gr/categories/dioikisi-anthropinou-dunamikou)	These courses, lasting between 3 and 8 months and conducted exclusively online, cover a number of topics including HRM and organizational analysis, recruiting, HR development, HRM, business coaching, emotional intelligence and management, coaching (accredited), coaching leadership, payroll and HCM software, and others.
Greece	The MSc course in HRM offered by the University of Macedonia (website: https://www.uom.gr/en/hrm)	Objective of the course is to prepare individuals for careers in HRM in the public and private sector, and promoting the development of research and practical applications of methods taught including applied research, case studies, business games, computer-assisted simulations.
Greece	MBA course in Leadership and Management Development with Human Resources Management offered by Aegean College (website: https://aegeancollege.gr/programma/mba-hr)	The course is aimed at graduates, professionals and executives seeking to work in HRM. The course is structured to reflect the practices and needs of national and multinational organizations operating in Greece. In the first year, candidates are assessed on four compulsory (management and organizational analysis, HRM, strategic management, and research methods) and two elective courses. In the second year, candidates are assessed on two compulsory courses (leadership and managing change, and international HRM).
Italy	Master course of Social Work and Communication Psychology, at the University of Padova	Includes mandatory 6 ECTS credits courses ' <i>Human resource management</i> ' and ' <i>Formation and personal empowerment</i> ', and as optional ones ' <i>Career construction and career counselling</i> ' and ' <i>Managing diversity in working contexts</i> '.
Italy	Master course in Entrepreneurship and Innovation, at the University of Padova	Includes mandatory 6 ECTS credits courses ' <i>Economics of human resources</i> ', ' <i>Organization design and governance of human capital</i> ' and ' <i>Entrepreneurship and strategies for growth</i> '. In business curricula students can find courses such

		as <i>'Organization development and behavior'</i> , and <i>'Human capital and health'</i> as optional ones.
Italy	Master in HR & Organization, the postgraduate master course proposed at the University of Bologna, (https://www.bbs.unibo.it/hp/master-in-hr-organization/)	The course is aimed at making companies and people more competitive with attention to international growth, to applying specific theories, research and tools to the human resources function. Actions are tailored to enhancing human capital, a systematic approach to the management of organizations, which tightens on the core design activities of the area.
Italy	HR, Lavoro e sviluppo manageriale [HR, Work and Management Development], master course, proposed by Sole 24 Ore (website: https://www.24orebs.com/hr-lavoro-e-sviluppo-manageriale)	The course is aimed at young graduates and undergraduates in humanities, socio-economic and legal disciplines who wish to pursue a career in the HR departments of companies, banks or consultancy companies. Distinctive elements are HR Team Building; Practical approach with a study method based on successful business cases, laboratories, teamwork and testimonials from HR Manager and HR Director; empowerment stories; successful HR Manager interviews on team working and self-improvement issues; acquiring the key skills to introduce themselves and start a career path in the sectors of Energy, Environment and Sustainability. It includes a managerial laboratory for the strengthening of soft skills, among the CSR and sustainability study modules, green marketing and communication.
Italy	<i>Organizzazione e Gestione delle Risorse Umane [Master on Organization and Management of Human Resources]</i> provided by the autonomous university LUISS (website: https://businessschool.luiss.it/executive-organizzazione-gestione-risorse-umane/)	This postgraduate master course aims to encourage the acquisition of methods and tools to intervene in an innovative and effective way in the conscious and integrated management of people in organizations. In particular, the program is focused on developing skills in analysing organizational design; management of change and organizational innovation; issues and challenges in organizational contexts, linked to the evolution of technology and digital transformation.
Italy	Human resource evaluation, training, and development, postgraduate Master program proposed at the University of Padova (website: www.risorseumane.psicologia.unipd.it)	Participants are interested in human resource management and personnel selection; in evaluation, training, and development of work-related risk prevention and health and safety, within public and private, production and service, profit and non-profit, organizations. Specific

		themes involve economic, social and environmental sustainability; the development of entrepreneurial capacity in the perspective of sustainable development. Attention is also given to Disability, Life Design and Diversity management.
Serbia	Organizational psychology (Faculty of Philosophy, University of Belgrade) http://www.f.bg.ac.rs/psihologija/progrmam_studija.php?god=4&nivo=0	Within Bachelor studies in psychology, there is an obligatory course on <i>Career and development</i> , which covers several theories on career development. Moreover, there is an optional course on psychological counselling (based on rational emotive behaviour therapy). At the level of Master studies, there is optional course on <i>personal construct coaching</i> .
Serbia	Organizational psychology (University of Novi Sad) http://psihologija.ff.uns.ac.rs/kursevi2014.php?stud=2	Within Bachelor studies in psychology, there are two courses on human resource management. One of the topics covered by them is <i>development and career management</i> . At the level of Master studies, there is a course on <i>psychological counselling and coaching in development of managers</i> .
Serbia	Management of human resources (Faculty of technical sciences, University of Novi Sad) http://www.ftn.uns.ac.rs/575122282/menadzment-ljudskih-resursa	Master study in Engineering management contains option to specialize in human resources, including courses such as <i>talent management</i> .
Serbia	Management of human resources (Faculty of media and communications) https://fmk.singidunum.ac.rs/departmani/mediji-i-komunikacije/ms-upravljanje-ljudskim-resursima/	At the level of master studies, includes courses such as <i>Corporate and systemic coaching</i> and <i>HR Consulting and organizational counselling</i> .
Serbia	Management of human resources (Faculty of Business, Singidunum University) https://singidunum.ac.rs/upis/study-programme/poslovna-ekonomija-upravljanje-ljudskim-resursima	Includes courses such as <i>Human resource management</i> , which covers topics related to career development and career planning and <i>Development of employees</i> , within which trends in career development and career development plans are some of the topics covered.
Serbia	Adult Education (Faculty of Philosophy, University of Belgrade) http://www.f.bg.ac.rs/andragogija/progrmam_studija.php?IDK=4013	Within Bachelor studies in Adult Education, there are courses on <i>Career Guidance and Development</i> and <i>Skills of Counselling in Adult Education</i> .
Serbia	Faculty of Organizational Sciences, University of Belgrade	Within the module Management of Human Resources at the level of master studies, there

	http://www.fon.bg.ac.rs/studije/master-i-specijalisticke-studije/master-studije/menadzment/	are courses on human resource management and business psychology, which contain topics related to career development (specifically career planning).
The Netherlands	Bachelor program Human Resource Management at several Universities of Applied Sciences https://www.saxion.nl/opleidingen/voltijd/bachelor/human-resource-management (information in Dutch)	Within Bachelor studies in HRM there is a specific track for Human Resources Development. Main aim is the career guidance and development of employees and the role of HRM and HRD in organisational policy and practice in employees learning and development and mobility.
The Netherlands	Bachelor program International HRM at Saxion University of Applied Sciences https://www.saxion.nl/opleidingen/en/fulltime/bachelor/international-human-resource-management	Within Bachelor studies in HRM there is a specific track for International Human Resources Management. Main focus is the international aspects of HRM and HRD in organisational policy and practice in employees learning and development and mobility.
The Netherlands	Bachelor in Applied Psychology at several Universities of Applied Sciences https://www.saxion.nl/opleidingen/voltijd/bachelor/toegepaste-psychologie (Information in Dutch)	Within Bachelor studies in applied psychology, there is an obligatory course on Work and organisational psychology, which covers several theories on career development and organisational psychology.
The Netherlands	Masters program in Career Management at the Open University in collaboration with Fontys and Saxion University of Applied Sciences. https://www.ou.nl/-/mlbm_loopbaanmanagement-master?inheritRedirect=true&redirect=%2Fweb%2Fopen-universiteit%2Fzoekresultaten%3Fq%3Dloopbaanmanagement (information in Dutch)	The Open University offers a part time Masters program for professional workers in the field of career management and development, HRM and HRD.
The Netherlands	Masters program Human Resource & Career Management (Psychology) at the University of Amsterdam https://www.uva.nl/en/programmes/masters/psychology-human-resource-career-management/psychology-human-resource-career-management.html (information in Dutch)	The psychology faculty of the UvA offers a parttime and fulltime program on HR and career management
The Netherlands	Bachelors and masters program Work and Organisational Psychology at several	Master study in Engineering management contains option to specialize in human resources,

	<p>Universities https://www.tilburguniversity.edu/nl/onderwijs/masteropleidingen/work-and-organizational-psychology (information in Dutch)</p>	<p>including courses such as <i>talent management</i>.</p>
The Netherlands	<p>Post initial academic training courses offered by universities and private providers. At Saxion the Saxion Part-time School (SPS) offers academic (Bachelor) and post academic training . https://www.saxion.nl/bedrijven/parttime-school/studeren-in-deeltijd-iets-voor-jou</p>	<p>Includes courses such as career guidance and coaching, jobcoaching, Human resources management. Besides that SPS offers taior made module programs in the field of CGC, HRM and HRD.</p>