

Editors:

Götz, Rudolf

Haydn, Franziska

ÖSB Studien & Beratung

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# The GIVE Textbook

Career guidance for clients in  
New Forms of Work

Challenges and Solutions



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## Project lead

### ÖSB Studien & Beratung gGmbH – Austria

Contact: Rudolf Götz | [rudolf.goetz@oesb-sb.at](mailto:rudolf.goetz@oesb-sb.at)  
Franziska Haydn | [franziska.haydn@oesb-sb.at](mailto:franziska.haydn@oesb-sb.at)



## Project partnership

### Büro für berufliche Bildungsplanung (bbb) – Germany

Contact: Rosemarie Klein | [klein@bbbklein.de](mailto:klein@bbbklein.de)  
Gerhard Reutter | [reutter@bbbklein.de](mailto:reutter@bbbklein.de)



### i-smARt Trust reg. – Liechtenstein

Contact: Peter Sommerauer | [peter.sommerauer@i-smart.li](mailto:peter.sommerauer@i-smart.li)



### Výzkumný ústav práce a sociálních věcí (VÚPSV) – Czech Republic

Contact: Jana Váňová | [jana.vanova@vupsv.cz](mailto:jana.vanova@vupsv.cz)



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## Imprint



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# Introduction to the GIVE Text Book

## What is at stake?

Boundaryless careers<sup>1</sup>) and new forms of work (NFW) such as platform work, own-account work, portfolio work etc. are a crucial issue in our postmodern world of work (see Eurofound 2015; OECD 2019a). The spread of boundaryless careers and NFW are boosting an ongoing trend, starting in the 1990ties, towards (enforced) self-reliance and self-optimisation of modern employees, labeled “subjectivation of work”. Subjectivation of work (self-management) and its opposite trend of digital driven “agile neo-taylorism” (external micro-management), can be identified as the dominant trends of steering labour in today’s world of work, bringing about substantial hardship for not too small a fraction of workers.

While NFW involve opportunities such as career entry points and flexible working conditions, they also entail challenges of self-control and self-marketing. Furthermore, reduced regulations and job security makes NFW risky for persons with few resources and low qualification, therefor often adding to the group of working poor.

The spread of the subjectivation of work also entails a transformation of the concept of vocation. While the (traditional) Fordist model of employee is built on a concept of vocation, characterised by rigidly standardised qualifications and basic work virtues, the post-Fordist, subjectivated employee has his very own “Individual Vocation” (Voß 2003): “a personalized model of specific competence and experience, integrated in a rationalized, though individual, way of life.”

Not least, this development is heralding a changing relationship between providers and users of human labor characterised by an increase of casualization and, of course, is influencing the situation of employees in normal employment (comp. Crouch 2019).

The expansion of NFW and modified vocational identities are a CHALLENGE FOR GUIDANCE. It is not enough anymore to support clients in choosing and starting their career and in switching jobs. Guidance has to empower a very diverse new client group to perform their boundaryless careers and individual vocations, or support these clients in moving on to a more stable and secure form of work.

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<sup>1</sup> Boundaryless careers: Working simultaneously for multiple employers in multiple projects in a short sequence

## What are we aiming at?

The GIVE Text Book aims at supporting an innovative and inclusive offer of **career guidance** by:

- Raising awareness about the rise of new forms of work in digitalised labor markets, the resulting transformation of the concept of vocation and the impact of these developments on guidance.
- Providing tools and strategies for addressing this challenge at the levels of governance, offer and practice with a special focus on new disadvantaged groups.

## What are we offering?

### **Module 1: News Forms of Work**

Module 1 provides an overview on current trends of labour market transformations and the future nature of work. Some insight is given on the digitalisation of the labour market and its effects on work and employment as well as on structural changes in the organisation of labour. Special attention is paid to new forms of work (NFW), the central subject of research in the context of the Text Book: A clear cut definition is identified, the emergence of NFW historically contextualised and a typology of NFW along criteria of guidance and education elaborated.

### **Module 2: Challenges for the offer and praxis of guidance**

Module 2 provides extensive deliberations on challenges for guidance deriving from current labour market transformations with a focus on NFW. Starting with an analysis of the historic development of the actual situation of the labour market and its challenges for guidance, the text moves on to deal in depths with guidance challenges of selected NFW including the introduction of the concepts of “entre-employees” and “individual vocations”. Subsequently, a typology of persons working in NFW as clients of educational guidance is presented. These new client types for guidance are exemplified by using the persona approach and their special counselling needs are identified. The text concludes with pointing out selected obstacles for offering guidance to persons performing NFW.

### Module 3: How to address these challenges

Module 3 starts with advocating for the emancipatory guidance approach<sup>2</sup> as appropriate guidance response to the challenges of current labour market transformations. Following this introductory part, module 3 offers an analytical raster for analysing special guidance needs of persons working in NFW, picking up the client types introduced in chp2. In the next section, the issue of accessing new client types is addressed, using the persona approach again. The rest of module 3 offers a selection of innovative approaches and tools for counselling persons working in NFW. Namely: Checklists for identifying precarious work and (self)entrepreneurial skill needs in the context of NFW; Career guidance in communities; Co-Careering in online communities; “The practice portrait”; giving feedback to the system with the “Bildungsradar”.

### Who is it for?

Career guidance practitioners will be supported in getting a firm understanding of the ongoing transformation of labour and professions and the resulting challenges for guidance.

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<sup>2</sup> Emancipatory guidance approach Guidance should support users to challenge their (unfavourable) status quo rather than help them to fit into it (see Sultana 2018, p. 64/65)

# Module 1:

## New Forms of Work

**Jana Váňová**

Výzkumný ústav práce a sociálních věcí (VUPSV)  
Czech Republic

# **Module One:**

## **New Forms of Work**

Jana Váňová

Výzkumný ústav práce a sociálních věcí (VUPSV) – Czech Republic

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## Introduction

This Text Book should be a learning tool for guidance practitioners to support them to orient in the new situation on the labor market and world of new forms of work which are constituting quite rapidly due to the different accelerators. One of those reasons is introduction of the ICT to the industry, newly we can feel the impact of pandemic situation to specific form of remote work.

The digital revolution can be defined as a general acceleration in the pace of technological change in the economy, driven by a massive expansion of our capacity to store, process and communicate information using electronic devices. Although some of its key underlying technologies and scientific foundations were developed between the 1950s and 1970s, the ‘big bang’ of innovations and applications of digital technologies was triggered by the invention of the microprocessor in the early 1970s – a general-purpose programmable electronic device capable of processing digital information. The continuous increase in performance and decrease in the cost of microprocessors over the next four decades facilitated a very rapid spread of different digital technologies, such as the personal computer, the internet and mobile phones (Eurofound (2018), Automation, digitisation and platforms: Implications for work and employment, Publications Office of the European Union, Luxembourg)

Digitalization has transformed both the market economy and supply-and-demand dynamic of the labor market on a scale unprecedented since the industrial revolution. In contrast to the standard employment contract, which is a result of a tripartite dialogue between employee, employer and the social partners applicable across the world, the new forms of employment are driven by the needs of the market. As countries move away from large-scale employment in manufacturing and automatize repetitive processes, there is a growing need for staff with specialized skills. Thanks to the free movement of goods and services, businesses can be established where they are most economically viable.

## 1. European Context

During the last decade we can see on the European level much broader policy debate concerning the future of work. Standard employment—permanent, full-time and subject to labour law—is still dominant in Europe and non-standard work, with the exception of part-time work, has been growing only to a rather limited extent. But it is more and more acknowledged that something is happening on the European labour market.

The combined effects of technological progress, demographic and climate change and globalisation are transforming modern lives. Increasing digitalisation, robotisation and automatization consequently with the development of the digital platform economy drive profound changes in the labour market, with significant implications for work organisation. These changes offer new work opportunities and may contribute to social inclusion, but also present challenges. New forms of work may challenge traditional employment arrangements, with an impact on decent work and fair working conditions and the safety and health of workers. To tackle this development the European Commission is preparing and implementing new approaches and activities to ensure the quality of work and employment in the European Union. Below you can find some activities ensured by the European Commission to handle this topic.

The European Commission launched a proposal for the establishment of a European Labour Authority in March of 2018<sup>3</sup>. The Authority would have three main roles:

- acting as a source of information for citizens and business people
- enhancing collaboration and communication between national authorities in order to protect and supervise the mobility of the labour force in the Member States, and it would mediate in the case of cross border labour disputes.

In addition, the EC presented proposals regarding ensuring and facilitating the access to social protection within the *Council Recommendation on access to social protection for workers and the self-employed*<sup>4</sup>. The Recommendation states that, regardless of the type of employment, each employee and/or self-employed person should have access to and receive adequate social protection.

### 1.1 Collaborative economy (sharing economy)

The European Commission also published a guide<sup>5</sup> to the application of European policy and law in the context of the collaborative economy with the aim to clarify the problematic issues with which the Member States are confronted. The European Union must provide clarity on applicable

EU rules and policy recommendations to help citizens, businesses and all EU countries fully benefit from the new business models and promote the balanced development of the collaborative economy. In order to combat the fragmentation of the welfare systems of the different EU Member States, the Communication encourages that a basic level of social protection be ensured across European level, through the development of a European agenda. The main recommendations are:

- the establishment of market-entry conditions;
- the establishment of accountability in the case of problems;
- ensuring the correct application of the EU legislation regarding consumer-protection;
- and defining the types of work relationships and the application of fiscal law.

The following recommendations are of special interest to the present text book. The first recommendation is that the Member States should differentiate between natural persons who provide occasional services and those who do it at a professional level, by establishing thresholds based on the type of activity. This should not be done though by imposing “disproportionate obligations on natural persons who provide these services occasionally.” The second recommendation would be that online platforms should assume responsibility for the services that they offer directly, like payment services. The third recommendation is that service providers should pay income taxes. Member States, however, are encouraged to simplify fiscal procedures and regulations applied to the collaborative economy. Finally, the Commission states that while the Labour Code must be applied according to the legal specifications of each Member State, each State must have in mind that the minimum social standards set by the EU must be met. Furthermore, the EC recommends that each Member State take into consideration criteria such as the subordinate relationship between the platform and user, the type of work provided and the associated payment when it decides whether or not an individual is actually a platform employee.

<sup>3</sup> Authority and for access to social protection. [http://europa.eu/rapid/press-release\\_IP-18-1624\\_en.htm](http://europa.eu/rapid/press-release_IP-18-1624_en.htm)

<sup>4</sup> Ibid.

<sup>5</sup> European Commission. *Press Release*. (2 June 2016); [http://europa.eu/rapid/press-release\\_IP-16-2001\\_en.htm](http://europa.eu/rapid/press-release_IP-16-2001_en.htm)

## 1.1 New forms of work and social protection systems

The Employment Committee within the European Parliament published a study<sup>6</sup> analysing the impact of the development of the new forms of employment upon working conditions and social benefits. The authors of the study, although recognizing the importance of adapting the paradigm of the digital economy, propose recommendations from an inclusive and social perspective, within their argument to reform the legislative framework in such a manner as to include all those active on the labour market. In other words, the guiding philosophy behind the reforms should take into consideration the inclusion, and not the exclusion through rigid definitions, of all those who require social protection in the new framework. For example, one of the recommendations is that the participation in state pension systems should be compulsory for all employees, regardless of their statute according to the law. Another recommendation is the encouragement of universal benefits for all the citizens of a state or the ending of all fiscal benefits for self-employed workers in order to discourage the proliferation of these types of contracts.

In 2015, Eurofound, the EU agency in charge of the development of social and employment policy, published a report on the topic of the new forms of employment and identified above mentioned different categories<sup>7</sup>.

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<sup>6</sup> European Parliament. Directorate-General for Internal Policies. Policy Department A. Employment and Social Affairs. November 2017. *The Social Protection of Workers in the Platform Economy*. [http://www.europarl.europa.eu/RegData/etudes/STUD/2017/614184/IPOL\\_STU\(2017\)614184\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/614184/IPOL_STU(2017)614184_EN.pdf)

<sup>7</sup> Eurofound (2015) New forms of employment, Publications Office of the European Union, Luxembourg. [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef1461en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1461en.pdf)

## TERMS

There is a number of possible content perception, however the partners within the project agreed on the identification of the new forms are according those defined by Eurofound<sup>8</sup>.

**1. EMPLOYEE-SHARING** – where an individual worker is jointly hired by a group of employers to meet the HR needs of various companies

**2. JOB-SHARING** – where an employer hires two or more workers to jointly fill a specific job, combining two or more part-time jobs into a full-time position;

**3. INTERIM MANAGEMENT** – in which highly skilled experts are hired temporarily for a specific project or to solve a specific problem, thereby integrating external management capacities in the work organisation. However, "In this report we use a broader definition of "Interim Management" (also labelled "temporary work") dominated by low qualified blue-collar worker (see also "Leiharbeit" in German);

**4. ICT-BASED MOBILE WORKING (also TELEWORK)** – where workers can do their job from any place at any time, supported by modern technologies;

**5. CASUAL WORK** – where an employer is not obliged to provide work regularly to the employee, but has the flexibility of calling them in on demand;

**6. VOUCHER-BASED WORK** – where the employment relationship is based on payment for services with a voucher purchased from an authorised organisation that covers both pay and social security contributions;

**7. PORTFOLIO WORK** – where a self-employed individual works for a large number of clients, doing small scale jobs for each of them;

**8. CROWD EMPLOYMENT** – where an online platform matches employers and workers, often with larger tasks being split up and divided among a 'virtual cloud' of workers;

**9. COLLABORATIVE EMPLOYMENT** – where freelancers, the self-employed or micro enterprises cooperate in some way to overcome limitations of size and professional isolation.

The new types of employment were valued in terms of their impact on working conditions (flexibility, social protection and job security) and on the labour market in general. The forms of employment which proved to have the best working conditions for employees were employee-sharing and job-sharing. Additionally, the advantages of mobile-based work were listed as being flexibility, autonomy and the employee-emancipation. For those who work as freelancers, working on the basis of a portfolio, collaborative or collective employment are the most advantageous choices. The study also identified certain drawbacks to the new forms of employment such as: stress, income insecurity, lack of social protection (due to the transfer of responsibility from employer to employee) and a blurring of the demarcation lines between an individual's private and professional life. The report concludes that despite the fact that all of these new forms of employment facilitate the integration of certain groups on the market, they do not significantly contribute to job creation. Nevertheless, the authors admit that the new forms of employment contribute to innovation in the labour market.

Eurofound makes the following recommendations: it is necessary to create a specific, country-tailored approach as well as facilitating the exchange of information and best practices between countries.

<sup>8</sup> Eurofound is the EU Agency for the improvement of living and working conditions: <https://www.eurofound.europa.eu/about-eurofound/who-we-are>

The second recommendation is that the new forms of employment which have been evaluated as having positive effects on working conditions should be encouraged through awareness campaigns in order to encourage more people and inform them as to their advantages.

The third recommendation is the need to identify a point of balance between flexibility and social protection. Eurofound also emphasizes the need for clear, consistent employment legislation and the simplification of existent frameworks in order to allow for the development of the new forms of employment. Furthermore, the study recognizes the need to include atypical employment contracts in state welfare and health schemes but warn against interfering with their flexible nature. Finally, the study recommends the coordination of policies regarding the new forms of employment across multiple domains, such as regional development or entrepreneurship.

In conclusion, the EU debate regarding the framing of the new forms of employment is ongoing from the perspective of their inclusion in state welfare systems. However, it is very important to note that all of the published studies and Communications present a firm reality which is expected to grow and develop into the future. Thus, there is no question of implementing measures of stopping it or reversing its progress. On the contrary, even if some of the measures proposed by some of the studies might take an extreme approach in terms of ensuring social benefits for workers which would affect the very flexible nature of these employment contracts, the most important conclusion of all is that the legislative framework must be adapted so that it takes into account the present real evolution of the labour market.

Throughout the course of the study it will become clear that the issues discussed at European level are also present to some extent in the countries discussed. The terms proposed by Eurofound as defining the new forms of employment will frequently be mentioned and used.

## 2. New forms of work – actually not to new!

While labelled as “new”, new forms of work have quite a history. In the 1970ties, the fundamental structural transformation of the economy from an economy characterised by Fordist production and heavy industry to an economy dominated by the service industry brought a strong increase of the freelance economy. Informal homework, own-account worker, casual work, fix-term employment etc. became widespread forms of work, especially amongst women. In the 1980ties, the flexibilization and deregulation of working time and forms of employment accelerated this trend further. Part-time work, outsourcing of tasks, bogus self-employment, subcontracting etc. became increasingly common forms of work. Finally, the global implementation of ICT from the 1990ties onwards gave this trend another boost, enabling (global) outsourcing of (virtual) tasks and new forms of matching demand and supply of labour via virtual platforms (platform economy).<sup>9</sup>

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<sup>9</sup> See: Voß, Prongratz (1998) *Der Arbeitskraftunternehmer*, S. 3-5

CEDEFOP (2019) Literature review. Skills formation and skills matching in online platform work: policies and practices for promoting crowdworkers' continuous learning (CrowdLearn), p. 4-6

### Opportunity for reflection

*Do you have an experience with the new types of employment and which kind of?*

*If yes can you also see any impact of those forms on the employee's performance (skills, obtained knowledge, flexibility, responsibility, self – organisation, etc?).*

*Do you have any experience or suggestions how to use challenges of new forms of work in positive way to reach the best possible working conditions and balance between flexibility and social security?*

## 3. Structural changes in the organization of the labour

In the direct connection with the **digitalization process** also the form of the work as such is changing. The availability of advanced information technologies enables their massive deployment in the form of new machines and tools, which can partially replace routine human work and increase the productivity and the quality of work (still in the cooperation with human being). The interconnectivity and the interoperability of information systems both vertically and across sectors open up new opportunities in the organization and optimization of logistics, production and in the production chain. It is possible to say that changes in digitalisation and technologies will require a paradigm change in the organisation of economy, which in turn most probably bring new social structures and need for new institutions.

In last year's processes of corporate reorganization have been taking place in almost all sectors of modern economies. They are comparable to the fundamental economic and social changes of 19<sup>th</sup> and early 20<sup>th</sup>-century industrialization. Mainly because of the aggravation of competitive conditions corporate management is increasingly forced to reduce costs massively and increase their companies' possibilities for flexible and innovative reaction to turbulent business environments. The strategy of subjecting employees to a highly rigid and detailed surveillance of work activities (often based on Taylorist principles) that has prevailed in most firms up to now, is now increasingly considered a severe obstacle. Today the attempt is taking place – not everywhere, but at least in several areas – to free up the usual boundaries of the traditional employee in the workplace in nearly all dimensions – time, space, content, qualifications, cooperation etc. – and enhance their own responsibility through strategies of **increased flexibility and 'self-organization' in the workplace** (for the German discussion of this see for ex. Kratzer, 2003; Minssen, 2000; Voß, 1998).

On top of this a crucial role can be seen in the **globalization** which means that any trade can be potentially ensured on international level. The European Union Single market already eliminated barriers between Member States and thanks to the free movement of goods and services, business are usually established on the most (economically) appropriate place. This trend affects the labour market and employment relationships and this is again supported by possibility to work remotely and despite some negative limitations it is the reality which cannot be denied.

**Strong need for the bigger flexibility** is expressed by both employees and employers the main interest is regarding working hours, location, and a results-oriented remuneration system. In its 2015 report, Eurofound identified nine new forms of employment, which could broadly be divided into two categories: new forms of employer-employee relations and new methods of working. The first category contains *employee sharing*, *job sharing*, and *voucher-based work* and the second category contains

*interim management casual work, ICT-based mobile work, crowd employment, portfolio work and collaborative employment*<sup>10</sup>.

All the above-mentioned new phenomena leads to the **subjectivation of work** and social relations in the workplace and stronger social fragmentation.

This subjectivation of work confronts employees with new work – related demands, thereby challenging their habitus on individual as well as on a group level. Primarily, employees are expected to acquire more entrepreneurial dispositions and self-responsibility at work (The Subjectivation of Work and Established-Outsider Figurations, G. Becke, 2017).

### **Opportunity for reflection**

*Do you have any specific experience with the subjectivation of work? If yes, how the obtaining of an entrepreneurial skills and/or self-responsibility skills can be support?*

## **4. Effects digitalisation and automation on work and employment**

The Eurofound study *Eurofound (2018), Automation, digitalisation and platforms: Implication for work and employment*, is mentioning four different aspects of the implications of technological change for work and employment, which are differentiated as follows:

- **Tasks and occupations:** the distribution of tasks in the economy and the occupational structure that are directly and continuously changing as a result of technological advances (every new technology involves some new way of carrying out a particular process, and therefore a change in the associated tasks).
- **Conditions of work:** the physical, psychological and environmental requirements and conditions of work (also directly affected by the technology used).
- **Conditions of employment:** the contractual and social conditions of the work, including issues such as stability, opportunities for development and pay (these mostly depend on the institutional framework and labour regulation, with the effect of technology being more indirect).
- **Industrial relations:** the relatively institutionalised ways in which workers and employers organise their relations and settle their disputes; the effect of technological change on this domain is also indirect (affecting the three previous aspects in the areas of interests, power and organisational capacity of workers and employers).

Tasks and occupations and conditions of work are two aspects of the division of labour and part of the material attributes of the economy where the effect of technological change is direct and immediate (it can change directly the types of tasks needed in production and the conditions in which work takes place). In contrast, conditions of employment and industrial relations are part of the social and institutional attributes of the economy; the effect of technological change on them is indirect and more indeterminate.

<sup>10</sup> Eurofound (2015), New forms of employment, Publications Office of the European Union, Luxembourg.

The same study is mentioning three vectors of change which are corresponding to three broad categories of application of digital technologies in economic processes, with different implication for work and employment, which are:

- **Automation of work:** the replacement of (human) labour input by (digitally-enabled) machine input for some types of tasks within production and distribution processes. Although machine automation predates even the Industrial Revolution, the use of digital technologies allows the algorithmic control of machinery and, therefore, many more possibilities for automation. With digitally enabled machines and artificial intelligence, all kinds of tasks can be potentially automated.
- **Digitisation of processes:** the use of sensors and rendering devices to translate (parts of) the physical production process into digital information (and vice versa), and thus take advantage of the greatly enhanced possibilities of processing, storage and communication of digital information. This is the main way in which the attributes of the digital economy have spread to sectors and industries beyond ICT, as discussed in the previous module.
- **Coordination by platforms:** the use of digital networks to coordinate economic transactions in an algorithmic way.

These three vectors of change rely on digital infrastructures, technologies and skills already widely available in the economy.

Automation has particularly strong implications for the evolution of the types of task input necessary for the production process, and therefore the structure of employment by occupation and sector, as well as the skill levels required. However, it also has direct implications for working conditions (since the automation of certain tasks eliminates some types of work and creates others) and indirect implications for employment conditions and industrial relations (for instance, it can alter the balance of power within workplaces).

The effect of digitisation is most direct and clear on working conditions, since it involves a change in the environment and nature of work processes. But, for the same reasons, it also involves changes in tasks and occupations, and has an indirect effect on employment conditions and industrial relations. Digital technologies become more widespread and production and work process become more digitised, the impact can also be observed in manufacturing, retail and social services, gradually transforming economic processes in these sectors.

Finally, platforms represent most directly a change in the social organisation of production, since they are themselves a new type of economic institution: therefore, their most obvious and direct impact is in terms of the conditions and regulation of employment. However, they can also change the division of labour (for instance, they enable a much more detailed breakdown of tasks) and affect industrial relations.

## 5. How does these forms of new work look like?

From the methodological point of view, the very notion of “new forms of employment” / “new forms of work” (the professional literature also contains other terms such as “atypical forms of employment”, “flexible forms of employment”, “non-traditional forms employment”, “non-standard forms of employment” etc.) takes on new meanings over time. Whereas in the recent past, new forms of work meant part-time work, flexible working hours, agency employment etc.

This Textbook will focus on the new forms of work from the point of view of the guidance and counselling perspective, focusing on disadvantaged groups. Accordingly, we analyse new forms of work with

regard to skill needs, career opportunities and the degree of providing a professional/vocational identity.

From this approach the following matrix of selected new forms of work is aggregated based on new forms of work as defined by Eurofound (see above) and the OECD<sup>11</sup>: (Platform work, own-account work, fix term contracts, variable hours contracts):

	Title	Characteristic
	Platform work	
T1	high end – crowd work	self-entrepreneurial skills high, (informal) skills demand high, learning benefit high, precarization mixed, freedom low, subject professionalism mixed
T2	Crowd work / micro tasks – local on demand work	self-entrepreneurial skills mixed, skills demand low, learning benefit low, precarization high, freedom low, subject professionalism low
	Own-account work	
T3	high end – opportunity entrepreneurship	self-entrepreneurial skills high, skills demand high, learning benefit high, precarization low, freedom high, subject professionalism high
T4	low end – necessity entrepreneurship	self-entrepreneurial skills high, skills demand low, learning benefit mixed, precarization high, freedom mixed, subject professionalism low
	Interim Management	
T5	Interim Management	self-entrepreneurial skills low, skills demand low, learning benefit low,

<sup>11</sup> OECD (2019) Policy Responses to New Forms of Work, OECD Publishing, Paris.

		precarization high, freedom low, subject professionalism mixed
	<b>Precarious / flexible modes of work</b> (casual work, voucher-based work, portfolio work, variable hour contract)	
<b>T6</b>	high end – chosen flexibility (more high-end jobs)	self-entrepreneurial skills high, skills demand high to low, learning benefit high to low, precarization low, freedom high, subject professionalism mixed to low
<b>T7</b>	low end – enforced flexibility (more precarious forms)	self-entrepreneurial skills high, skills demand low, learning benefit low, precarization high, freedom mixed, subject professionalism low

## 6. Qualification and training in the platform economy

One of the most significant area which is having impact to the individual skills is the area of platform economy, where individuals who want to find work must respond by taking responsibility for their education, skills, professional presentation. They have to be also rather flexible and financially capable. The temporary nature of platform work can also have impact on social ability of an individual, as this kind of work can become “traps! As opposed to “bridges” into permanent or more regular work (Huws et al., 2017). Positives of platform-based work argue that it offers temporal and spatial flexibility which is making easier to combine work and private duties. Some cases are also proving that platform work can prolong work life (Barnes et al., 2015).

Crowdworkers can need some special support via various types of learning to improve skills both technical and non-technical. The most notable examples (Upwork and Samasource) in this regard is “upwork”, which provides the following range of self-study and social learning and development resources for workers:

- **Upwork freelancer education hub:** a set of resources to enable freelancers to get started on the platform  
[https://community.upwork.com/t5/New-to-Upwork/bd-p/New\\_to\\_Upwork](https://community.upwork.com/t5/New-to-Upwork/bd-p/New_to_Upwork) or [https://community.upwork.com/t5/Freelancing-Resources/bd-p/Freelancer\\_Resources](https://community.upwork.com/t5/Freelancing-Resources/bd-p/Freelancer_Resources)
- **Upwork community forum:** a discussion forum where workers can ask questions and share experiences of the platform  
<https://community.upwork.com>
- **the training data platform using machine learning models:** <https://www.sama.com/>

In general, training for platforms workers is rare, notable example is mentioned in Samasource (Lehdonvirta and Jernkvist, 2011; Gino and Staats, 2012). Samasource is a microtask platform, which was established work centres in different developing countries in Africa and South Asia targeting disadvantages workers and representatives of marginalised groups. Workers are trained in different basic professionals' skills such as management, following a schedule, communication, building of self-confidence. There is an utilization of a "train the trainer" approach, by working closely with instructors. Some learning sources are provided as well – examples of tasks, tips, videos.

Cedefop study Skills formation and skills matching in online platform work: policies and practices for promoting crowdworkers' continuous learning (CrowdLearn) is mentioning some areas concerning the training and space for further reflection as follows:

- the need to adapt regulatory frameworks to promote and sustain the continuous learning and skills adjustment of platform workers;
- the need to improve the visibility in a dialogue on how to translate individual's reputation scores into informal certification and how to potentially integrate or recognise credentials acquired in the online platform economy within national and European qualification and skills validation frameworks;
- ensuring equal access to training benefits and competency development for platform workers, together with portability of training rights across platforms;
- incentivising platforms to promote the continuing vocational training of its registered crowd workforce via quality-assured courses, in collaboration with certified training providers;
- the need to revise type of qualifications and curricula in VET programmes drawing on intelligence regarding the skill needs of different types of crowd work;
- the significance of cooperating with platforms in adopting and integrating EU-wide competency frameworks, with an aim to providing greater skills transparency and equal opportunities for rewarding work to especially lower qualified individuals or first starters;
- the importance of designing appropriate policies that will promote and enhance the value and benefits of independent platform working without raising its relative cost for firms and individuals.

## 7. The future nature of work

The substitution of individual tasks will most probably change the nature of work as such and individual job positions (Frey and Osborne, 2013). Technologies are overtaking routine manual and routine cognitive tasks, employees will have opportunity to spend bigger proportion of working time by complementary tasks, based mainly on creativity and human interaction. Bigger cooperation in between technology and humans is expected. For example, in the situation of stated the diagnoses of a patient, the bigger part can be automated by IA.

Jobs will require more training and good understanding of technologies. Open question concerns to the quantity of time spend on work. At the moment two main opinions can be recognized: 1/ employees might spend less of their time on work, resulting in shorter working weeks; 2/ the working time should stay constant and eventual "free" time can be used for the training. The role of Trade Unions can be important in this item.

In the meantime, of the project realisation, an unexpected factor appeared which is COVID-19, that has effectively become a tipping point for remote workers, and this pandemic has forced workers in almost every sector to adopt working tools and techniques, which has changed the dynamic of work.

The COVID-19 pandemic has forced people and businesses to adapt to remote working—whether they were ready for it or not. Workers discover the productivity that can be found in this arrangement, and companies see the potential overhead savings.

At the moment it seems to be that investments in platforms, and technology, will need to be made to maximize efficiency in this new paradigm. There will be a significant, permanent, transition to more remote working—even when COVID-19 clears.

### ***Opportunity for reflection***

*Are you expecting bigger space for training of employed/working people in the connection with the introduction of new technologies?*

*Which sectors will be according your experience the most tackled by this need?*

## 8. Conclusions

The labour market has undergone a fundamental transformation in recent years. There is strong demand on the flexibility both on the employees and employers' side, although the reasons can differ on both sides.

This Textbook is researching new forms of employment based on relatively new concept of Eurofound (2015) recognising above mentioned 9 types of new forms of employment: employee sharing, job sharing, interim management, casual work, mobile work (remote/home office work), voucher-based work, portfolio work, crowd employment and collaborative employment. Not all of these new forms are equally developed and used.

In some cases, it is difficult to distinguish between new forms of work and standard ad long-term practice in particular in some EU countries.

It is also useful to mention, that some of those above-mentioned new forms of work are not considered in the national labour legislation, however it does not mean that their implementation is not possible. It is also clear that new forms of work will exert a considerable impact on labour market, on the relationship between employers and employees and on what employers (if existing) expect from their employees and vice versa. Both groups can potentially benefit from new forms of employment, the most significant feature of which consist of enhanced flexibility, willingness to work on professional skills. At the same time, it is important to bear in mind that they may also result in a number of disadvantages and threats, out of which one can be the possibility to properly oriented on the labour market and to receive any professional support.

There can be seen a great increase of the platform economy in few last years. Work mediated by online platforms can be seen as a continuation of broader transformation in the economy and labour markets. In this form of work the individual's responsibility over career and skill development is emphasized. At the same time, it is part of the digital transformation of labour markets that among other things heightens the pace of change in skill requirements in labour markets that among other things heightens the pace of change in skill requirements in many occupations. The online platforms play a role not just in matching skilled workers with demand but also in the workers' skill development and learning processes, through means such as skill tests and facilitating access to learning and skill development provisions by the platform companies, and what constrains there may be on their further development.

In standard employment the employer has an interest in ensuring that its workforce's skills stay up to date. Policy frameworks usually operate but crowd work individualized the responsibility over skills development to the individual worker. This can increase flexibility and allow workers to better respond to the rapidly changing skills requirements of recent labour markets. On the other hand, it can be also reason for the skills mismatch and dead end, when individual is in not favour situation to consider changes in skills demand.

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## Module 2:

Which challenges does this  
create for guidance offerings and  
guidance practice?

Rosemarie Klein and Gerhard Reutter

Büro für Berufliche Bildungsplanung (bbb)  
Germany

## **Module 2:**

# **Which challenges does this create for guidance offerings and guidance practices?**

Rosemarie Klein and Gerhard Reutter  
Büro für Berufliche Bildungsplanung (bbb) – Germany

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## About this module

While the first module of this textbook concerned itself with *Trends in new forms of work and careers*, this one focuses on the *challenges* which may result for *educational guidance*; in so doing, we take account of both the offering level and the challenges for specific guidance practice. It will become apparent that no simple answers can be given to the questions surrounding the challenges for educational guidance in the new forms of work, because there are various forms and types.

This becomes clear when one looks in more detail at the challenges which result for educational guidance. We have taken two different approaches to these challenges: on the one hand characterising the new forms of work, on the other providing a typology of the persons working in the new forms of work as new target groups for guidance. We have tried to make the latter clear using personas.

You can focus on the following aspects in this module:

- Which historical processes have produced today's labour market, and which challenges do these present for guidance?
- Which forms of work are new, and which are just new labels for old forms? You will also learn about Voß and Pongratz's "entployee"<sup>12</sup> as a prototype for the new forms of work.
- How can the new guidance target groups and their needs be standardised?
- Which different guidance needs do the various new guidance target groups have?
- Which stumbling blocks should you look out for in guidance?

The situation as regards the new forms of work certainly varies across European countries. We have taken this into account with regard to the four countries participating in this project. We saw it as important to give concrete examples of the challenges using the different situations for the new forms of work in European countries. For this reason, there are contextualised descriptions in the text from Germany, Austria, Liechtenstein and the Czech Republic.

## 1. Which challenges are there in educational practice – a first approximation

### 1.1 From the industrial society to the knowledge or service society

Counsellors come into contact in their practice with people seeking guidance who have very different ideas about work society, and correspondingly have very different views on occupational categories and job requirements (see also Module 1). In particular, older people seeking guidance orient themselves by the ideas of the first modern period which shaped their view of work and career. "The first modern period delivered normal biographical basic knowledge which served as requirements for individual identity models. Within these outlines, partial occupational identity played a central role which created order requirements for subjects' identity development. In the second modern period, these order requirements became less binding, and the question arises of how identity should now be constructed." (Keupp 2006, 8)

**You as a counsellor** will encounter people who see the loss of norm specifications and obligations as liberating and enriching, but also people who find this change scary, because binding societal requirements and values are important to them and offer them security. For the former group, liberation from requirements sometimes leads to an irritating phenomenon for you as a counsellor. There is an

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<sup>12</sup> Den von Voß/Pongratz vorgelegten Begriff des Arbeitskraftunternehmers nutzen wir in diesem Text durchgehend ohne ihn zu gendern.

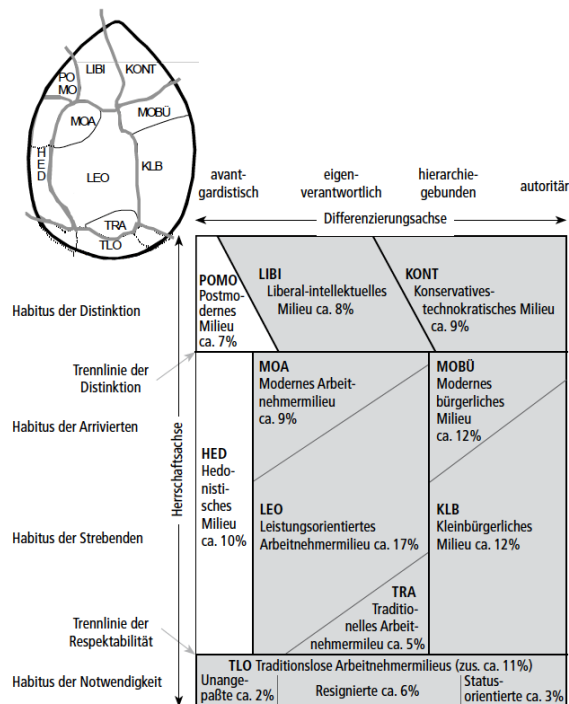
increasing fear of being boxed in ('fixeophobia'), because this is associated with a loss of options (see also Keupp 2006, 19). In guidance practice, this fixeophobia can lead to enormous demands on counsellors and people seeking advice, because every solution found jointly between the counsellor and the person seeking advice is met with the question from the person seeking advice of whether this determination does not obstruct other, better options.

The second modern period is actually an "ambiguous experience... the disintegration of stabilising dependencies, which in hindsight seem authoritarian, the release from orienting and protecting, but equally prejudicing and restrictive relationships. In short, delivery from a strongly integrated living environment releases the individual into the ambivalence of growing option margins." (Habermas 1998, 126 et seq.)

**In your guidance practice**, you will mainly be involved with target groups who see this ambiguous experience mainly as a threat. This is also a consequence of and a reaction to the increasing blurring of the boundary between work and life.

Which challenges result for guidance practice becomes even clearer, however, when we orient ourselves using the milieu concept in relation to the concept of target groups. A concept of target groups uncoupled from the milieu focuses on other characteristics, but what is decisive for the individual's actions is "the structure of the relationships between all relevant characteristics." (Bordieu 1982, 182) The model below is based on these considerations.

Abb. 1: Die Milieus der alltäglichen Lebensführung im sozialen Raum Deutschlands 2004



Quelle: agis.uni-hannover.de 2004, nach Zahlen von SIGMA, in Anlehnung (grafisch bearbeitet von der Redaktion)

If we consider the axes of differentiation, it becomes clear to us that the spectrum of groups of employees which are relevant to our context ranges from avant-garde in the postmodern milieu through to authoritarian in the bourgeois milieu. What relevance this might have for guidance practice can be seen in the representation of the basic forms of education strategies in various social milieus:

Tab. 1: Soziale Milieus – Grundformen der Bildungsstrategien

	Grundmuster der Bildungsmotivation	Grundprinzip der Bildungsstrategie	Grundmuster der Bildungspraxis
Obere Milieus (KONT, LIBI, POMO)	Selbstverwirklichung und Identität	Soziale und kulturelle Hegemonie	Intrinsisch Selbstsicher Aktiv suchend
Respektable Milieus (KLB/MOBÜ, TRA/LEO/ MOA, HED)	Nützlichkeit und Anerkennung	(Mehr) Autonomie/Status	Pragmatische Horizonterweiterung Ambivalenz: Zumutung oder Chance? Teilnahme über soziale Netze
Unterprivilegierte Milieus (TLO)	Notwendigkeit und Mithalten	Vermeiden von Ausgrenzung	Bildung als Bürde Unsicherheit Selbstausschluss („Auswärtsspiel“) „aufsuchende Bildungsarbeit“

Quelle: eigene Darstellung (grafisch bearbeitet von der Redaktion)

## 1.2 Blurring of the work-life boundary

The classic separation of work and the private sphere in which the employee “sells” their labour to the employer, is increasingly being dissolved in the new forms of work. “This is a collection of the ‘whole’ person, who where possible places their subjective potential and resources, including the motivational orientations, aspirations and competences that guide their non-occupational actions, at the disposal of work. At the same time, this means that the separation between work (or professional life) and leisure time (or private life) which was fundamental to industrial companies is becoming obsolete.” (Ewers et al. 2006, 37)

**In guidance**, you will encounter target groups who welcome this “colonialisation of the life-world” (Habermas), because they can participate in work with their whole personality. Target groups who find themselves in precarious work situations will see this change as a threat. If companies no longer buy just the employee’s labour, but the whole personality, this will be especially hard on those who are characterised by low self-confidence and self-assurance. These people are mainly of a type who fear failure, and expect failure based on their previous experiences (and therefore often produce self-fulfilling prophecies), while the self-assured optimist belongs to the success-oriented type.

## 1.3 Greatly varying expectations of guidance

In your practice, you will mostly encounter people seeking advice who share your understanding of guidance as helping people to help themselves, and who are keen to work together with you to found solutions. Especially in IT careers and start-up employees, however, you will also be involved with groups who see third-party guidance as an inappropriate intrusion into their personal domain. “A purely technology-centred culture mainly oriented to the professionalism of software developers also encourages isolation in relation to experts from outside the field. Thus, it may often be difficult for external counsellors to find access to egalitarian companies who are strangers to psychological approaches and guidance settings.” (Petersen 2006, 82)

### *Opportunity for reflection*

Consider and state in key words:

- What has changed about the challenges in your work in the last few years?
- Which of these changes have you found to be enriching, and which burdensome?
- Where would you see a need for guidance yourself in your current work situation?

### **Digression: a look at the history of work**

Anyone who engages with new forms of work and careers and thinks about the associated challenges for educational guidance would be well-advised to engage with the history of work and career. This sharpens their view of which historical developments shape our ideas about (good) work through to this day. A look back also makes it easier to differentiate forms of work which are actually new from those which are supposedly new.

The word 'vocation' has its origins in Latin. Vocatio ("calling") has different meanings there. It can be understood as appointment to an office, but also as an invitation, a summons to court, as well as dismissal and death.

In German discourse, vocations are associated with an idealistic superelevation, because calling requires being seen as worthy by a third party of being appointed to an office. The vocation thus serves as a distinguishing characteristic in comparison to uneducated people and people with few qualifications, that is, from those without a vocation.

### **Work in Greek antiquity**

As long ago as Greek antiquity, a strict separation was made between two forms of work which were evaluated completely differently:

On the one hand stood the creation of material objects, for example in trades or agriculture, and on the other the public, discursive work of citizens concerned with the wellbeing of the 'polis', or city state, as a community. The highest esteem was enjoyed by the activity of reason, because it has no other purpose than itself. Political action for the good of the polis was placed high above the production of goods or farm labour. The least valued work was the work of the poor, slaves and women, and not reasonable for a citizen.

### **Work in the Roman Empire**

The distinction continued in the Roman Empire, where a distinction was made between 'laborare', meaning effortful manufacturing or processing, and 'operare' as an activity which "does not defile a man" (Hanna Arendt). This division into low-valued manual work and highly valued intellectual work continues to apply today. Intellectual work appears more valuable and is generally also better paid than physical work. "Academic education is the education of the rulers, vocational education is the education of the ruled", as it was expressed in trade union circles in Germany in the 1970s.

### Work before the Reformation

Until the Reformation, Christendom also distinguished between two forms of work, referred to as the 'vita activa' and the 'vita contemplativa'. The low-value vita activa served to satisfy material needs and was primarily the task of the poor, who are only able to survive by actively working. The contemplative-theoretical work was more highly valued, because it brought one closer to heaven, so to speak. Luther was the first to generally reject this distinction. For him, all work was godly.

According to Luther, the fulfilment of work – which work was down to the system of the 'three estates', not individual choice – was the only way to please God. "For people, the lord is greater than the servant, but God is no respecter of persons." (Luther)

In his writing on the Protestant work ethic, Max Weber described the superelevation of work ethic and characterised it as the basis for capitalism. The Calvinist and pietistic doctrine of predestination assumed that the human being, stained by original sin, was absolutely not capable of conversion. Only God's counsel, not the individual's own actions, determined whether they were among the elect or destined for damnation. The only way to ensure that one was among the elect was success in hard temporal work. For this purpose, it was not enough to enrich oneself by work and take one's affluence as a sign that one had been chosen by God; there was no upper wealth boundary for the visibility of God's favour. The fear resulting from uncertainty as to whether one was among the elect was repelled by work. Work gained a function as a kind of psychological hygiene. It "frightened away religious doubt and gave the certainty of God's favour". (Weber 1920, 105)

The ascetic Protestant was marked out by characteristics which are very similar to those of the new figure of the employee. They were characterised by perpetual, systematic self-control, by lifelong reflection and by the methodisation and rationalisation of their way of life. Max Weber traced how this figure of the Protestant entrepreneur affected the history of a country in the long term. The Protestant countries were more economically successful in comparison to the Catholic countries, were better at transitioning from agrarian to agricultural societies, the education level of their population was higher, as was the productivity of their workforce.

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## 2. New Forms of work – the challenges are diverse

There can be no simple answer to the question which this module will tackle, because workers in new forms of work covers very different groups whose material, social and cultural capital has very different dimensions. It is important to bear in mind that the concept of new forms of work sometimes also covers older forms of work, which sometimes have a long history. For example, on-demand work (see also Module 2.2.) has a long tradition, in which day labourers had a comparable function.

New forms of work are found in all EU countries, but in very different quantities. While, for example, Germany and Austria have a very high number of loan workers and temporary employees, in the Czech Republic full-time work and permanent employment is the norm: this form is the preferred form of employers. Whether this is a symptom of the country lagging behind in developing a flexible labour market (see also Kotiková, Kotrusowá, Vichowá 2012) or expresses a far-sighted labour market policy remains to be seen.

### 2.1 Loan working

In the field of loan working, the need for educational guidance is unambiguous. The large majority of loan workers are low-skilled and the hope that adhesive effects will set in at the companies which they are loaned to is largely unfounded. Less than 10% of loan workers in Germany succeed in becoming permanently employed by the loan employer. In Austria, the figure is 21%, but the chances decline with age, reaching only 15% in the 50+ age group.

On the other hand, loan working companies with qualified personnel to loan out are expanding, for example in the health and IT areas. These loan workers have mostly chosen this form of work intentionally, whether because working at different sites seems interesting, or because this gives them the opportunity to take sabbaticals whenever they choose. These privileged loan workers generally find it easy to find permanent employment if they wish to. For this group, it should be assumed that they will report little need for educational guidance.

The large group of low-skilled loan workers represents a challenge for educational guidance, but this challenge is not new. They are often not aware that there are forms of educational guidance which are tailored to them. The term “education” itself has the connotation of belonging to a sphere which they do not have access to. Educational guidance will only be successful here if it stops expecting workers to actively come to it and starts going to them, by practicing visiting educational guidance close to work. Then it can reach the target group on-site and inform them what options there are to obtain a vocational qualification, for example, and how this qualification can be financed. But this informative form of guidance is not enough for this group. Their work and life situation is often precarious and confidence in their own ability to learn vocational skills tends to be low. Many of these loan workers develop an attitude to life whereby they are not the shapers of their own life, but rather that they are being “lived” by third parties or specific circumstances. Educational guidance needs to be supplemented here by situational and biographical guidance, where possible on a longer-term basis, as prescribed, for example, by the concept of “Beratung zur beruflichen Entwicklung” (career development guidance) in Northrhine-Westphalia (<https://www.weiterbildungsberatung.nrw/beratung/beratung-zur-beruflichen-entwicklung>).

### 2.2 On-demand workers

At least in Germany, this is not a unified group; therefore, very different educational guidance needs should also be assumed. The majority of on-demand workers who work up to 20 hours a week have

few or no vocational qualifications, and are striving to obtain a permanent job. They are comparable in their needs to the dimensions of situational and biographical guidance described in the section on loan working. On-demand workers who are demanded for between 20 and 30 hours a week include those who consciously do not wish to work full-time, for example secondary teachers, and those who are interested in a full-time job. For those who work over 35 hours a week, it can be assumed that this form of work was consciously chosen. It must be said, in any case, that this group of on-demand workers has been notably underrepresented in the relevant research up to this point, and that we know little about their needs. The guidance challenge here will be to formulate the right questions.

## 2.3 Temporary workers

How diverse the educational needs of this group are becomes clear when one remembers that there are two groups who are disproportionately likely to be temporary workers; on the one hand, employed persons without vocational qualifications, and on the other hand, persons with a university degree. While the former have much in common in their educational needs with loan workers and on-demand workers without vocational qualifications, temporarily employed academics are worth considering separately. In Germany, for example, three quarters of 106,000 scientific employees at German universities are temporarily employed, while over 40% are only part-time (see also Dörre 2010, 145). The situation is comparable in the further education sector, where only 14% of the persons employed work in jobs with a social insurance obligation. Although three quarters have a university degree, they have little job security. “Almost half describe their income situation as barely adequate or poor (Dörre 2010, 146). But this does not necessarily result in a desire for fixed employment and income security. “Anyone who, as a self-employed person in the further education sector, as a freelancer in the media, or as a scientist with uncertain career prospects only has vague notions of fixed employment, will make every effort to find positive aspects in their structurally precarious status. Understanding of the interest-driven policies which only aim to protect conventional full-time employment should hardly be expected in these groups” (Dörre 2010, 147 et seq.). They have little or no recognition of the need to protect such employment profiles. “Precariousness may be associated with variety of options; it does not offer increased freedom.” (ibid., 148). Barely 10% of Austrian workers are in temporary employment, but this figure rises to over 30% for 15-24-year-olds.

In Liechtenstein, the university sector is characterised by extremely high levels of temporary employment. For example, the University of Liechtenstein only issues annual contracts, which is compatible with employment law there, while in the Czech Republic time limitation to a maximum of three years is allowed.

## 2.4 Self-employment and bogus self-employment

The number of sole traders, self-employed persons without their own employees, has increased markedly in the last few years. In Germany in 2016, it was 2.31m people; for 105,000 self-employed people, the income from their work is so low that they are dependant on supplementary transfer payments from the state. This group has entered the focus of public perception as a result of the coronavirus pandemic, because lockdown has in large measure eliminated their earnings. Because they are generally not companies, they also generally do not have access to public subsidies to bridge the crisis; they have to apply for Hartz IV benefits at job centres, which cause their standard of living to sink to a minimum level. Above all in the arts, culture and further education sectors, there are large groups of sole traders. In Austria, sole traders make up just over 60% of all self-employed people. The strong growth in self-employed people is especially being driven by women (+26.7 since 2000).

In some EU states, self-employment for various clients is also referred to as “portfolio work”. In the Czech Republic, portfolio work is especially found in the creative and IT industries.

This results in a particular challenge **for guidance practice**. In Germany, almost all sole traders identify strongly with their work and have acquired relevant competences – often by means of further qualifications – which are not readily transferable to other fields of work, and most cannot imagine a change to other fields of work. They are mostly counting on the pandemic coming to an end at some point and/or corresponding vaccines being available, and being able to return to their original field. On the other hand, long-term dependence on Hartz-IV payments does not seem tenable for most of them. If they do seek guidance, it is usually only about which fields may offer gainful employment to tie them over. Only if the pandemic lasts longer than expected may it be assumed that situationally and biographically informed forms of guidance will be demanded.

## 2.5 Crowd workers

In Germany, platform workers are more qualified and in a better financial position than the average adult. This coincides with the IAO’s global estimates. “In reality, platform workers often have an above-average education. In India, almost 90% of crowd workers have a university qualification. This is particularly worrying because many activities quoted via platforms (especially in the micro-tasking and transport sectors) require little specialist knowledge and the potential of these workers is often not exhausted ((Bertelsmann-Stiftung, Ed. 2019, 40)

In Austria, just over 10% of the working population has worked on platforms in the last month. Platform work is used almost exclusively as supplementary income. It is mostly used by young people, and more often by men than women. No data is available on the qualification level of the Austrian platform workers.

In the Czech Republic, 6.5% of workers indicated that they had previously worked in the platform economy (see also RILSA 2018), whereby these people are mostly younger workers, and men (8%) undertake this work more frequently than women (5%). For 10.8% of women working on platforms, this is their sole source of income, whereas this is only the case for around 5% of men (see also the study ‘The platformisation of work in Europe’, 2016).

### Motivation for and advantages of platform work

- Nice supplementary income
- Flexible hours
- Independence/for fun
- Quick payment/interesting content
- Decision-making freedom
- Mobile working
- More customers
- Prove myself/more objective assessment
- Better pay
- Need for money

See also Bertelsmann Stiftung 2019, 20

German platform workers are markedly more open to the digitalisation of work than the average professional (67% as opposed to 38% see digitalisation as an opportunity), and are more strongly interested in new technologies (68% as opposed to 34%). “Many platform workers are digital optimists with a high degree of enthusiasm for new technologies, with the desire for personalised, more flexible work and a generally positive attitude to work. This attitude, a high degree of personal responsibility, and the ability to manage their time, are advantageous in winning more contracts.” (Bertelsmann-Stiftung, Ed. 2019, 42).

#### **Motivation against and disadvantages of platform work**

- Lack of social security
- Often unpaid additional workload
- Competitive struggle caused by the quantity of platforms
- Unclear rules in the event of disputes with clients
- Little protection against unfair treatment by clients
- Unfair, inadequate remuneration/lack of support in the event of disputes with clients
- Constant availability, no fixed working hours

See also Bertelsmann Stiftung 2019, 26

Platform workers' high degree of satisfaction with their platforms (59%) and the list of advantages of platform work (see box) therefore raise relevant questions in the project context as to whether we can speak of a blindness, of “an act of sedative autosuggestion.” (Nachtwey 2016, 64). It is true that respondents also see disadvantages and risks, but on the whole, these seem to be markedly outweighed by work satisfaction. From an external perspective, this is hard to understand, and can presumably only be explained by the fact that they only perform this work in addition to their main job. Neither the income achievable through platform work, which is often close to the German minimum wage, nor the quality and aspiration level of the tasks give reason from an external perspective for a high degree of work satisfaction. It seems rather to be the uplifting feeling of belonging to a kind of digital elite as a member of the new forms of work, who have understood the signs of the times. The experts asked in the Bertelsmann-Stiftung study make clear that several myths are found in the discourse, which are gladly encouraged, but obviously have little basis in fact. They indicate that:

- German crowd workers are in direct competition with crowd workers in developing countries, with markedly lower wage structures.
- Entrepreneurial risk is disproportionately placed on workers.
- There are no limits on the work stress placed on platform workers who depend on this income source as their main job, due to the lack of regulation.

The supposedly better compatibility of family and work for gig workers and micro-tasking crowd workers is a misconception. Low-skilled platform workers are often dependant on orders. These workers tend to have to accept all work, so there can be no suggestion of flexibility (see also Bertelsmann-Stiftung, Ed. 2019, 27) Flexible hours are “often only an illusion. The orders offered are often not adequate and inconstant, and platform workers are correspondingly dependant on the temporal distribution of orders. According to our survey, microtask crowd workers, for example, complete 20 minutes of unpaid work for every hour of paid work.” (ibid., 40 IAO Expert)

Because – as described above – the large majority of crowd workers get their main income from a regular job, their **need for guidance** in crowd working matters is correspondingly low. We do not yet have any convincing Germany- and Europe-wide empirical data which point to education needs to be expected. It may, however, be assumed that more highly qualified crowd workers will develop needs as sketched in the type of entreployees (see Module 3).

### 3. The entreployee – the prototypical worker in the new forms of work?

#### 3.1 Voß and Pongratz and the entreployee

If we wish to engage further with guidance challenges, it makes sense to look at the prototype of the worker employed in the new forms of work, which Voß and Pongratz already wrote on at the end of the last millennium.

Voß and Pongratz (1998) distinguish between three kinds of employee which could historically be described as archetypes:

- Proletarian wage labourer
- Professional mass worker
- Entreployee

The *‘proletarian wage labourer’* was the dominant archetype for a long time starting with the beginning of industrialisation, and was replaced by the *professional mass worker* in the upswing after the Second World War at the latest.

As a new archetype, Voß and Pongratz define the *entreplooyee*, who can be characterised by three characteristics: “expanded control over their working conditions, increased self-economisation of their work capabilities and work services with regard to manufacturing and marketing as well as expanded self-rationalisation, which can be read among other things from the movement of their whole lifestyle, including the day-to-day, to the company level.” (Zentner and Schrader 2010, 256)

#### Characteristics of the entreployee

- Self-control
- Self-commercialization
- Self-rationalization

In the discourse on the figure of the entreployee, the expectation was initially expressed that the associated developments would lead to vocation becoming less important. This fear seems reasonable when the emphasis is on the “entrepreneur”. Fewer aspects of vocation are associated with the entrepreneur; their competences are, rather, in the area of management and leadership ability. Voß (2012) therefore indicated that a change of meaning, but not a loss of vocation should be expected. Specialist vocational competences still represent the basis of vocation, but no longer in the form of “skills templates” (see also Beck et al. 1980), but rather “*more individual qualification potentials, open to development and usable in many situations*, whereby transferable skills will become more and more important.” (Voß 2012, 287). This sketches the development of the individual vocation, whereby the worker reflexively and individually forms their own vocation, and the importance of subject matter knowledge is relativised by the increased importance of interdisciplinary competences. But the individual vocation “does not mean arbitrariness, formlessness and instability, but rather active individual design of skills combinations and their professional applications, still relating to social framework conditions” (Voß 2012, 288). Specialist career skills are no longer “finally decisive (...), but rather increasingly how one markets oneself with active strategies under the expanded competence conditions and then profitably utilises one’s own potentials (for whoever) in the process (Voß 2002, 304).

### 3.1.1 Entreployees in normal employment

Even if power relations in companies are not fundamentally different for *entreployees* than for *professional mass workers*, the perception of relationships has changed. “Externally fixed work tasks and requirements should become internal matters, personal goals of the employee, such that organisational interests and personal striving towards self-actualisation come largely into alignment. The more employees actually see such opportunities for self-actualisation of their ‘whole’ personality in their work, the less expedient it seems to them to draw strict temporal, spatial, content, social and motivational boundaries between their professional and private actions.” (Geffers and Hoff 2010, 107).

The fit between the company’s and the employee’s interest almost necessarily leads to another view of power relationships in the company. Self-actualisation as priority goal no longer permits recognising interests with other employees, and solidarity becomes an empty concept. When in discussions with students or young scientists, the subject of some kind of duty of care on the part of their employer, general incomprehension is the natural consequence. The focus on self-competences has clouded the view of real power relationships. The necessity of self-economisation according to the motto: “We only need you for as long as you are profitable” has been received as a message by employees. Job security has become an individual problem, not primarily the duty of the company. The traditional division between capital and labour is thus dissolved, the class struggle takes place within the head and soul of the entreployee (see also Voß and Pongratz), with the same person being the winner and loser of the class struggle. The high importance of self-competences is necessarily associated with uncertainty, because surviving in the company becomes dependent on the quality of one’s own self-competences. “Uncertainty can only be decoded as a productive biographical challenge if a particular level of income and job stability is assured (Dörre 2010, 140).

### 3.1.2 The entreployee in crowd work

For the majority of platform work or other forms of activity in the field of the new forms of work, these requirements tend not to be met. Uncertainty then acts rather like “a virus which permeates everyday life, dissolving social connections and undermining the individual’s psychological structures.” (Castel 2005, 38). Ehrenberg laid out in detail how widespread and tiresome this virus is in “Das Erschöpfte Selbst” (The Exhausted Self) (2004). Depression has “reached epidemic proportions, and is causing not only individual suffering, but rather also immense economic damage.” (Epping 2010, 205). The infection rate with the virus of depression varies across employees, depending on their individual expectations for gainful employment.

#### **Digression: normal employment history**

When normal employment history is spoken or written about in the sociology of work, this serves as a foil for describing deviations from it as the new normality in employment history. Normal employment history means that, after completing vocational or university education, one enters a job involving regular working hours and holidays and in which one is secured by social insurance law for one’s entire career. The counter-model includes discontinuous employment histories, marked out by repeated changes of career, phases of unemployment and self-employment, irregular income and uncertainty throughout the person’s career as regards having gainful employment.

The joke here is that in historical context, “continuous career paths” in the sense of a ‘normal history’ never existed in the post-war period (Becker 2004, 63). From a historical point of view, the (male)

normal employment history enjoyed a brief guarantee, namely from 1955 as the highpoint of the German *Wirtschaftswunder* (economic miracle) until the first recession in 1966/67. This brief exceptional situation was sufficient for the normal history to be interpreted as the norm, and not as a one-off historical exception. “The normal history was... an exceptional phenomenon in the history of economies. At the start of the 21<sup>st</sup> century, we are simply returning to normality.” (Bolder 2004, 23). Discontinuity and not continuity represent the norm in capitalist economies. Remembering this can sharpen the analytical view of current changes in work, and help us to avoid idealising the normal employment history.

The typical representatives of a normal employment history in the 1950s and 1960s were the workers at the company Krupp. They had a place of work and work environment which were more than just the place where they carried out their work. The concept of the ‘Krupp family’ is therefore not entirely far-fetched. (That family is not necessarily a haven for democracy is, after all, well known). Patriarchal leadership, hard and largely other-directed, but integrated into a social Krupp network: company accommodation, company holiday homes, its own maternity clinics, job security – with very limited career progression opportunities – lifelong employment, but characterised by a social climate which, with its wealth of explicit codes of conduct, and even more implicit ones, left hardly any room for pursuing one’s own options. Values such as autonomy or self-actualisation were unthinkable.

Henfers (2015) attempted to work out a typology of career-biographical orientation templates from autobiographical-narrative interviews with employees. She draws up four types:

1. Organisationalisation
2. Professionalisation
3. Marketisation
4. Eroding of boundaries

In our context, the fourth group is of particular interest, as it corresponds most closely to the expectations of the *entrepreneur*. For the boundary-eroding type, it is not the career or a particular vocational field that is in the foreground, but rather “1. Search for self-actualisation in the foreground of the career biography, whereby the first characteristic of this type is already named. The remaining two characteristics are labelled as 2. Autonomy and situationality as well as 3. Erosion of boundaries between work and private life.” (Henfers 2015, 141 et seq.). This type has a strong tendency to want to be different, to conceive of themselves almost as part of an elite. “Self-actualisation is fundamentally about bringing a particular lifestyle and their own creativity into the field of work. It is about *another* way of living their life.” (ibid., 145).

How far blindness can be talked about here is shown in the key concepts of autonomy and self-actualisation, which are “not operable goals which one could realise, but rather idealisations which one can orient oneself by or which one can strive for. Therefore, flexibility or situationality and therefore the process of one’s own development is in the foreground, instead of goals, plans or one’s own stability.” (ibid., 157). The potential meaning of “blinding” for guidance practice is illuminated in Module 3.

This type seems very difficult to reach for further training and guidance in a formal context. “Formal training is not completed at all, because the interviewees find it fun and enjoyable to teach themselves things, and because formal training is associated with convention. They do not orient themselves by that which companies and/or superiors or the labour market expect from them, but rather by their own person, their interests and inclinations... they act largely independently of career success and do not pursue hierarchical career ambitions.” (ibid. 173). That solidarity is a foreign word to this type does not

need to be further evidenced; their fixation on autonomy and self-actualisation rather tends towards asociality.

### *Opportunity for reflection*

Think through your circle of friends and acquaintances:

- Which friends or acquaintances work under framework conditions which resemble those of the entremployee?
- Do they see these framework conditions more as an opportunity or a threat?
- Which friends or acquaintances work in precarious work conditions?
- Which strategies have they developed in order to deal with the associated uncertainties?

## 3.2 The entremployee in educational offerings?

Zentner and Schrader in their empirical study assume that training reacts quickly to changes in the environment, “to changes in the labour market, operational rationalisation processes, social structures, and the lifestyles and mentalities of the people it is aimed at.” (Zentner and Schrader 2010, 255). Using the development of training offerings, they check whether the increased need to acquire key qualifications attributed to the entremployee is being reflected in education offerings. The basis for doing this was composed of assessments of training offerings and event announcements in manager magazines from the years 1996 and 2006. They come to the sobering conclusion that “Overall, the (fast) reaction of the ‘open system’ of training to its institutional environment which we had assumed based on neo-institutionalised research can only be weakly identified in the available data.” (274). They assume that the need for increased self-guidance and intensive identity management which the entremployee complains about is satisfied “by a coaching and guidance market which has become undifferentiated, through to therapy-like offerings.” (ibid., 275).

The guidance market seems to be likely to conceal the power relationships being addressed, which the entremployee is also exposed to. “Previously formulated neoliberal positions count on comprehensive personal responsibility, at the same time as resigning oneself to conditions predetermined by others... The recognition of the individual with their contradictions and requirements contradicts the position that optimisation of the individual counting on amenability is effective in the long-term as a management policy. If guidance adopted this task of optimising management in the interests of third parties, it would be renouncing a professional focus which places the individual in the centre of its efforts. If the individual cannot rely in a guidance session on actions which are pedagogical in this sense, guidance becomes an instrument of third parties – with the sole goal that I learn to accept that this or that which is expected of me is also the best thing for me.” (Giesecke 2016, 32 et seq.). Or according to the slogan of “real socialism”: Freedom is the insight into necessity!

### **Degression: guidance formats**

Interaction between people seeking advice and counsellors can be systematised in various formats. The following representation (Giesecke, Opelt and Ried 1995) orients itself by the interaction process between people seeking advice and counsellors, as well as the structuredness of the person seeking

advice as a core criterion, and distinguishes between informative guidance, situational guidance and biography-oriented guidance.

#### *Informative guidance*

People seeking advice can clearly name the subject matter of guidance. All emotional, cognitive and motivational questions have been clarified before the start of guidance.

#### *Situational guidance*

People seeking advice know which life situations they want to change through training. In guidance it must be clarified whether the situation described can be changed using training.

#### *Biography-oriented guidance*

The people seeking guidance generally do not formulate a clear subject matter for guidance. They hope to change general life problems using training. In this form of guidance, personal life problems are interwoven with education and qualification problems.

(Götz, Haydn and Tauber 2020, 4)

### *Opportunity for reflection*

- What do you see as the meaning of self-competences in your guidances?
- How do you approach them?

## **4. Typology of new guidance target groups – challenges are diverse**

Another approach to identifying the guidance challenges of the heterogeneous groups from the fields of the new forms of work is the orientation by typologies which allow a more precise delineation between the needs of the various target groups.

Not only for analytical reasons is a typology useful in this new field. As a description of groups with shared characteristics and properties, it opens up to us the opportunity to grasp the guidance target groups with their complex social realities and contexts, and to understand and explain them as well as possible. In any case, it should not be overlooked in this context that the types described hardly exist in their pure form, and in reality, are often found in mixed forms which do not allow clear allocation. We have several models of this at our disposal. Following Castel (2000), Kronauer (2010, 18) presents a four-zone model:

- **Zone of exclusivity.** This includes wealthy people who are not dependent on social protection systems, and whose number has significantly increased worldwide in the last few years.
- **Zone of integration.** Even in this apparently stable zone, which includes workers in fixed employment, workloads are increasing, and fear of losing this position has increased. Educational success is rather a prerequisite for developing future opportunities, but can no longer guarantee them by a long shot.
- **Zone of vulnerability.** This mostly includes precariously employed people and temporarily unemployed people, whose life plan seems unpredictable.
- **Zone of excluded people.** This includes the “people who don’t matter” (Peisendörfer 2003). In Germany, this especially includes the long-term unemployed, who fall out of reciprocal social relationships.

Following on from this model, we have developed a model typology for persons who work in new forms of work as target groups for educational guidance. In doing this, we were led by orientation challenges in relation to the following topics (for more on this, see Module 3):

- Degree of self-management competences needed
- Degree of personal (career) prospects
  - Gaining experience and learning and self-actualisation possible?
  - Alternative life plan? – Reflection of individual and social risks/follow-up costs
  - De-qualification, career dead ends, exploitation?
- Socio-economic background as structuring factors

We present each type below, and illustrate them using a fictional person, a ‘persona’. Our considerations on the typology of new guidance target groups distinguish four types:

Typus 1: Performer

Typus 2: Bridge

Typus 3: Insecure - precariat

Typus 4: Exploited

## 4.1 Performer

The group of performers is quantitatively rather marginal in the overall spectrum of types. It is home to many people who correspond perfectly to the figure of the entreployee, and for whom autonomy and self-determination represent central values. Their education level is generally markedly above average, and their readiness to expand their competences through training is high. However, they make less use of established training offerings, preferring forms of self-directed learning and using the learning possibilities offered by the internet more than average. A not insignificant fraction practice an alternative lifestyle, which serves primarily to distinguish them. They tend to see themselves as belonging to the elite of society, but this does not bring any societal responsibility with it. This group is home to men and women, whereby the phenomenon of the gender gap is also visible in this ‘elite’, that is, a significant difference between the social genders, and women do achieve high incomes, but not as high as men. The majority of this group is not dependent on income from new forms of work, but rather gains an additional income by e.g. crowd working in the high-end area. They mainly work in the IT sector, however, and generally have a good income from their primary gainful employment.

Which competences mark out this group and/or which competences they ascribe to themselves becomes clear when we analyse the DIE Profilpass für Selbständige (German Institute for Adult Education Profile Pass for Self-Employed People), which programmatically emphasises under the motto “Knowing strengths – using strengths” that weaknesses are not foreseen. The competences which founders should bring with them are all-encompassing.

This type presents a great challenge for educational guidance practice, because on the one hand, their self-perception as part of the elite means they regard guidance facilities as intended for a different clientele, and on the other hand, because the need to use guidance is not compatible with the self-image of the proactive entreployee. In crisis situations when the need for guidance can no longer be concealed, they prefer support formats, which tend to have innocuous labels such as coaching or supervision. It is therefore advisable for guidance practice to offer these formats too if it wishes to design entry points for this type.

### Persona

Klaus K., 44 years old, married and childless, has worked for over 20 years in a medium-sized company as an IT administrator, and was professionally successful. He is particularly proud that his IT competences are self-taught, and that he has constantly expanded them through specialist literature and visiting relevant trade fairs. He does not have certificates or recognised qualifications, but has put his competences to the test in performance. After over 20 years, he wants to try something different and become an independent IT expert. He quickly learns that he can get by very nicely as a sole trader and earns significantly more than he did at his former employer. He is working considerably longer hours, however. He is proud of his professionalism and the good reputation which his small office has, which is partly because he constantly trains himself, in order to remain up to date.

The coronavirus pandemic has caused his business to collapse abruptly. The interim aid he is entitled to is much more modest than his previous income, and also temporally limited. He is considering whether he should become employed by a company again, hopefully only temporarily. In his view, finding a corresponding job will not be a problem. He approaches the local employment agency. The friendly advisor explains to him that despite his experience and competences, he counts as unqualified for the employment agency, because he does not have a recognised vocational qualification. Klaus K. is stunned. The advisor refers him to the local educational guidance, where he can seek advice.

### Motives for seeking educational guidance:

Klaus is pursuing two goals by using educational guidance. On the one hand, he wants to get an estimate of his chances on the regular job market from the guidance organisation, which he regards as “objective” in comparison to the employment agency, and to get help to operate on this market, which he no longer recognises. On the other hand, he wants to get information on how he can get his competences as an IT professional recognised and certified.

### Title of a possible offering:

The proof of competence is in performance – but only with a certificate.

## 4.2 Bridge

In our typology, the type of the bridge represents quantitatively the largest group. It is home to both genders, and includes representatives of all working age groups. Their level of education and vocational qualifications are also very diverse. As the vast majority of them have fixed employment, dependence on NFW income is mostly relatively low. Only in the area of high-end crowd work are higher incomes from NFW found, which then often lead to highly qualified people deciding to become self-employed and exclusively rely on income from NFW.

It is also characteristic of this group that they perform work in which they must and want to learn in the process of work. The large amount of learning which marks out their work also creates the prerequisites for improved opportunities on the labour market. The greater the amount of learning a job requires, the more it acts as a bridge to more qualified and more stable jobs.

### Persona

Marita S., 42 years old and living alone, is a doctor with an emphasis on general medicine. After completing her degree, she worked for two years in a hospital. Subordination in the hospital hierarchy and the increasing work pressure cause her to look for an alternative. She engages with a temporary employment agency which mediates personnel in health services. She likes this work considerably more. She is constantly getting to know new fields of work and new people, gets around a lot, because

she is mostly only loaned to a company (doctor's practices and hospitals) for a few months. She especially likes being loaned to Great Britain, where she earns especially well. However, Brexit makes it unlikely that she can continue to work in Great Britain. She also notices that the constant changes of workplace are placing increasing physical and psychological stress on her. Her desire to somehow belong somewhere permanently and settle down starts to take up more and more space in her thinking. She has many acquaintances and occasional lovers, but no confidants she could talk to about her situation. She comes across educational and careers guidance while browsing the web.

**Motive for seeking educational guidance:**

Her motive relates less to informative or situational guidance, but rather to the more in-depth form of biographically oriented guidance. She hopes to get more clarity regarding her own goals and help to realise them. Secretly she hopes to get support from the guidance organisation to define her work and private life.

**Title of a possible offering:**

Income rich, prospect-poor

### 4.3 Insecure - precariat

This type, who mostly work in poorly paid, short-term jobs, and whose work life is often interrupted by periods of unemployment, does not take up work in NFW out of inclination or conviction, but rather out of pure material need. This is hardly alleviated by the NFW jobs offered, as neither virtual micro-tasks nor local on-demand jobs like food delivery or cleaning offer stable and adequate income.

Generally, one thinks of this target group as low-skilled people without a vocational qualification. At least for Germany, this stereotype is very rarely accurate. In Germany's labour market 'reforms' around the millennium, which were implemented by a red-green coalition government and are generally known as "Hartz laws", it established the largest low-wage sector in the OECD. In this sector, no more than the statutory minimum wage is generally paid, that is, less than 10 euros an hour. In Germany, almost 25% of all working people work in the low-wage sector (2015). That's 8.4 million employees, and more than five million of them have an officially recognised vocational qualification (see also Nachtwey 2016, 163 and DGB press release of 09/01/2017).

**Persona**

Inge L. is 30 years old, and a single mother to a five-year-old daughter, who attends nursery during the day. Inge is a specialist bakery salesperson with a recognised qualification. She cannot get a full-time job, because she can only start work at 9:00 at the earliest due to her daughter. Since the birth of her daughter, she has been living off Hartz IV. Inge suffers from mental illness, and has been admitted to a clinic several times for depression, but this stresses her considerably because child services place her daughter with a temporary foster family while she is in the clinic. She feels as though she has to rebuild her relationship with her child after every stay in the clinic. She has been psychologically stable for over sixteen months, however. This means that the job centre is placing her under increasing pressure to look for work and accusing her of not wanting to cooperate, which can be punished with a reduction in Hartz payments. The job centre recommends that she approach an educational guidance office specialising in single parents looking for work.

**Motives for seeking educational guidance:**

Inge is extrinsically motivated, because she has to respond to pressure from the job centre. She can, however, imagine retraining for the care sector, because many jobs in that sector are part time. She cannot imagine taking on full-time work until her daughter has finished primary school.

**Title of a possible offering:**

(Nearly) anything is better than Hartz IV

#### 4.4 Exploited

The latest scandal in the German meat industry or in sub-sub-entrepreneurship in the construction industry has brought this group into public focus. If they find work at all, it is precarious, and often with an hourly wage of 3 euros or less, despite the minimum wage. Economic migrants without residence prospects and low-skilled workers are often affected. They are found among both genders and all age groups. In Germany, this group includes the long-term unemployed, whose chances of reintegration into gainful employment drops off sharply as they stay unemployed for longer. This group is exploited and excluded in several ways, because the characteristics of societal inclusion no longer apply to them.

Inclusion means:

- Citizenship, with the associated personal, political and social rights
- Involvement in the reciprocal relationships of the societal division of labour
- Reciprocal relationships in close social relationships, especially family (see also Kronauer 2010, 32)

Socially 'down-and-out' groups represent an enormous challenge for guidance practice, because the affected people are often resigned to their situation due to their experiences. "Their own ascent into a higher class has disappeared from their meaning horizon, and they have become phlegmatic and fatalistic about their status." (Nachwey 2016, 168).

**Persona**

Nikolai S., 35 years old, is a Romanian citizen and does not have a vocational qualification. For five years, he has been working in a German abattoir as a processor. Like the majority of his colleagues, however, he is employed by a Romanian subcontractor. Very few non-Germans have an employment contract with the abattoir. Nikolai's working days are long; he works 60 hours a week, in order to support his family in Temesvar – his wife Tamara and two children of 6 and 10 years old. His hourly rate fluctuates between four and six euros; he does not know the reasons for the fluctuation and cannot ask the German works council, because he hardly knows any German. He lives in very cramped conditions with other Romanian workers. Because work is divided into three shifts, he has to share a bed with the other shift. The subcontractor subtracts 250 euros from his wage a month for accommodation.

**Motives for seeking educational guidance:**

His primary motive for this brave step is pure despair. He hopes on the one hand to get support in getting the German minimum wage, which is around twice as high as his current wage. On the other, he wants to know what he can do to get more job security and possibly progress in his career.

**Title of a possible offering:**

You have no chance – so use it.

Module 1 contains the results of the CEDEFOP study “Skills formation and skills matching in online platform work: policies and practises for promoting crowd workers’ continuous learning”, which give important indications of the educational needs in the various forms of new work.

## 5. Stumbling blocks in educational guidance

### 5.1 New reasons for using educational guidance

If we reflect on new guidance offerings for this highly differentiated field of workers in the new forms of work, we must remember who previously used educational and/or careers guidance and who continues to do so, and for what reasons. The following (incomplete) overview makes clear that there are guidance offerings for all stages of life and for all possible critical life events (Klein, Reutter 2020, 179).

Guidance offerings across the lifespan	Guidance offerings for crisis situations
Prenatal guidance	Patient guidance
Guidance for pregnant women and pregnancy conflict guidance at prenatal examinations	Transition guidance – reorientation on the way into the post-career phase
Pedagogical guidance in birth preparation	Start-up guidance
Child guidance	Pedagogical nutrition guidance
School entry guidance	Health guidance
Guidance for parents in the context of school	Youth and drug guidance office
Guidance on the transition from school to career	Feminist guidance for women who have experienced sexual violence
Extracurricular careers guidance	Guidance for people with a life-threatening illness
Guidance in career rehabilitation	Debt guidance
Study guidance	Online drugs guidance
Career entry guidance	Guidance in the job centre
Voucher guidance	Guidance in the context of psychosocial supervision of dying people
Course placement guidance	
Learning guidance	
Educational guidance in old age	
Sexual guidance in old age	
Guidance for older people with legal needs	
Guidance for at-home carers of people with dementia	
End-of-life guidance	

Fig. 1: Guidance in the lifespan. Sources: Gieseke and Nittel 2016

This suggested a broad guidance practice, which hardly exists in real life. The majority of guidance offerings and facilities are project-based and therefore time-limited; even successful guidance projects rarely give rise to permanent and financed guidance structures. One praiseworthy exception here is the instrument of “Beratung zur Beruflichen Entwicklung – BBE” (Guidance for Career Development) in Northrhine-Westphalia, which has been provided as a labour policy instrument. More decisive in our context, however, is the question of who the guidance offerings reach. “Although it may be assumed that socially weaker groups or ‘uneducated’ groups have a greater need for pedagogical guidance, it is clear in various fields that the offerings are aimed at the needs of the middle class.” (Klein and Reutter 2020, 184). The dominant structure of most guidance offerings whereby people must proactively seek it requires on the one hand that people seeking guidance are aware of the existence of the guidance offerings. “Under current conditions, people seeking guidance must therefore be very well-informed, mobile and assertive.” (Karl 2016, 363). For guidance issues in the GIVE context, it can be assumed that a central motive is to secure and expand the person’s own employability. But a “function of guidance strategically oriented by employability leads to a pedagogical dilemma. On the one hand, it is an important argument in helping a (...) coherent guidance system break through politically, and is thus necessary. On the other hand, too strong a focus on the economically motivated premises of employability presents a risk of negating or diluting an originally pedagogical understanding of guidance (...) as a pedagogical phenomenon.” (Lampe and Nierobisch 2016, 848 et seq.).

The aforementioned type of eroding boundaries (see also Henfers 2015), for whom self-actualisation in work and autonomy represent central values, will have particular difficulty seeking advice at a crisis point in their employment history. “Biographical failure is... interpreted even by the actor as the consequence of a lack of competences or a lack of commitment, without bringing to mind the economic, cultural and social differences as well as power relationships” (Tiefel 2016, 661). Guidance then becomes a “location of neoliberal subjectivisation (...) where the introjection of labour market-oriented personal responsibility is actively promoted, and at the same time societal power relationships are perpetuated.” (ibid.)

But the chances that failure in their employment history could cause this type to seek guidance seems rather low. In Germany, there have for years been anonymous self-help groups for people who have had to apply for insolvency. They are similar in structure to Alcoholics Anonymous. These groups currently exist in 15 cities, and they have been used by 13,500 people to date (<https://www.anonyme-insolvenzler.de>). According to their experience, it takes several years for people to be able to talk about career failure. At first, failure brings with it shame, loss of self-worth, and a feeling of having failed, relatively independent of the reasons for failure. “The privileged regard themselves as people who have earned their own success; the failed see their exclusion as justified, because they did not ‘make it’.” (Kirchhöfer 2007, 32).

## 5.2 Guidance isn’t for everyone!

„Whether individuals or companies are at a loss, have to make decisions, want to optimise processes etc., guidance is the instrument of choice which does not need any justification.” (Stanik 2015, 11).

In the field of education and guidance, scepticism is always appropriate when offering forms, pedagogical content or institutions no longer have to legitimise themselves. This often means supposedly self-evident facts which are not in fact self-evident. In Germany, for example, adult education centres are an unquestionable element of state public services, although they have not come close to fulfilling the claim which legitimises them of fulfilling a compensatory function. The ubiquity of guidance suggested in the quote also requires critical appraisal. For the white population of industrial nations in

Europe and North America, guidance for particular target groups is indeed self-evident. For other countries, and therefore for a large proportion of the Earth's population, "the idea of approaching a stranger with a personal difficulty at an agreed time in an office-like setting and there, often in a pre-limited time, seeking a solution or relief, may seem rather absurd." (Siekendick 2013, 1430).

But it is not only the dimensions of 'nation' and 'culture' that make the difference. Even in the Western industrial nations, access to guidance depends on the dimension of 'social class'. "Participation in guidance – whether employment, vocational or careers guidance or guidance in a very general sense – therefore requires knowledge of particular order patterns and rules, which are often not made explicit and therefore may represent a substantial obstacle for people not familiar with them..." (Rosenberg 2020, 149).

Guidance offerings in the field of the new forms of work can only be effective if they renounce their fixation on the middle class with its specific and fixed formats and ways in which are appropriate for the target groups. "If we are talking about guidance in the context of vocation, it is therefore worth looking in detail at what kind of guidance is being talked about and which person or group it is targeted at. There seems therefore to be a split between 'higher value' and 'lower value' guidance forms and offerings for a supposedly 'higher value' or 'lower value' clientele. Guidance shows – very differently to what political announcements lead us to expect... - a marked excluding effect, already in this aspect." (Rosenberg 2020, 148). In Germany, it is sufficient to visit any employment agency to see how plausible this thesis is. On the floors where training guidance for academic careers resides, it is generally quiet and relaxed, while on the floor with training guidance for low-skilled workers, crowds and a rather aggressive atmosphere generally predominate. This is partially due to a structural dilemma which the former head of the Bundesagentur für Arbeit (German Federal Labour Office) describes as follows: "Are guidance concepts compatible with or in conflict with business goals? Do we let autonomy and self-management rule even if the result is subject to sanction?" Alt 2018, p.5). According to the will of policymakers, the German employment agencies and job centres should place more importance on guidance in the future. Because priority is always given to getting people into work, however, there is a risk that the counsellors employed there will be charged with resolving a dilemma which cannot be resolved. Training guidance for the long-term unemployed, which is located in job centres, proves this every day.

### 5.3 The basic understanding of guidance is no longer self-evident

The credo of guidance, to increase the problem-solving ability of people seeking guidance and to help people help themselves, only applies to an excerpt of guidance offerings.

"How are you? I don't know, I've got another doctor's appointment next week." (Niebergull and Mirau 2016, 165) describes the problem using the example of expectant mothers, who lose their faith in their own body's strength and delegate their rationality and their perception of their health to experts (see also Klein and Reutter 2020, 185). The guiding principle of guidance, helping people help themselves, is caricatured there, the counsellor morphing into an advisor whose advice seems more valuable than their trust in their own problem-solving ability. This development can also be observed in other fields. In a master's programme we discussed with students what causes a need for guidance, and found astonishing declarations. In the view of the students, who were all employed, the societal pressure to self-optimize leads to massive uncertainties in different stages of life and life situations, which makes third-party guidance necessary. Using guidance offerings then seems to be an attempt to minimise one's individual risk of failure. The goal of increasing one's own personal problem-solving ability fades completely into the background (Klein and Reutter 2020, 179 et seq.).

Here, the effectiveness of the neoliberal refrain ‘Everyone is the master of his own destiny’ become clear. “Previously formulated neoliberal positions rely on comprehensive personal responsibility while at the same time resigning oneself to the conditions determined beforehand by others.” (Giesecke 2016, 32). This means that guidance too resigns itself to the logic of the market. Guidance is one of the fields which “were previously or are now more or less independent of the logic of the market (de-commodified), but are now to be subjected to it (recommodified).” (Nachwey 2016, 81). Individual autonomy as a starting point for personal responsibility becomes obsolete when guidance has to accept “that this or that which is expected of me if also the best thing for me.” (Giesecke 2016, 32).

## 5.4 Conclusion

In our brief outline of the history of work, we traced how the meaning of gainful employment has changed in the course of history. Gainful employment became more important at the start of industrialisation in the middle of the 18<sup>th</sup> century. Gainful employment changed, at least for male adults, from an entity which supported identity to one which formed the foundation of identity, which “inserted [the individual] into at least a part of reality in human society.” (Freud 1930, 30). Having gainful employment means for subjects the security of their social and personal identity, which interact closely with each other. Personal identity without social identity does not allow one to live in a community, it leads to an “autoerotic” (Mader) asociality. Social identity without personal identity leads to conformity devoid of personality, to complete adaptation to real or imagined external demands. This aspect plays an important role in guidance work for people seeking guidance who are threatened or affected by unemployment. In a work society in crisis, “competent handling of broken or threatened identity (Negt 1988, 199) becomes a central key qualification.

When we summarise one more time which risks and stumbling blocks the second modern period brings with it, it becomes clear which challenges future-oriented educational guidance faces:

- The uncertainty of flexibility
- The lack of trust and obligation
- The superficiality of teamwork
- The threat of falling into oblivion
- The failure of the attempt to gain identity through work. (see also Sennett 1998, 189 et seq.)

For Sennett, the attempt “to look for depth and binding elsewhere.” (ibid.). One of the biggest challenges for the guidance counsellor is the fact that on the one hand, they are involved with target groups which tend to regard their future in pessimistic terms due to the precariousness of their working conditions, and many of whom really have to live with the risk of falling into oblivion due to technological developments. On the other hand, guidance counsellors are confronted by target groups which are convinced and optimistic that they can make their vocational future crisis-proof. While guidance should show the former group that they can shape their own working life, the other has to be helped towards a realistic perspective which also prices in possible risks.

### *Opportunity for reflection:*

When you review the stumbling blocks once again in your head:

- Which of these stumbling blocks do you recognise from your own practice?
- Which strategies and ways have you developed to find a way around the stumbling blocks?
- Where do you see a need for you as a guidance expert to professionalise, in order to become more autonomous in dealing with these stumbling blocks?

## **6. Sector concentrations and at-risk groups of the new target groups**

Many people are involved in the platform economy, and especially gig work, whose situation is precarious on multiple levels: the income resulting from gig work is low, the order situation does not allow planning, and the learning involved in this work tends towards zero. It is no coincidence that these workers often have no vocational qualifications.

In cloud work, the starting position is more differentiated: it is true that it can involve 'micro-tasks', which only allow for modest income and do not allow a longer-term perspective to develop due to the strongly fluctuating order situation. No improvement in income is to be expected in the future either, as the simple tasks in micro-tasking are often tendered worldwide, and the competition in low-wage countries can generally offer cheaper rates. At the other end of the cloud working spectrum are demanding and relatively well-paid orders, for example in the design or programming sectors.

In the field of entrepreneurship, which is generally considered a new form of work, a distinction should be made between "opportunity entrepreneurship", where the motive for forming a company consists in an individual, usually innovative business idea, and "necessity entrepreneurship", where people form companies due to unemployment or the threat of unemployment (Maier-Gutheil 2016, 332).

It should be borne in mind here that "the proportion of people who do not form companies out of necessity is only around three and a half times as high as those who become self-employed because they do not have any alternatives." (ibid., 334).

The NFW in Germany is thus far so little developed that there is no good basis for talking about sector concentrations here. This is different for the forms of work described above. Here, sectors can be identified where precarious working conditions occur often.

In Germany, these are especially:

- Cleaning
- Warehouse and logistics
- Catering and the hotel industry
- Helping professions in the care sector
- Helping professions in the construction sector

### *Opportunity for reflection*

Please think over all of Module 2 again and write down the following in key words:

- In view of what I have read, what strikes me as optimistic for my own guidance practice?  
Where do I feel that I am well-positioned?
- What strikes me as the biggest challenge for my professional activity?
- What should the author(s) of the module work on?

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## Module 3:

# How to adress these challenges?

Franziska Haydn and Rudolf Götz

ÖSB Studien & Beratung gGmbH  
Austria

## **Module 3:**

### **How to address these challenges?**

Franziska Haydn and Rudolf Götz  
ÖSB Studien & Beratung gGmbH – Austria

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## 1. What is at stake?

Work “*is increasingly marked by intensification, by insecurity, by short-to-temporary-to-zero contracts, by competition and by informal Uber-like arrangements that circumvent labour laws and trade unions. It often pays below-subsistence wages, giving rise to a new class of ‘working poor’. Workplaces have made use of new technologies to install disciplinary and surveillance regimes based on micro-management strategies that shackle with a smile.*” (Hooley, Sultana, Thomsen, 2018, p. 10)

New forms of work (NFW) as addressed in Module 1 and two certainly do play a crucial part in this opposing parallel-trends of extended subjectivation (self-management) and neo-taylorism (external micro-management), both bringing about substantial hardship for not too small a fraction of workers. As our typology of “new workers” show (see Module 2), extended subjectivation can entail benefits of more flexibility, freedom and ownership of tasks for those who successfully adapt to the new challenges of self-entrepreneurial skills, namely self-management, self-organisation and self-control, which the subjectivated modes of work bring about (see type “Performer” and to a certain degree type “Bridge”). Albeit for many working in NFW, the situation is less rosy, featuring dead end jobs with few learning and development opportunities characterised by uncertainty and often sheer exploitation. Especially when subjectivation is accompanied by neo-taylorism or when neo-taylorist steering of workers dominates (see type “Precariate” and “Exploited”).

Furthermore, most NFW offer little scope for gaining a professional/vocational identity. Being radical subjectivated, the NFW becomes an “individual vocation” (Pongratz/Voss 2003, 2012; see Chp2;). Even more, is it a piecemeal of tiny tasks, then it turns out to be no vocation at all. The lack of a professional identity aggravates the development of a social identity as vocations are still of pivotal importance in creating a personal social identity, notwithstanding the trend that consumption patterns increasingly play a prominent role in defining the individual position in the societal strata.

So the question is: What role for guidance responding to these developments in the world of work? Especially, how can/ or should guidance respond to the spread of precarious forms of work and social alienation caused by individual vocations or “non-vocations”?

Module 3 starts with advocating for the emancipatory guidance approach as appropriate guidance response to the challenges of current labour market transformations. Following this introductory part, module 3 offers an analytical raster for analysing special guidance needs of persons working in NFW, picking up the client types introduced in chp2. In the next section, the issue of accessing new client types is addressed, using the persona approach again. The rest of module 3 offers a selection of innovative approaches and tools for counselling persons working in NFW. Namely: Checklists for identifying precarious work and (self)entrepreneurial skill needs in the context of NFW; Career guidance in communities; Co-Careering in online communities; “The practice portrait”; giving feedback to the system with the “Bildungsradar”.

## 2. What role for guidance in addressing precarious NFW and vocations, causing social alienation

Most current guidance approaches and career theories are strongly based on hermeneutic strands of psychology, emphasising the individual and its personal objectives. Guidance offers should support self-improvement, self-creation, self-regulation and the development of a meaningful personal life-design. (See Pilleltensky and Stead 2012, p. 322)

However, as Bourdieu famously argued (1993): Every social intervention easily becomes a prey for a given field of power, if a fundamental reflexion on the economic, social and cultural power, which is defining the context in a social field is not taking place.

And Miller and Rose (1990, S. 1-31) remind us that in a neoliberal context, self-regulation capacities of individuals are promoted by neoliberal technologies such as help for self-help, self-management and empowerment only to attach these personal capacities to economic and social objectives of the dominant ideology.

Career guidance offers solely focusing on the individual, not taking the socioeconomic and cultural context into account, end up reinforcing rather than challenging societal systems market by precarisation, self-exploitation, systemically induced inequality etc.

Off lately, this “dilemma” of the hermeneutic driven psychological approach of career guidance is addressed by various prominent scholars of the scientific guidance community:

*“Careers education and guidance is a profoundly political process. It operates at the interface between the individual and society, between self and opportunity, between aspiration and realism. It facilitates the allocation of life chances. Within a society in which such life chances are unequally distributed, it faces the issue of whether it serves to reinforce such inequalities or to reduce them.”* (T. Watts 2016, 171)

*“(...) the role of guidance practitioners goes beyond that of exploring self and opportunity. It poses questions to globalisation and it questions economic growth as an end in itself. We could call this Green Guidance. Thus, career guidance enters into the risky areas of social change. How far can guidance go in terms of being an agent for social and economic change, a Trojan horse in a society that salutes globalisation and capitalism?”* (Plant 2005, XIV)

*“At its most fully realised career guidance is not simply a vehicle by which individuals might get themselves a piece of the pie, but is rather part of the infrastructure of a new kind of society.”* (Hooley 2015, 11)

Trying to overcome this dilemma of over-reliance on individualistic psychological methods in both practice and research, Hooley, Sultana and Thomsen (2018) propose to incorporate a wider spectrum of sciences such as critical psychology, sociology or economics into the discourse of guidance and to focus on the contribution of career guidance to support social justice, taking structural and societal barriers into account. Criticising the prominent OECD (2004, p. 19) definition of guidance for not addressing context factors of guidance such as social structure, embeddedness in community and culture they propose an alternative definition for career guidance:

*“Career guidance supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. Key to this is developing individual and community capacity to analyse and problematise assumptions and power relations, to network and build solidarity and to create new and shared opportunities. It empowers individuals and groups to struggle within the world as it is and to imagine the world as it could be. Career guidance can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure*

and learning in the light of new information and experiences and to take both individual and collective action as a result of this.” (Hooley, Sultana, Thomsen, 2018, p. 20)

In accordance with this “broader definition of guidance”, we think guidance should follow an “emancipatory” approach as sketched out by Sultana (2018, p. 64/65 – see box below) in responding to the spread of precarious NFW and vocations which lead to social alienation. Following this emancipatory approach, guidance is supporting users to challenge their status quo rather than help them to fit into it. Users are made aware of the structural power arrangements causing their unfavourable position and mobilised to struggle against them. Here, guidance is defined as an advocacy measure for social justice.

### **Degression: Three discourses on career guidance**

*“One of the dominant discourses about career guidance is informed by what can be referred to as a ‘technocratic’ or ‘social efficiency’ approach. Here, the main concern is to ensure a smoother relationship between supply and demand of skills for the benefit of the economy. The role of the career guidance consultant is to help individuals identify their skills profile and to match this as closely as possible with the (presumed) needs of the labour market. (...)”*

*A second foundational discourse that serves to guide our practices in the career guidance field can be referred to as ‘developmentalist’, ‘hermeneutic’, or ‘humanist’. In this approach, the personal growth and fulfilment of the individual are considered to be paramount, with every effort being made to support the self-discovery and flourishing of capacities and aspirations. Here, the notion of ‘choice’ is crucial, as is that of constructing one’s identity through a satisfying engagement in the different contexts of the ‘life rainbow’ (Super, 1990) that include but go beyond paid employment. In contrast to the ‘social efficiency’ model, which has economics as its guiding discipline, and whose ‘trait-factor’, ‘person-environment fit’ approach is ultimately directive in scope, the ‘developmentalist’ model takes its main inspiration from liberal psychology—and especially from its most influential exponent, Carl Rogers (1961). The goal here is to facilitate self-exploration and self-construction or, as it is now being referred to, ‘life design’ (Savickas, 2012). (...)”*

*A third approach to career guidance can be referred to as ‘social reconstructionist’ or ‘emancipatory’. While the previous two discourses tend to be firmly embedded in liberal notions of the individual, who is seen to be a rational actor that makes choices in relation to economic or personal priorities, emancipatory discourses are more social and communitarian in their scope, and committed to questioning the status quo rather than to encourage people to fit into it. In this approach, where the guiding discipline is critical social science, the key preoccupation is to develop the knowledge that leads to freedom (...). The goal of career guidance practitioners would therefore be to ‘conscientise’ (Freire, 1970; Hooley, 2015; Hooley & Sultana, 2016; Thomsen, 2017) individuals and groups as to the source of their troubles, which, while experienced as personal, are in fact caused by the structural arrangements in place. Conscientisation is accompanied by social mobilisation and advocacy measures that ensure that unjust social structures are challenged (...).”*

*Which of the three discourses becomes prevalent tends to depend on the state of the economy: it is not surprising to note, therefore, that many of the developmentalist approaches in career guidance became popular in the economically buoyant 1960s. It is equally unsurprising to see ‘social efficiency’ models take precedence during the economic downturns of the mid 1970s, with the ‘tightening of the bonds’ between school and work (Watts, 1985), and again more recently during the worldwide recession triggered in 2008 (Sultana, 2012a). On their part, emancipatory career guidance discourses are*

*more likely to come to the fore as a reaction to the technocratic approaches that tend to legitimise and reinforce rather than challenge inequitable and unjust social arrangements.”*

Sultana G. Ronald (2018) Precarity, Austerity and the Social Contract in a Liquid World: Career Guidance Mediating the Citizen and the State. In: Hooley, Tristram, Ronald G. Sultana and Rie Thomsen (Edit.) (2018) Career Guidance for Social Justice. Contesting Neoliberalism, New York, Routledge, p. 64/65

In the continuing part of the module, we chose to look at approaches to emancipatory guidance and how it can be used in work with NFW.

## 2.1 A new model of emancipatory career guidance

*“...the attempt to challenge the career guidance field out of its enduring over-reliance on individualistic psychological methods in both practice and research, which, while useful in helping us understand some of the dynamics involved in the interplay between self and society, fails to acknowledge, let alone throw light on the systemic, social and political nature of the unequal power relations involved.”* (Hooley/Sultana 2019, 17)

The idea of emancipatory career guidance is to not only include the perspective of the labour market or the objective of self-realization, but also the motive of social justice. In this way career guidance is also turned – in some parts – to a social mission. This discourse follows on from the critical psychology and critical pedagogy of predecessors like Paulo Friere, Ivan Illich, Henry Giroux, who have shown us some „practical and theoretical lessons about how to link education to movements for social justice” (Hooley, 15f)

Following Hooley (2015,15), an emancipatory career education programme could be undertaken based around five key learning areas used to structure the process. The following table identifies a key question related to each key learning area and highlights an example of what this might look like in practice.

Learning areas	Key questions	Example
<b>Exploring ourselves and the world where we live, learn and work</b>	Who am I?	A conventional career education programme.
<b>Examining how our experience connects to boarder historical, political and social systems.</b>	How does the world work	Building a link between the careers curriculum and the citizenship curriculum and inviting visiting speakers who support these links e.g. trade unionists, campaigners on employment law.
<b>Developing strategies that allow us individually to</b>	Where do I fit into the world?	Conventional career guidance practice. Working with people to help them see and make the most of opportunities that

<b>make the most of our current situation</b>		are available to them and to create new opportunities.
<b>Developing strategies that allow us collectively to make the most of our current situations.</b>	How can I live with others?	Providing a group with space and support to develop a business, social business or community project as an alternative to unemployment
<b>Considering how the current situation and structures should be changed</b>	How do I go about changing the world?	Encouraging people to explore their role as citizens through voting, campaigning and discussing social and political change.

### *Opportunity for reflection:*

When you look at the different key learning areas and keeping the following key questions in mind, how do you already integrate them into your daily work with clients. What learning areas are you rather missing out on? How could you get your clients to think about them?

Five key questions connected to five learning areas:

- Who am I?
- How does the world work?
- Where do I fit into the world?
- How can I live with others?
- How do I go about changing the world?

## **2.2 Emancipatory career guidance: five signposts for a more socially just career guidance**

Tristram Hooley together with Ronald G. Sultana and Rie Thomson developed an new approach to guidance which takes social inequalities in account. This concept is based on five signposts , which support guidance practitioners in providing guidance, which contributes to socially just career guidance. We will refer back to these signposts throughout this module. But first we would like to introduce them to you:

**1) Build critical consciousness:** helping people to gain a deeper understanding of the world as it is and the situation there are in. This includes an understanding how the labour market works and who benefits from the current order and certain development (e.g. increase in New Forms of Work).

**2) Name oppression:** to understand different ways of oppression also supports a certain view that problems people face are not only based on their behaviours but can have different roots. Iris Marion Young (2004) mentions five different faces of oppression: exploitation, marginalisation, powerlessness, cultural imperialism, violence)

**3) Question what is normal:** supporting a client in questioning what is normal can open up new perspectives. There is no normal or natural understanding of career or success. That is important as many people who do not match the social norms blame themselves for being not good enough.

**4) Encourage people to work together:** We do not pursue our careers on an individual level but alongside others. Working together makes people realise that they face the same challenges, that they can support each other by collaboration, co-operation and collective actions.

**5) Work at a range of levels:** Our careers take place in our own psychology, families, workplaces, communities, countries and political systems. As a career counsellor you should feel free to intervene at any of these levels (support, advocacy, feedbacking on the system, campaigning). Sometimes people will be best helped by individual support, other times by system change (often by both at the same time)

## 2.3 The adjust-challenge dilemma<sup>13</sup> – a moment of self-reflection

Many people experience the struggle in their working life to either adjust to the world of work, with all its imperfections, and/or challenge it; and if to challenge it, whether to do it from the inside or the outside. Prilleltensky and Stead explore the adjust-challenge dilemma for the work situations for guidance practitioners from a critical psychology perspective.

There are four possible options for all of us, but also our clients and us – as guidance practitioners – to deal with the adjust-challenge dilemma:

- adjust but do not challenge;
- challenge but do not adjust;
- neither adjust to the system nor challenge it;
- adjust and challenge.

Prilleltensky & Stead (2012) point out that contemporary career guidance approaches tend to “*emphasise self-development, self-improvement, self-efficacy, self-creation, and self-regulation, all hallmarks of societies valuing individualism, as ways to make optimal career choices [...] and seldom consider how the working world may be structured from ethical and social justice perspectives to the benefit of workers*”.

The general approach in mainstream (career) psychology is that every individual has a variety of career choices. To realise those, one has to understand their personalities, interests, values and self-concepts. But at least “*some career choice is present, if only individuals knew how to properly utilize their inherent characteristics [...] to successfully navigate the world of work.*”

It is rather sociological career theorists who examine how individual career paths are influenced by societal factors, who analyse injustice in these career paths and who seek to understand how oppression and exploitation severely limit or remove individuals' career choice options. And to provide evidence, that the social structures in our capitalist societies discriminate and oppress vast sectors of society. People can gain great satisfaction or great stress from their workplaces. When you are fortunate you will work in supportive, stimulating and rewarding environments. But we also have to face the reality, that many people work under conditions of pressure or outright exploitation.

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<sup>13</sup> Prilleltensky, Issac / Stead, Graham (2012) Critical Psychology and Career Development Unpacking the Adjust-Challenge Dilemma

In this context it is important that the voice of psychology and career psychology often justifies the system instead of challenging it. The society constructs a narrative of personal success or failure – following the ideology of individualism with the guiding idea of “Man forges his own destiny”. (“Jeder ist seines Glückes Schmied”)

Self-regulation is expected and needed so that the individual can keep up with societal norms, which results in self-blame if one does not match. Critical psychology points out a certain complicity of psychology in reconstituting social oppression into psychological deficiencies. Eg. *“Thus, human suffering generated by structures of exclusion and oppression is redefined as personal problems deriving from inadequate coping mechanism, unresolved childhood conflicts, gender deficiencies”*.

### **Opportunity for reflection:**

Reflect on the following statement of a guidance practitioner: *“I know the system is unjust, but what can I do? I am only one person. Besides, I studied how to help individuals, not how to change systems of injustice. For that, there are social movements and political parties. I really wish I could help eliminate discrimination and classism but I need to be realistic. What can I do is to help the individual client who works with me.”*

Do you agree with the statement? Do you recognize a similar internal dialogue while working with a client who faces an exploiting work environment? While working do you concentrate on the individual situation?

Reflect on your own work context. Do you have the opportunity to discuss with colleagues about unjust work situations? Where do you see possibilities to struggle with this reasonable and pragmatic approach of the quote above?

### **What are the options in the adjust/challenge-dilemma? What are my options as guidance practitioners and what are the options of my clients?**

The adjust-challenge scenarios give us the chance to consider why we want to help people and to what extent we are functioning as agents of control or agents of change.

#### ***However, there is no simple answers for guidance practitioners***

Look again at the four options! Which reflect your attitude to the world of work? What does represent what you do best? Which option do you want to choose?

- adjust but do not challenge;
- challenge but do not adjust;
- neither adjust to the system nor challenge it;
- adjust and challenge.

#### ***The client's way of looking at the dilemma***

The dilemma affects not only practitioners but also clients. In your daily work you will meet clients who react in different ways to the world of work. How to deal with clients who opt out of the system? Clients who do not want to adjust to a rigid system of work? Clients who would like to quit their jobs and live more humane forms of work?

- “Neither adjust nor challenge it”: This perspective includes clients who want to be outside of the system. It is easy to accuse them of lack of will to work. Guidance practitioners can try to be completely open-minded about what these clients bring to the table and withhold judgment about their inability or unwillingness to adjust.
- “Challenge but do not adjust”: This may include clients who are not willing to work in an organisation that stifles creativity, induces stress and engages in inhumane practices. They may give up social security and try to change and challenge this working conditions, but from outside of the system.
- “Adjust but not challenge”: This perspective includes clients who want to have quiet life and to stay out of trouble. Guidance practitioners must respect the client’s wishes, but can try to create space to consider what the system is doing to them and their colleagues.
- “Adjust and challenge”: clients with an attitude towards the world of work that many guidance practitioners feel at ease to support. However, it can be relevant to question if we really challenge the system or if it is just a misjudgement.

### *Opportunity for reflection:*

Reflect on the example of a client representing the “adjust and challenge” option: Linda chooses to do her best to adjust but to challenge the system at the same time. She might question policies and practices that discriminate women in her organisation. This may have a positive long-term consequence on the organization and eventually on society as a whole, but in the short, she is viewed as a troublemaker and suffers the consequence of marginalization within her workplace.

If Linda is your client how would you support her in this situation?

### **3. What is different in working with NFW-clients?**

After discussing the emancipatory guidance approach on a general level, we now want to refocus on the clients in New Forms of Work. Is there a difference in providing guidance for clients in NWF than to clients in standard work? What do guidance practitioners need to know of their clients in regards to their current work situation?

The general approach towards guidance (e.g. solution-oriented, person-centred) will be the same, however the topics to be identified and addressed in a guidance session might greatly differ in between the polarisation standard work and new forms of work.

Within the GIVE project, we have identified three main indicators, which are especially relevant in working with an NFW-client and their work experience.

Skill needs	Life design and career	(Individual) Vocation
<ul style="list-style-type: none"> <li>• Level of “self-entrepreneurial” skill needs (e.g. self-control; self-commercialisation; self-rationalisation)</li> <li>• Demand of common (formal) skills level (high, medium, low); Applicable educational qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of gaining experience or learning benefits               <ul style="list-style-type: none"> <li>• Dead end jobs/ traps</li> <li>• Career entry point and bridges to more regular work</li> </ul> </li> <li>• Flexicurity               <ul style="list-style-type: none"> <li>• Degree of “freedom”/ flexibility/ ownership of task... “I am my own boss”</li> <li>• Degree of social security</li> <li>• Degree of precarisation/ uncertainty/ exploitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Degree of providing a Profession/Vocation               <ul style="list-style-type: none"> <li>• providing identity</li> <li>• social position/ reputation</li> <li>• representation in the context of collective bargaining</li> </ul> </li> <li>• defined career path</li> </ul>

Table: The three indicators relevant in working with NFW-clients

### Skills needs

Many NFW are not linked to formal skill needs. Particularly in the realm of the platform economy and own account workers, educational certificates do play a minor role. On the contrary, non-formal and “soft” skills are of pivotal importance in many NFW. Persons working in NFW are often expected to rely on their self-competences in form of self-entrepreneurial skill needs like self-control, self-commercialisation and self-rationalisation.

In the guidance process, the guidance practitioner can focus on both sides of competence needs, the formal professional competences as well as the non-formal self-competences. The importance of self-entrepreneurial skills can be seen particularly clearly in the group of entreployees. So this group is to be used as an example to clearly illustrate the changes in the skill needs:<sup>14</sup>

- **Self-organisation/control:** Traditionally, the employer has the task of ensuring that the paid employee performs well. However, a current trend is that the focus is no longer on tight control, but rather on externalizing it to the employees themselves. The control mechanism becomes a concrete target. In order to achieve this target the employee must plan, control and monitor his activities independently. The idea is that the motivation to work will increase, but also the costs for the company will decrease. But it is also certain that the pressure on employees will increase.  
The guidance practitioners can focus on supporting clients in gaining these self-management skills.
- **Self-commercialisation/economization:** whereas in traditional standard work the employee only has to focus on marketing herself/himself at the beginning of an employment relationship or when changing job, the entreployee constantly has to focus on employability and self-marketing. This does not only include continuing vocational training but also key social skills that

<sup>14</sup> See Voß G. G. (2012) Individualberuf und subjektivierte Professionalität. Zur beruflichen Orientierung des Arbeitskraftunternehmers, S. 14ff. and see: Pongratz, H. J. and G. G. Voß (2003) From employee to “entreployee”. Towards a “self-entrepreneurial” work force?

become more important than the occupation learned. Self-entrepreneurial skills and an entrepreneurial attitude towards the labour market (also within companies) become an indispensable skillset.

The task of guidance practitioners can be to support identifying individual competences, managing social spaces and boosting the personal online reputation for a labour market where platforms of digital matchmakers serve as new drivers of career development.

- **Self-rationalisation:** Extended self-commercialisation also entails selling “the whole person” with all its competences and capacities at any time in any place. This leads to a dissolution of the boundaries of work. The employees are forced to organize their whole life around the demands of their job (self-rationalisation).

For the guidance practitioners this can mean to support their clients in gaining competences to survive in this work setting such as “self-care strategies”, strategies of balancing work and private life, strategies for protecting and nursing a personal social environment etc.

Overall, when working with clients in the development of this three highlighted competences, it is important to also work out that the increased need of these competences is not an individual phenomena, but it is a trend in society as a whole.

Correspondingly, another important task of guidance practitioners is to support clients in critically reflecting their (aspired) work situation, in supporting them to improve their work situation or in moving on to other forms of work. This links to signpost 1 and 2 as to “build critical consciousness” (signpost 1) and “name oppression” (signpost 2).

## Careers

Many people start to work in NFW in transitions phases, in the entry points of their careers directly after finishing an education to get to know the field, after phases of unemployment. There is the possibility that this kind of jobs offer learning possibilities or promotion opportunities (e.g. permanent employment). However, there is the risk that these seeming possibilities become dead-end jobs and do not turn out to be bridges towards more regular employment. The role of the guidance practitioner can be to jointly discuss with the clients, if realistic long-term perspective and learning fields can be identified within the current job situation or if they are caught in a dead-end. If so, what could be bridges towards more regular or promising job opportunities.

Some people start to work in NFW because they expect more freedom and independence than in standard work. The role of the guidance practitioner can be to jointly discuss with the clients, if their jobs are really based on freedom and on “being their boss” or are there any other dependent relationships involved. One key question is: Can assignments not be rejected at all due to the tight financial situation?

One other relevant factor is the degree of precarisation or exploitation within these jobs (see checklist below). It can be important also during the guidance process to build critical consciousness (signpost 1) and “name oppression” (signpost 2).

## Individual Vocation

As pointed out in Module 2, when we talk about NFW, the trend towards individual professions plays an important role. The spread of entrepreneurs entails a transformation of the concept of vocation. While the model of employee is built on a concept of vocation, characterised by rigidly standardised

qualifications and basic work virtues, the entreployee has his very own “individual vocation”: “a personalized model of specific competence and experience, integrated in a rationalized, though individual, way of life.”

For guidance practitioners it is relevant to be aware of this trend and this changed form of professionalism. It's more about identifying different competences acquired by job experiences and formal, informal and non-formal learning. And to build on them for further development of the personal careers. The guidance practitioners need to be aware of the need of an individualised set of skills and qualifications, which can easily be adapted along changing demands

#### **4. Accessing new types of clients**

The different national career guidance systems have to tackle the challenge that they cannot reach certain target groups with its offers. In order to make their services available to these target groups as well, career guidance providers can rely either on increased public relations specifically geared to this target group or to outreach services.

The basis of these two options are analyses of the relevant target groups, which are based on what is known about these groups of clients and therewith to develop ideas where to meet this clients. One possibility to develop target-group oriented marketing as well as outreach services is working with “personas”.

The idea of creating personas is to better understand the target groups and to aligning your services and communication with them. A persona can be created on a so-called canvas. Since every project and service has its own requirements, there is no universal pattern for personas, but there are helpful templates to create them. It makes sense to develop different personas to best capture all relevant aspects of a user group.

# GIVE Persona template



Slogan

Name:

Age:

Location:

Hopes and goals

Fears and worries

Description

... former educational path  
... career path  
... family situation  
... interests, hobbies

Where do they get their information from?

Which media do they use?

Where do we meet?

Motives for seeking career guidance

Expectations towards career guidance

## Reaching out to new types of clients

Listed below you find three different personas, which are aligned to three different types of New Forms of Work: Interim Management, Solo-Entrepreneurs and Platform Work.

Choose one and start to reflect:

- What kind of service that your guidance institutions offer or could offer, would be of interest to this client?
- What would attract their attention?
- Online: Where can you meet this client? What kind of medias do they use? Where are they looking for information? What kind of social networks and online communities are they part of?
- Offline: Where can you meet this client? Where do they spend time in their daily life, e.g. in their work life (e.g. workplaces, co-working spaces) or in their free time?
- What kind of support systems or communities are they connected to? (medical system, school system, trade unions, interest groups)

To solve this task you can also research on the Internet. Maybe you personally know someone who works in NFW? Talk to this person to find out more about their interests.

## Loan work

### Arkan, 25 years old, production worker (AT)

Lives in Lustenau/Austria. Married and a child

Arkan completed an apprenticeship as a carpenter, but was laid off by his employer after completing the apprenticeship. Because he had no other clue what to do, he registered with a temporary employment agency, which sent him to a production plant. He has been working there as an unskilled employee for 5 years now. 5 years, in which he learned a lot. However, getting employed in a regular employment relationship is currently not an issue.

### His current situation

He recently became a father. That changed a lot for him. He wants to be able to provide for his family and not only to make ends meet. Higher earnings would be important to him.

### Motives for Career Guidance

“Where can I find a job with higher earnings?” He would be willing to really put some effort in finding a new job, even if he would need to get back to school again.

Some first ideas for reaching out to clients working in loan work:

- Outreach activity: guidance corners directly at the shop floor

## Own Account Work

### Sabia, 36 years old, translator (LI)

Sabia is a translator with French mother tongue. She worked for a Liechtenstein trust company for more than 12 years, but now she is no longer employed due to internal restructurings. Actually, she is expecting her first child, but will become a single parent.

### Her current situation

Today, she is looking for orientation on the job market and the ability to combine work and family. From time to time she can help with schoolwork or give extra lessons in school, and sometimes she receives orders from companies, but nothing is really long-lasting and nothing is financially sustainable. In addition, the market is literally flooded with translators living abroad, none of whom have to cope with the high cost of living in Liechtenstein and can therefore offer their fees much more cheaply.

### Motives for Career Guidance

Sabia is looking for a solution to achieve financial security for herself and her child on the one hand, and on the other hand to allow herself a particular amount of freedom to raise her children.

Some first ideas for reaching out to clients working self-employed:

- Cooperation with professional associations (e.g. national association for translators)
- Start-up programs
- Support centres for Solo-Self-employed

## Platform Work

### Birgit, 31 years old, click worker (AT)

Lives in Linz. In a partnership for two years, currently she lives in a shared apartment, but is considering moving in with her partner, no children. Studied pharmacy but dropped out of college and worked in the hospitality industry.

She has been working on a crowdworker platform for 5 years, initially as a part-time job, but since she quit her job, she mainly gets her income from crowdworking. During this time she has acquired many routines and skills (screening of relevant tasks, time management in the efficient execution of repetitive tasks).

### Her current situation

But now after a few years as a clickworker, she is thinking about her professional and private future. She wants more security which she believes, that she can only get from a job in an employee relationship. How can she use her professional experience to find a job? She doubts her chances of finding employment in the regular job market. In any case, she no longer wants to work in catering.

### Motives for Career Guidance

She did some research on the internet, happened to find the offer of online career guidance and made a general request to check if Career Guidance could help her. She has little clarity as to what she could do outside of click work. Something with computers maybe or administrative office work. But a certain freedom is important to her.

Some first ideas for reaching out to clients working in platform work:

- Online Communities by the platform company itself (e.g. <https://community.upwork.com>) or crowd-organised (like this example for amazon mechanical turk <https://www.mturk-crowd.com>)
- Unions for crowdworkers: e.g. <http://faircrowd.work> (DE, AT, SWE)
- Local initiatives and interest groups, e.g. in Austria “The riders collective” that advocates fair working conditions for bike couriers <https://www.riderscollective.at> supported by the Austrian Trade Union Federation

## 5. Counselling new target groups. Working with NFW clients

The following modules are also oriented towards signpost 1-3: “build critical consciousness”; “name oppression” and “question what is normal”.

### 5.1 Critically reflect their (aspired) work situation and support users to take informed decisions

At this point we come back to the “Adjust and challenge-Dilemma” of the beginning of this module and the three of the five signposts to emancipatory career guidance.

#### Building critical consciousness

*“Helping people to understand the situation there are in and to understand the world at it is”*

Most certainly, it is not up to the guidance practitioners to force their opinions and their world view on their clients. However it is important to support users in taking informed decisions – with a focus on needed competences, qualifications, affinities and motivations for their “aspired” NFW/career.

Now we can discuss what this informed state as a precondition for a well-considered decision making includes. What is the basis for a critical consciousness and how can it be promoted? What does it mean to promote critical thinking?

The main approach is to produce insights into specific issues by asking challenging questions. On the basis of these, well-founded judgments can be made and decisions taken. Critical thinking encourages responsible and self-empowering emancipating action. (Jahn 2013)

In which direction the challenging questions can go:

- Pointing out broader long-term career perspectives to users, apart from fashionables trends.
- Issues of job security and social protection and their relevance for career planning
- Raising awareness to the need of long-term career planning to fulfil specific (qualification) requirements for aspired careers.
- How attractive is an alternative life style (“elite digi optimist”), which might be enabled by NFW? What are possible draw backs?
- Questions about the financial value of one's own work (e.g., in the case of solo self-employment, earnings per hour worked),
- Addressing delusions regarding negative perspectives and actual flexibility (e.g. by own account workers or false self-employed)

- What competences do you have to contribute for being successful in NFW: self-management"-challenge (self-competences, entrepreneurial competences,)
- what disadvantages arise from possibly precarious work, financial and social security in the future (e.g. with regard to old-age poverty)
- What is the degree of the personal (learning) perspective (gaining experience and learning benefits vs. de-skilling or dead-end careers) Does this job have a bridging function to more regular work?
- questioning self-blame for careers paths that are not ideal and putting it in the context of neo-liberal approach of success ("responsibilisation agenda")
- compliance with labour law provisions
- Risk of precarisation, pauperisation, exploitation
- Thinking about why things are organised in the way that they are. E.g. asking who benefits from my work conditions and the way this form of work is organised.
- Understanding the way economy works and understanding one's role in the world of work
- Considering what can be changed on an individual and a collective level. Which options for action arise?

If in the course of the guidance and reflection process it emerges (maybe even against expectations) that the current work situation is unfavorable for the client, the guidance practitioners will focus their next guidance steps on achieving improvement of the work situation.

When integrating the perspective of the "adjust-challenge dilemma" a critical guidance approach can include on the one side, to support clients to become better in NFW by qualification and acquiring new competences, therewith reduce dependencies and bad working conditions (thus to "adapt" to the situation),

On the other side guidance practitioners can support guidance user to challenge their situation on a collective or on an individual level. Thus, one option can be to guide them in leaving the precarious working conditions by e.g. qualifications for a career transition (fulfilling other career aspirations) or using the competences acquired in NFW as bridge towards more standard forms of work.

### **Name oppression**

Iris Marion Young (2004) provides us with a useful framework for looking at different faces of oppression. We can adopt this framework for engaging in a quest for a guidance approach which enacts social justice. Young identifies exploitation, marginalisation, powerlessness, cultural imperialism and violence as the 'five faces of oppression'. (Sultana 2019:71ff)

**Exploitation** may refer to: unfair compensation for work done, exploitation in the labour market; guidance practitioners would take a standpoint around issues of unfair pay, they would critique precarious work and empower vulnerable groups such as migrants and refugees. They would challenge stereotypes e.g. concerning women's work and integrate an awareness of how segmented labour markets facilitate exploitation of various groups.

**Marginalisation** may refer to: peripherality and exclusion from the labour market and the suspensions of rights and withdrawal of respect of those out of work. Guidance practitioners develop an awareness of issues specific to the marginalisation of groups like youth, elderly, migrants, single parents, unemployed. They promote new approaches to employment and livelihood arrangements that address precarity and insecurity (e.g. "flexicurity", "universal basic income"). They would support marginalised groups in building up their skills but also in getting organised in advocacy groups supporting the rights of vulnerable groups.

**Powerlessness** may refer to: being on the receiving end of orders and those experiencing major difficulties due to system-wide constraints. Guidance practitioners would support clients in gaining autonomy at work and to increase the scope for self-direction in clients. They would raise awareness regarding self-oppression (e.g. operating against one's own self interests) and would also focus on the structural source of the problems that are often experienced and owned as personal ("responsibilisation"). They would support their clients in learning how to "name" oppression and promote progressive agendas through participation in social movements and advocacy.

**Violence** may refer to: fear of random, unprovoked attacks (e.g. based on xenophobia, sexism, homophobia). Guidance practitioners would engage in zero tolerance for symbolic, moral and physical violence including that perpetrated by the institutions delivering guidance services.

### Question what is normal

Our societies define what we assume is normal and natural

Supporting a client in questioning what is normal can open up new perspectives. There is no normal or natural understanding of career or success. There is no universal definition of a 'good' education or a fulfilled life. What is seen as normal also varies for different kinds of people. That is important as many people who do not match the social norms blame themselves for being not good enough. The ruling class culture normalises the way work is distributed and creates social myths such as that success and wealth is only due to one's own performance. We live in a society where being unsuccessful or even poor is socially shamed. Shaming serves to establish power relations to the disadvantage of the shamed. The goal is to damage the shamed in their self-worth and to "relegate them to their place" by asking them to submit to certain rules of behavior and values. The social function of shame and shaming practices are a form of violence that serves to maintain power and status structures.

## 5.2 Identifying precarious work in New Forms of Work

There is no universally accepted definition for the term and concept "precarious work". On a very general level, we can understand all forms of dependent work, which differ from the classic, "typical" normal employment relationship (unlimited full-time), as precarious.

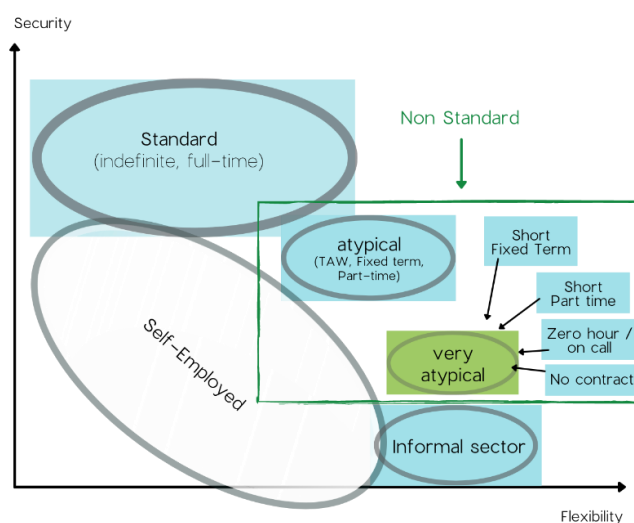


Fig.: Understanding precarious work<sup>15</sup>

<sup>15</sup> <https://oshwiki.eu/wiki/File:PrecariousWork1.png> Broughton, A., Ibiletta, I., Kullander, M., 2010, Flexible forms of work: 'very atypical' contractual arrangements, European Foundation for the Improvement of Living and Working Conditions, Dublin <http://www.eurofound.europa.eu/ewco/studies/tn0812019s/tn0812019s.htm>

Not every form of employment that does not take place as standard works harbors the risk of precariousness. To distinguish precarious work from 'standard work' and facilitate its characterisation, Rogers and Rodgers proposed four dimensions of precariousness:<sup>16</sup>

- Temporal – low certainty over the continuity of employment
- Organisational – lack of workers' individual and collective control over working conditions, working time and shifts, work intensity, pay, health and safety
- Economic – poor pay (insufficient pay and salary progression)
- Social – legal, collective or customary protection against unfair dismissal, discrimination, and unacceptable working practices; and social protection (access to social security benefits covering health, accidents, unemployment insurance)

### At risk of poverty

Next to factors of employment and social security, the working conditions affect people differently depending on their respective living conditions (e.g. stage of life, family/social/financial obligations). A more subjective perspective focuses on the workers' feeling insecure and afraid in relation to their working situation. Can the individual client lead a dignified, self-determined life with the income?

### A practical checklist

	Hints towards non precarious work	Hint towards precarious work
Extent of working time	Fulltime	Part time (<20h), marginal employment
Income	Above the poverty line	Below the poverty line, less than 60 per cent of the Media in come (EU-SILC), AT (2020): 1-person household – less than 1.286 € 2 adults + 2 children – less than 2.700 € 13,3% of the Austrian population are at risk of poverty (1.161.000 persons) 7% of the Austrian working population
Employment relationship	Employment contract	Freelancer/Contractors, interim management Special case: false-self employment
Time limitation	Permanent employment contract	fixed-term service contract
Localization of work	Integrated into the company, own workplace	Mainly digital forms of work
Job Security	High job security	Low job security, which is only associated with a short-term time horizon.
Possibility to exert influence	A lot of influence on the work situation	Lack of influence on the work situation
Level of integration	High integration in the company and its workforce	Low integration in the company and its workforce

<sup>16</sup> Rodgers and J. Rodgers, 'Precarious jobs in labour market regulation: the growth of atypical employment in western Europe', International Institute for Labour Studies, Free University of Brussels, Brussels, 1989.

Social security	protection through social and labor law norms	Lack of protection through social and labor law norms
Company co-determination	Active/Strong work council and trade union	No work council, no form of co-determination
Livelihood (personal living conditions, previous working life and household)	No difficulties in providing for oneself or dependent family members	Difficult livelihoods due to a low income level
<b>Additional factors of career &amp; learning</b>		
Participation in work-based learning	Regular participation in learning opportunities	no participation in learning opportunities
Learning on the job (Lernhaltigkeit der Arbeit)	Continuous increase in experience or learning benefits	No learning opportunities
(In-house) career possibilities	internal career paths	Dead-end job
(Individual) Vocation	Clearly defined profession	Individual vocation building on acquired competences and experiences

Concerning NFW (refer to CH1/typology) following types of NFW have a high share of precarious work:

- T2: crowd work – micro tasks and local on demand work
- T4: low end – own-account work (“necessity entrepreneurship”)
- T5: low end – Interim Management
- T7: low end – flexible modes of work (casual work, voucher based work, portfolio work, variable / zero hour contracts), enforced flexibility

### **Opportunity for reflection:**

In providing career guidance. What is for you more important to decide if someone is working in precarious work? The clients themselves or your own assessment of their working conditions depending on some facts like income or e.g. of their social security situation (unemployment assurance, public pension scheme)?

If your client is working e.g. as part of a gig economy, but is quite satisfied with her working environment, but you know the further possible consequences. How do you deal with a subjective experiences of insecurity concerning income and workplace, when you know out of your experiences that this client is quite well off?

### 5.3 Level of (self-)entrepreneurial skill needs

*“Make users realise that they will need “entrepreneurial skills” for most NFW. Support them acquiring these skills!”* (Austrian guidance practitioner)

As described above many people working New Forms of Work have to rely on a set of entrepreneurial skill. When talking about people working self-employed, we think about the “entrepreneur” as a designer of new ideas and business processes. However the world of the ideal-typical entrepreneur is not reality for many of the solo-employed and NFWers.

#### **Entrepreneurship competences - when self-employment is not necessarily the main focus ("survival skills for New Forms of Work").**

Following 13 competencies<sup>17</sup> are considered important for self-employment by the Profile Passport: Enthusiasm and self-motivation; Enthusiasm and persuasiveness; Perseverance, determination; Ambition; Creativity, visionary and innovative thinking, sense of opportunity; Self-efficacy, self-confidence; Stress resistance, dealing with risk and uncertainty; Planning, organizational and management skills; Decision-making and responsibility skills; Problem-solving skills; Willingness to learn; Teamwork skills; Leadership skills; Networking.

These competencies relate to people who see themselves as entrepreneurs, pursue a business plan, and bring potential ideas to fruition. For many people in NFW, instead of "classic" start-up competencies, the focus will be on more basic entrepreneurial knowledge like the following:

- commercial conduct and know-how,
- business management skills,
- accounting,
- tax law,
- possibly basic knowledge of trademark law, patent law or labor law,
- data protection,
- marketing,
- sales.

#### **Self-entrepreneurial skill need**

When it comes to NFW, additionally to the basic knowledge of running a business or being self-employed the worker has to rely on “self-management” competences (see also Chp3) What is different in working with NFW-clients) as e.g.

- self-control
- self-commercialisation
- self-rationalisation

<sup>17</sup> They are based, among others, on the EntreComp competence model of the Joint Research Centre of the European Commission from 2016, the ideal-typical profile of entrepreneurial competences by Julia Soos from 2017, which is based on the competence model of John Erpenbeck and Volker Heyse (2009), as well as other models such as that of Jaap van Lakerveld and Joost de Zoete (2013).

## 5.4. Providing guidance to different client types

As already described in Module 1 and Module 2 we differentiated following four client types, to point out how the differences in working with them.

- **Client type 1: Performer**
- **Client type 2: Bridge**
- **Client type 3: Precariat**
- **Client type 4: Exploited**

### Type 1: Performer

Some characteristics of the type “Performer”:

- High degree of self-management
- High learning benefits
- Alternative lifestyle (not all!)

You can find client type 1 “Performer” in this NFW:

- T1: Crowdwork – high end
- T3: opportunity entrepreneurship
- T6: flexible modes of work chosen – high end

For this purpose, consider again the already presented persona Klaus K.:

#### **Klaus K., 44 years old, IT professional (DE)**

Klaus is married and childless, has worked as an IT administrator in a medium-sized company for over 20 years and has been professionally successful. He is particularly proud of the fact that he has acquired his IT skills autodidactically and has constantly expanded them by reading technical literature and attending relevant trade fairs. However, he does not have any certificates or recognized degrees. Up to now, he has proven his competences in performance. After more than 20 years he wanted to dare something new and has started his own business as an IT expert. He quickly learns that he can make ends meet as a one-man business and earns considerably more than he did with his former employer. However, he works much longer hours. He is proud of his professionalism and the good reputation his small office has, which is also due to the fact that he is constantly training to keep up to date.

With the Corona pandemic, business suddenly collapses. The bridge assistance he is entitled to is much more modest than his previous income and is also temporary. He is considering whether he wants to return to dependent employment - hopefully only temporarily. Finding a suitable job should not be a problem from his point of view. He turns to the local employment agency. The friendly clerk explains to him that, despite his experience and skills, he is considered unqualified by the employment agency because he does not have a recognized vocational qualification. Klaus K. is stunned. The case worker points him to the local educational counseling service, where he can seek advice.

#### **Motives for educational counselling**

Klaus has two goals in seeking educational counseling. First, he wants the counseling service, which seems "objective" to him compared to the employment agency, to help him assess his chances on the regular labor market and to help him navigate this market, which has become unfamiliar to him. Secondly, he hopes to receive information on how he can have his skills as an IT specialist recognized and certified.

## Type 2: Bridge

Some characteristics of the type “Bridge”:

- High degree of self-management
- Medium to high learning benefits

You can find client type 2 “Bridge” in this NFA:

- T1: Crowdwork – high end
- T4: necessity entrepreneurship
- T6: flexible modes of work chosen – high end

For this purpose, consider again the already presented persona Birgit B.:

### **Birgit B., 31 years old, click worker (AT)**

Lives in Linz. In a partnership for two years, currently she lives in a shared apartment, but is considering moving in with her partner, no children. Studied pharmacy but dropped out of college and worked in the hospitality industry.

She has been working on a crowdworker platform for 5 years, initially as a part-time job, but since she quit her job, she mainly gets her income from crowdworking. During this time she has acquired many routines and skills (screening of relevant tasks, time management in the efficient execution of repetitive tasks).

### **Her current situation**

But now after a few years as a clickworker, she is thinking about her professional and private future. She wants more security which she believes, that she can only get from a job in an employee relationship. How can she use her professional experience to find a job? She doubts her chances of finding employment in the regular job market. In any case, she no longer wants to work in catering.

### **Motives for educational advice**

She did some research on the internet, happened to find the offer of online career guidance and made a general request to check if Career Guidance could help her. She has little clarity as to what she could do outside of click work. Something with computers maybe or administrative office work. But a certain freedom is important to her.

### Type 3: Precariat

Some characteristics of the type “Precariat”:

- High degree of self-management
- Low learning benefits
- High exploitation / dead-end careers

You can find client type 3 “Precariat” in this NFA:

- T2: virtual micro task + local on-demand work via apps
- T4: necessity entrepreneurship
- T7: flexible modes of work enforced – low end

To do this, consider the persona Marvin M.:

#### Marvin M., 42 years old, bike courier (AT)

Lives in Vienna. Recently in a partnership, lives in a small apartment in Vienna. Moved to Vienna from Germany a few years ago. Is a trained social worker, at some point he did not want to work in this area anymore and switched to gastronomy. After a while in Vienna, he started working as a bicycle courier for Mjam. He appreciates that he can get some exercise while working. He has the freedom to do as many shifts as he wants and he thinks his earnings are not too bad. In his free time, he works in a community garden, where he has now taken over the management and coordination.

#### His current situation

He is rather satisfied with his current situation. His mother, who lives in Germany, on the other hand, sometimes asks if he might ever want to have a proper job again. Thinking about his girlfriend, he sometimes has the impression that she would like him to do a different job. Sometimes a quiet voice comes up to him: what if he has an accident or cannot work for other reasons? Then the freedom no longer feels so “free”. But what other job would offer him the same opportunities?

#### Motives for Career Guidance

He has never heard of Career Guidance. Looking for Counselling. Hmm... He called the Chamber of Labor once because he wanted to inquire about the new collective agreement. However, in the end he knows how to help himself. If he had more time, he would like to research alternative jobs in which he could also work outside for the most part.

## Typus 4: Exploited

Some characteristics of the type “Exploited”:

- Low learning benefits
- High exploitation / dead-end careers

You can find client type 4 “Exploited” in this NFA:

- T5: Interim management
- T4: necessity entrepreneurship
- T7: flexible modes of work enforced – low end

To do this, consider the persona Oana P.:

### Oana P., 51 years old, 24-hour caregiver (AT)

From Satu Mare, Romania, in the last four years she has come to work for one month in a row in Korneuburg. Then she returns for one month to Romania. She is married and has two grown children.

Oana came to Austria through a recruitment agency for 24-hour nurses after she couldn't find a job in Romania. The agency assigns care cases to her. Previously, she worked in a factory that made air bags for an automotive company. But at some point the factory closed down and many women her age decided to apply for a job as caregiver in Austria or Germany. She hopes to be able to do this job for as long as possible. She also wants to make provisions because she can only count on a very low pension.

### Her current situation

Even though she is self-employed, she must adhere to the contractual conditions regarding tariff and working hours. That is why she is considering how to independently work as a caregiver in Austria, without the support of the agency.

### Motives for Career Guidance

Thinking about working independently as a 24-hour caregiver she immediately feels overwhelmed because of all the administrative tasks. Is there anyone who can assist her and give her some tips for the step in her career?

## 6. Encourage people to work together (Signpost 4): Co-careering in communities

*“Career is not an individual activity. We pursue our careers alongside others.” (Tristram Hooley)*

Guidance in community settings is based on different ideas. One of the objective is to work against individualisation of responsibility for personal and societal development. This is especially important as labour market focused guidance is willingly put in place to solve societal and economic problems. Together with adult educators, guidance practitioners rightly complain that they are given the almost unmanageable task of repairing the mistakes of a socially unjust initial education system.

In a society and in a political system which widely consider careers as mainly based on individual choices, actions and effort, it is important to recognise the importance of co-operation and collective struggle which can also open up new opportunities for career development. Additionally this can provide an opportunity to criticize the above tendencies.

Whereas traditional guidance often uses a humanistic psychological basis, if we also want to integrate a more critical guidance perspective, it is key to have collective mechanisms and social structures in mind as well. (Hooley, Thomson)

### 6.1 Career guidance in communities

Providing career guidance in communities has a long tradition. The community interaction theory of Bill Law (1981) follows the idea of social learning and focuses on how we learn about our careers and follow them in a social context. He especially takes communities into account and their way of shaping our careers. Therefore, for people taking career choices not only their individual skill and competence set will influence their choices, but also the people around them and their expectations, feedback, role modelling and support.

Rie Thomsen (2017) developed a more recent concept of career guidance in communities. Her approach is based on critical psychology and the activity theory. Thomson points out that communities are not only part of people's everyday lives, but also a wonderful resource to understand the users' perspective and voice on guidance.

#### **Career guidance in communities and group guidance is not the same.**

First is important to see the difference of guidance in a group setting and communities. A group is composed of individuals with similar needs who would benefit from working together and learning from each other in order to develop skills, knowledge and attitudes. A community on the other hand is created by individuals for different reasons. Communities can be based in neighbourhoods, in classrooms, in families, in the workplace. They spend their everyday life together and therewith form a common practice, which also structures their behaviour and actions.

#### **Creating opportunities for participation and co-careering**

Participation – a basic condition of human existence – is a key concept in the critical psychology as well as in community-based guidance. Whereas users always in a way participate in guidance activities, the guidance practitioners in a community setting can – by promoting and facilitating a participation process – contribute to co-creation between practitioners, users and other stakeholders. Working

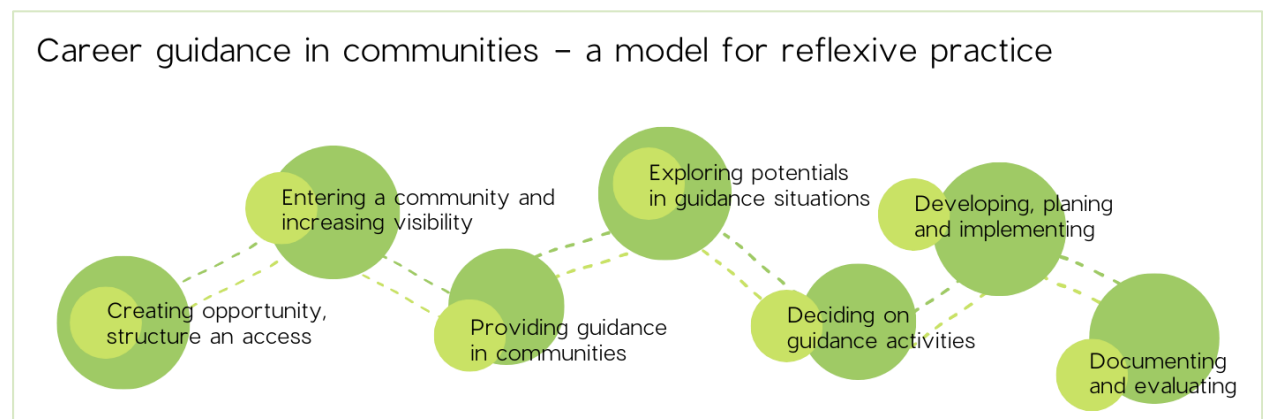
in a defined social space like a community increases the set of action possibilities and creates more participation opportunities.

### Seeing the community as resource in the guidance process

One crucial benefit of offering guidance in a community setting is that the members of the community can turn out to be a meaningful resource to each other. Often the work of the guidance practitioner includes making people and their experiences heard. Participants will provide answers or concrete solutions in relation to the questions asked. A diversity of perspectives can emerge within the group of participants. Various options for individual or collective action can be derived from these. The guidance practitioners themselves can learn about certain ways of tackling challenges and getting ideas for their own questions. But they also gain new understanding of obstacles and structural problems that people in this community face.

### A model for career guidance in communities (Thomsen 2017)

Rie Thomsen's model for career guidance consists of seven steps:



- **To create opportunity, structure and access:** identify a community, establish contact and creating structures around cooperation.
- **Arriving in a community and becoming visible:** visibility of practitioners is crucial, but it's a balancing act due to often-limited resources.
- **To guide in communities:** practitioners stays in the role of the professional, weighing the options of taking the initiative or awaiting activities of the participants
- **To explore guidance potential:** initiate open dialogue about possible themes or types of guidance activities; get to know the community.
- **To choose and decide guidance activities:** the practitioners decides based on his/her investigated knowledge of the community what kind of guidance activities they want to offer.
- **To develop, plan and conduct guidance activities**
- **To document and evaluate:** documentation can be supported by keeping a field diary.

### Some more practice examples of guidance in communities in Denmark:

Thomsen, Skovhus and Buhl (2017). Collection of cases - Career guidance in communities. Translation prepared by Euroguidance Denmark. : <https://ufm.dk/en/education/internationalisation-and-cooperation/international-cooperation-on-guidance/euroguidance-denmark/publications-and-fact-sheets/career-guidance-in-communities-four-cases-from-denmark/collection-of-cases-career-guidance-in-communities-june-2017.pdf>

## 6.2 Co-careering in online communities

When it comes to clients in NFW, in particular crowd workers or own account workers, it is difficult to identify a certain community, where they can be found. In contrast to low qualified workers in standard work, they cannot be reached on the shop floor or a different workplace setting. In this case, it can be an appropriate approach to turn towards online communities.

Education scientist Jaana Kettunen has researched how the use of social media by guidance practitioners has evolved towards more community-based approaches. *“The integration of information and communication technologies (ICT) in guidance and counselling has progressed. At its narrowest form ICT is used just for information delivery without opportunities for communication or interaction, whereas at its broadest form it is used for collaborative knowledge building and co-construction of meaningful career related issues in a participatory environment (co-careering).”*<sup>18</sup>

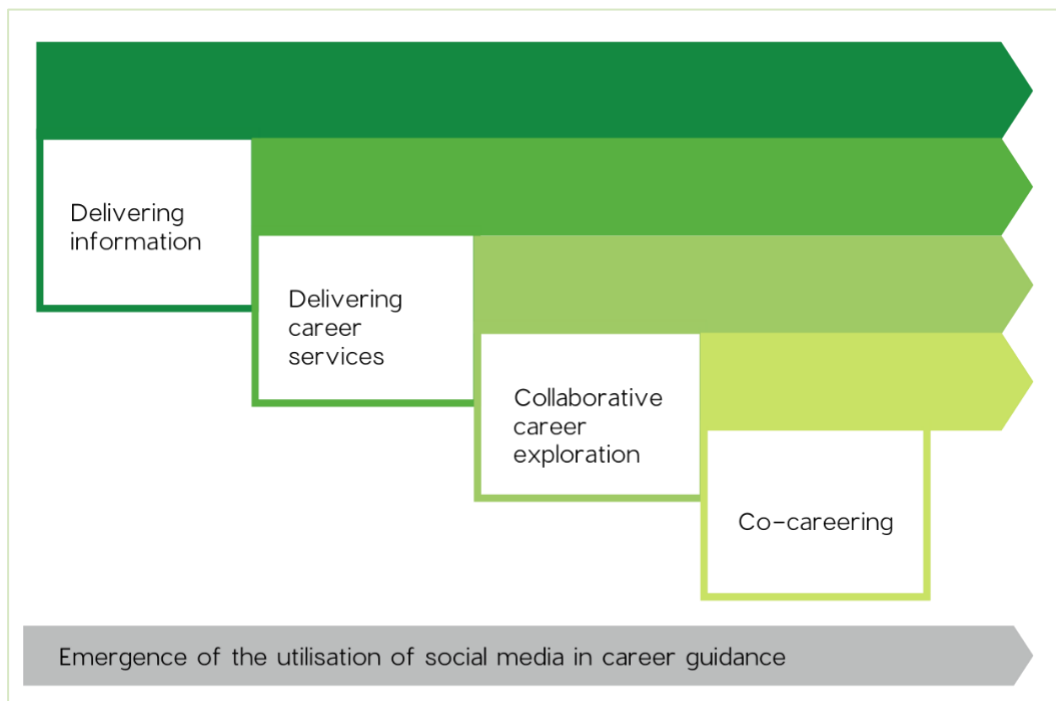


Fig.: Different action fields of utilisation of social media in career guidance (Kettunen 2017)

<sup>18</sup> Kettunen, J. (2017): Career practitioners' conceptions of social media and competency for social media in career services. Openly available here: <http://urn.fi/URN:ISBN:978-951-39-7160-1> [https://erasmusplus.at/fileadmin/Dokumente/bildung.erasmusplus.at/Policy\\_Sup-report/Euroguidance/Produkte/Euroguidance\\_Fachtagung\\_2017.pdf](https://erasmusplus.at/fileadmin/Dokumente/bildung.erasmusplus.at/Policy_Sup-report/Euroguidance/Produkte/Euroguidance_Fachtagung_2017.pdf)

### Form of utilisation of social media

Kettunen distinguishes between the following forms of social media use:

- To use social media for delivering and disseminate information: making information and services more visible to a defined group of people
- To use social media for delivering career services (asynchronous or synchronous one-to-one communication as an alternative to traditional face-to-face setting, often in written form)
- To use social media for collaborative career exploration: creating an interactive workspace
- To use social media for co-careering: shared expertise and meaningful co-construction of career issues take place among community members

While web-based delivering of information and career services have already arrived in the daily work of the guidance practitioners, collaborative career exploration and co-careering are still in a development stage in many countries. In enabling **collaborative career exploration** the guidance practitioner creates a digital interactive working space. Individuals who share a common question or aim can work together to produce information and results with others. Guidance practitioner need additional competences in the techniques and activities that foster collaborative process in career learning among peer group members. They also need the ability to discuss matters online. The objective is to establish interesting discussions with individuals and groups and therewith facilitate the building of knowledge. Therewith, activities in this field are group interventions. This approach is based on the idea of peer support and learning. Each individual can contribute with his knowledge and experience. The practitioner is additionally given the role of a facilitator who sometimes even works more in the background.

The fourth purpose of utilising social media is for **co-careering**, *“where shared expertise and meaningful co-construction of career issues take place among community members.”* (Kettunen 2017) This approach to career guidance is experienced as paradigm change. Social media is considered as participatory social space, in which the guidance practitioner must first acquire his/her expert role and influence. Creating and maintaining an online presence with a reliable and genuine image of oneself becomes the central factor and a key skill in this type of social media use. Another associated approach is an active community building, by actively participating and engaging in conversations with community members.

## 7. Working at a range of levels (Signpost 5)

As already discussed above, to contribute to a more socially just guidance system it is crucial to work at a range of levels (Hooley/Sultana/Thomson). Mapping out our careers and life plans does not only take place within us, but is connected to our families, workplaces, communities, public authorities and political systems.

### Opportunity for reflection:

If you read the following three statements, what is your stance? How do you perceive that you can make a difference in the structural issues you encounter in your daily work (on a personal, organisational or political level)? How do you deal with it when you can't change anything?

*“Career education and guidance will have to take a stand. This will challenge the myth of neutrality and impartiality in guidance.” (Peter Plant 2005a)*

*“...although each of us has roles and responsibilities towards social justice, we need to address the structural and societal barriers that continue to oppress people, requiring leadership and collective efforts.” (IAEVG, 2013)*

*“Our careers take place in our own psychology, families, workplaces, communities, countries and political systems. As a career counsellor you should feel free to intervene at any of these levels (support, advocacy, feedbacking on the system, campaigning). Sometimes people will be best helped by individual support, other times by system change (often by both at the same time).” (Tristram Hooley)*

## 7.1 Social Justice form an organisational perspective: Proposed method – the practice portrait

*“The ability of the individual practitioner to grasp how her own practice is interwoven with different societal structures and interests can be seen as the first step on the way to social justice. This article investigates how the practice portrait can be used as an analytical and practical method to nurture this ability.” (Thomson 2016:30)*

The practice portrait was developed to reduce the gap between research and practice by giving voice to practitioners in various social practices. It can be considered as a mix of research and organisational development. Rie Thomas transfers this concept to the world of career guidance as she feels that it is important to translate the concept of social justice into practice roles and interventions. The objective of the practice portrait is not to intervene with the lives of the clients, but into the career guidance practice at the meso-level.

The practice portrait is based on the idea of **practitioners and researchers** engaging together in portraying specific career guidance practices in order to identify possibilities for action and change and ways of assuming responsibility towards social justice collectively.

*“...to contribute to the discussion on how career practitioners are empowered to act as agentive practitioners, conscious of the way in which social justice is an inherent part of their daily practices. (...) to enable the collective of practitioners to grasp how their practice is interwoven with different societal structures and interests, and therefore has the potential to contribute to a more inclusive and socially just society.” (Thomson 2016:30f)*

### What is the practice portrait?

*“The Practice portrait was developed by a group of researchers in Berlin and Copenhagen researching psychological practices and working closely in tandem with practitioners whom they also encouraged to publish their own work. However, describing what was going on in practice was difficult without resorting to esoteric language or abstract generalisations. To support and enhance practitioners’ voices in the development of psychological practice, a group of researchers and practitioners established the so-called Theory-Practice-Conferences (Markard and Holzkamp, 1989) which ran biannually over a ten year period led by, among others, the Danish psychologist Ole Dreier. At the Theory-Practice-Conferences, practitioners and researchers developed a way of describing practices based on the practitioners’ standpoints. This was named The Practice Portrait, but the goal of the practice portrait was broader than merely portraying psychological practices in a descriptive manner; through systematic descriptions and interrogations of daily practices which preceded the descriptions, the goal was also to suggest changes to practice (Markard et al., 2004). More*

*specifically, these changes should make psychological practices work for the oppressed and the vulnerable;”*

Markard, M. and Holzkamp, K. 1989. Praxis Portrait, in Forum Kritische Psychologie 23,5 49.

Markard et al. (2004) Praksisportræt – En guide Til Analyse af Psykologpraksis. Tidsskriftet Nordiske Udkast, 32,2, 5-22.

## The methodological approach and process

As such, the practice portrait as a tool of critical psychology is a comprehensive method that consists of a large set of questions which practitioners answer together in order to describe, analyse and discuss their own practice. The questions are organised in originally, four themes, whereas the author included two more themes. The questions can either be answered in a group interview or in writing submitted to the researcher who then constructs the practice portrait based on the written information.

*“Social justice is not a decontextualised theory, it is a stance (Sultana, 2014: 322), and stances are not merely stated and applied to practices. At best, they are developed as reflective practices, integrating knowledge about structural barriers [...] Those experiences are often shared in the public debate and sometimes reflected in research. Therefore, we have different sources of knowledge that can be discussed in a joint venture between researchers and practitioners.” (Thomson 2016:35)*

The ideas generated while discussing and elaborating the practice portrait can be used as a source of inspiration for the further development of the guidance offer of the participating organisation. The participating research team could also offer contributions to the discussion like interesting research on the education system or labour market (e.g. segregation and inequality). For Rie Thomson the potential of the practice portrait rests with the joint venture of guidance practitioners and researchers and its opportunity to establish a common curiosity about the specific practice in question and possible relations to social justice issues. Even when the researcher completes the practice portrait it is very important to go back to the practitioners to discuss the main results and continue the discourse.

Topic	Questions
1. The practice, the purpose and the organizing of the practice	Describe the career guidance service/ practice/ center: What is the purpose of the work in your opinion? How has the purpose developed over time? What is the goal of the career guidance practice? If relevant, how is the practice placed in the organization? What are the formal and informal structures? Give examples? Who work here, how many and where? How is the work organized? How is the work divided between you? Are there planned changes in the division of work? Give examples.
2. Target group	Describe the target group for the career guidance practice, what problems, needs or challenges do they face? Has this changed over time? If yes how? How does your activities relate to the target group? (here the interviewer pick up on different target groups) Who can be supported?

	Give examples of successful activities. Who can't be supported? Give examples of unsuccessful activities. What are your suggestions for improving practice? And with a special focus on those citizens who faces the biggest challenges see from your perspective. How do you evaluate whether practice has achieved its goals? (or the purpose as you described it previously)
3. Specific procedures in the work	How do you reach the target group? Who refer to you? How do you market the practice? What is the first contact? How do you introduce the practice and yourself? What is the role of social media/ICT? What happens next? What is the extend, the length and the frequency of the contact? How is the contact ended? What are the limitations to your involvement? What are the options of relevant referral? How are they used? Who gets referred where and why? Are considerations on gender, ethnicity or social class part of activities? If not why do you think that is, if yes give examples.
4. The theoretical and practical ground pillars of the daily practice i.e. theories, methods, technologies and procedures	Do you work with/in specific theories and methods? If yes how and please give examples. Do you have 'freedom of method' or one method that everybody should follow? How does this affect your work? Which rules or principles apply to your work? Give examples. Personal grounds for the work. Do you have rules, principles, guidelines or values that you (individually) value in your work? What are they and how are they expressed/present in the daily work? How do you develop the practice? (compulsory or voluntary) reading of literature, conferences, continued education and training. Do you discuss your individual work amongst you? How has work developed over time? What's the difference between individual and group interventions? When do you use the different forms of organizing?
5. Specific situations at work	Periods of too much to do and periods of too little? What does working with career guidance mean to you? Does the work involve conflicts of any type? With users/citizens, students, teachers, researchers, management, collaborators, parents, yourself? Or internal conflict such as conflicting roles? Give examples of content of the conflicts and possible solutions to them. How do you handle difficulties? Can you turn to colleagues, management, and supervision?
6. Collaboration and communication about the practice internally and externally	How does the communication among colleagues and among colleagues and management take place? Including communication with management elsewhere in the organization? How is knowledge and information shared between colleagues and among colleagues and management? How do you communicate with your target group/users? With media are used? How do you com-

	<p>municate labour market information? Information on different live styles and forms? How is knowledge about collaboration with different partners shared with users? And how is knowledge about users shared with different partners? Give examples.</p>
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Table: Practice Portrait – Career Guidance Practices

### *Opportunity for reflection:*

#### **Some questions to discuss in your guidance organisation<sup>19</sup>:**

- Do I foster among my colleagues an appreciation of how power differentials affect the well-being of our employees and our clients?
- Have I tried to change how I use power and authority in ways that promote interpersonal and social well-being?
- To what extent do I use power to advance a more fair and equal allocation of resources, burden and obligations within my organization?
- Can I organize my professional association to challenge societal injustices?

Create a safe space where colleagues can share dilemmas (see also adjust-challenge dilemma) and push each other to question basic assumptions.

## **7.2 Feedbacking to the system – the example of the “Bildungsberatungsradar”<sup>20</sup>**

As mentioned above, sometimes guidance services are the best way to support clients on an individual level. Other times their problems are based on structural problems. Guidance practitioners encounter many clients and as many topics and problems. Many guidance practitioners intervene in the interest of the client with the responsible authorities. This can contribute to a positive solution for individual persons. However, there is no systematic way to report to the respective authorities about experiences and observations or about weaknesses, gaps and injustices of the system.

Each individual guidance request also contains references to socially relevant topics. However, in the daily work of guidance practitioners there is little time to deal with these issues on a structural level. The Project “Bildungsberatungs-Radar” (2015 to 2017) has dealt with this challenge. The project team members asked themselves the question: can observations of individual guidance concerns have influence on institutional, organizational and social conditions and therewith contribute to change?

The object of the project was to – with the help from guidance practitioners and their daily experience – to document, reflect and analyse the knowledge generated in the counselling process and to make recommendations for action to stakeholders in the field of education and training (on the policy level, authorities, schools and training institutions etc).

<sup>19</sup> Prilleltensky (2012): Critical Psychology and Career Development Unpacking the Adjust-Challenge Dilemma

<sup>20</sup> Dworschak, Helmut; Hofer, Gerhard; Iller, Carola; Lehner, Roland; Schmidtke, Birgit; Wimplinger, Johanna: Das Pilotprojekt "Bildungsberatungs-Radar". In der Beratung generiertes Wissen nützen und weitergeben - In: Magazin Erwachsenenbildung.at (2016) 29, 9 S.

More information: [http://www.bildungsberatung-ooe.at/Projektbericht\\_BildungsberatungsRadar.pdf](http://www.bildungsberatung-ooe.at/Projektbericht_BildungsberatungsRadar.pdf)  
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