DigiTrans

Competence Requirements and Practice Networks for Counsellors in the Context of Digitalisation

(Project CGC-DigiTrans)
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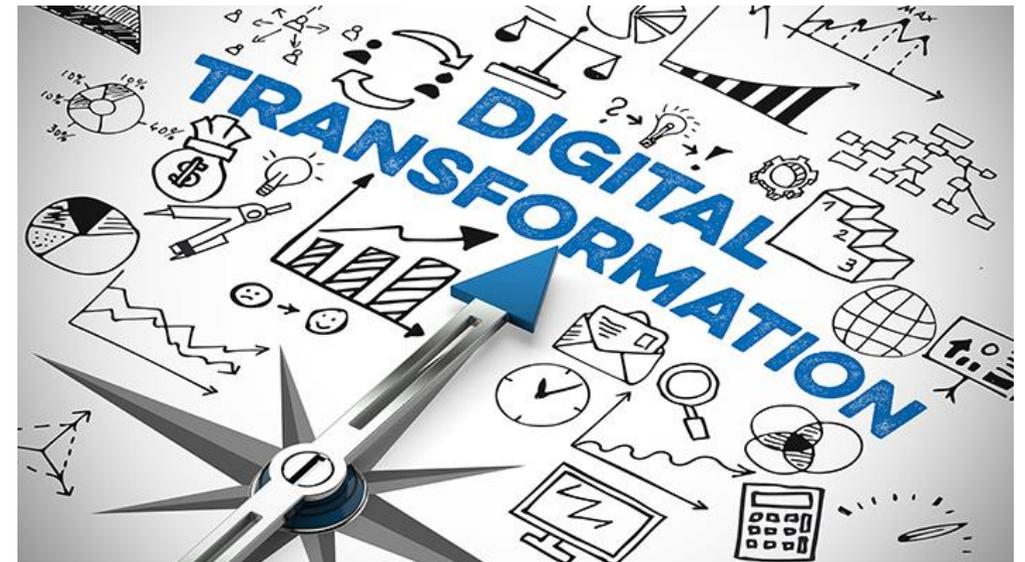
The CGC-DigiTrans project

Erasmus+ project

September 2022 - August 2025

Objective: CGC Roundabout method, transfer to a university module

Outlook: Practical testing, evaluation

Introduction

DigiTrans

Emergence of new, digital skills requirements

In existing or new professions

Early identification is important

Danger of the digital divide

(CEDEFOP, 2014)
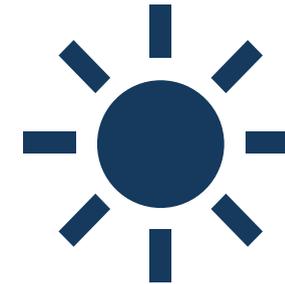
Digital competences
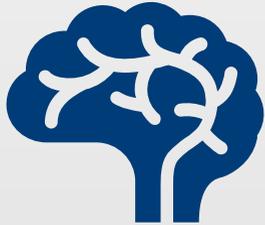
W h a t ?	H o w ?	L e a d s t o ?
Skills, knowledge and attitudes	Safe and critical use of ICT	Consumption, production and participation in a digital environment
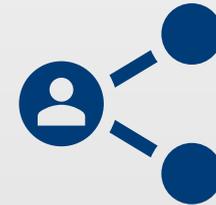
(Martinez-Bravo et al., 2021, p. 85)

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Criteria of the DigiTrans competence framework

Relevance for the world of work

Conducive to the transformation process

Learnability

DigiTrans competence framework (first-level digital competences)

1. Technical skills

2. Handling information, data and media

3. Communication and collaboration

4. Creation of digital content

transversal competence

(Webder & Schulz, 2023, p. 14 ff.)
(Gutiérrez & Tyner, 2012)

DigiTrans competence framework (second-level transversal competences)
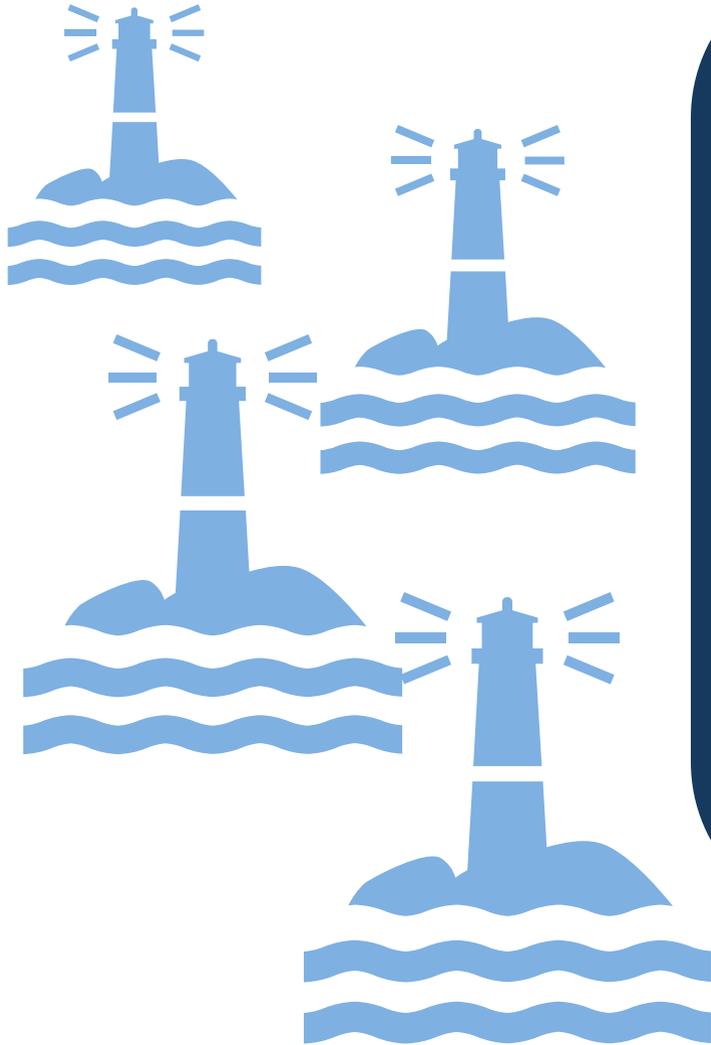
- Creative, critical and future-orientated thinking
- Problem solving
- Psychological resilience
- Reflexivity
- Adaptability
- Digital security
- Digital citizenship
- Digital learning and teaching
- Digital identity and well-being

(Webder & Schulz, 2023, p. 14 ff.)

Theoretical foundation of the CGC-Roundabout Method

The theoretical basis for the model includes various aspects:

— Network theory (e.g. Crosby/Bryson 2005)

— Systemic counselling approaches (e.g. McMahon/Patton 2021)

— Case management (e.g. Göckler/Jäger 2014)

— HR concepts (e.g. Folarin 2021; Piech 2016)

— CGC concepts (e.g. Inkson/Elkin 2008; Thomsen 2012; Niles/Harris-Bowlsbey 2013; Kang/Gottfredson 2015)

Weber P., Schulz J. Ferrari, L., Sgaramella T.M., Stark, M., Trotta, D., Woldendorp, J., & Zuanetti F. (2023).

Guidance and Counselling networking of relevant training stakeholders

Other Service provider

Employers

Employees

Training provider

Other actors

Counsellor
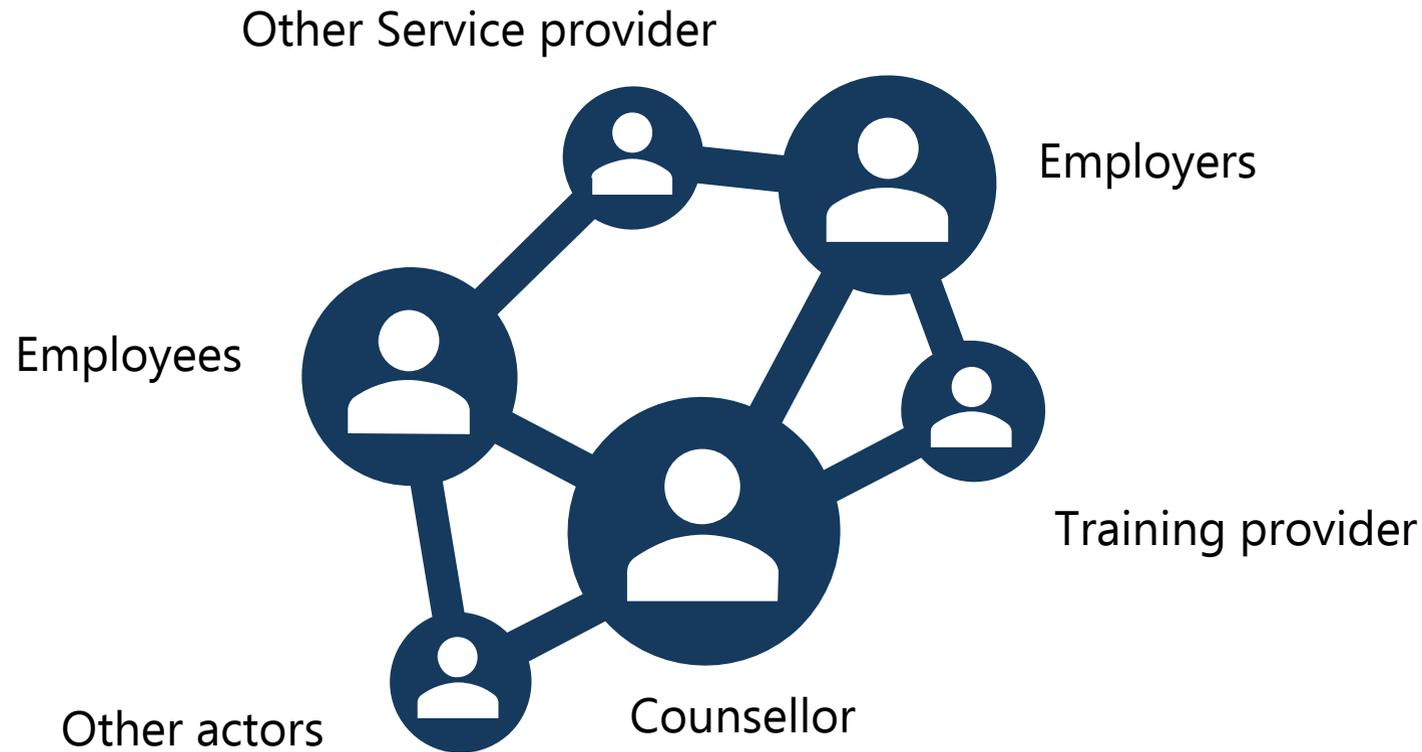
Goal: develop customised further training for digital skills

(Woldendorp, Ferrari, Sgaramella & Weber, 2024)
(Schiersmann & Weber, 2013)

Introduction Video -

— In the next video we want to present to you the core ideas of the "Roundabout" Method. The Method is developed by the Erasmus+ Project CGC-DigiTrans.

CGC-Roundabout for Digital Transformation

- Counselling methodology for multi-actor counselling
- Target group: Counsellors at the PES, in further education and HR counsellors
- 6 phases
- Learning helix

- Learning helix:
  - Learning at individual level
  - Learning at systemic level

(Kolb et al. 2000)

(Weber & Schulz, 2024, p. 33 ff.)

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Phases of the CGC roundabout

1. engagement: start of counselling, clarification of interest, counselling relationship

6. Evaluation: feedback to counselling, discuss further training and counselling needs

2. assessment: survey of competences and needs

5. Results: Completion of further training

3. planning: Develop and define further training objectives

4. action: Determining a training provider, detailed planning, training, funding

(Weber & Schulz, 2024, p. 33 ff.)

Workshop Part

Please use the Link, if you can use the material digital form:

Assignment - Case study

Case study for the application of the - CGC Roundabout for Digital Transformation

The task

- We split in small group

- Each group works with one case study

- Read the case study and then discuss the questions with your group partners.

-

See the details on the next slide

Assignment - Case study – Networking and success factors

— **Applications of the CGC-Roundabout for Digital Transformation,**

— **networking and success factors**

1. Read the case example. Use the Handout page 18 (6 Phases)

2. Divide the example into six sections. Assign the individual sections to the phases of the CGC-Roundabout methodology (engagement, assessment, planning, action, results, evaluation).

3. Elaborate for every phase which success factors (actions and attitudes of the counsellor) contributed to the success of the counselling process. Use the table in the next page to fix your results.

4. Identify the networking success factors. In particular, you may focus on phases 1 and 4 for Julia, phases 2 and 5 for Gerd; and on phases 3 and 6 for Mr. E

Discussion

Questions for group discussion

1. Are there diverse or additional resources or stakeholders locally available or potentially relevant?

2. How did you perceive the network coordination?

3. What kind of networking suggestions you might transfer/provide to the client?

4. Do you see any specificity in the cooperation with network partners when it comes to dealing with specific customer concerns?

5. Do you see differences in the cooperation with network partners when it comes to counselling individual clients or companies?

Reflection – your own situation

— *Starting from your current situation and your networks we invite you to think about the following questions:*

— Which institutions and partners are currently in your professional network?

— Are there other local network partners that are potentially relevant to you?

— Are there barriers you may encounter in the networking in your work context? Which ones?

— How do you organise your network maintenance and coordination?

Thank you for your attention!

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https://www.linkedin.com/
company/cgc-digitrans/

Realisation of the project and initial experiences

Digital competence framework and digitisation glossary	Consultancy method handbook and toolbox	Online preparation course to learn the method
https://digitransformation.net/de/report-on-digital-skills-and-glossary-de/	https://digitransformation.net/handbook/	Ongoing evaluation

Thank you

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