

Systemic and Strategic Development of School-based Career Guidance from the Perspectives of Stakeholders

A normative collective case study conducted in the German Land of NRW

by

Jolanta Kavale

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Declaration of Authenticity

I declare that this thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other institution. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text.

Signature

Jolanta Kavale

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Abstract

Due to the scientifically and politically acknowledged desire for a holistic, systemic development of sustainable career guidance models in German schools involving the collaborative actions of numerous stakeholders, the purpose of this dissertation was to gain an understanding of how career guidance stakeholders in the context of one school, which was chosen as the primary case, perceive the development and planning of school-based career guidance. The study had a scientific aim to explore the perceived interest or stake which motivates each stakeholder to invest financial and other type of resources into career guidance development in the particular school, and ascertain the type of development techniques, strategies, and thinking modes the stakeholders use when contemplating their engagement in school-based career guidance development. The model of Six Critical Success Factors for systemic thinking (CSFs) by Kaufman was utilized as a normative framework of this study in order to evaluate how far the perceptions of the stakeholders correspond to the main idea of systemic and strategic thinking and planning.

By applying the mixed methods approach, this cross-language bilingual study employs both explorative and descriptive as well as normative and evaluative enquiry and draws on the instrumental qualitative multiple case study based on “N of One plus Some design” as the main methodology. This was accompanied by an embedded, illustrative, non-randomized, and non-representative quantitative on-line survey of 32 school principals of all types of schools. The qualitative empirical study sample included one gymnasium selected as the primary case as well as its local career guidance stakeholders representing different internal and external interest groups predefined by the theoretical analysis and extended by the pilot study: pupils, pupils’ parents, school principal, school career guidance coordinators, local business, local university representatives, local FEA representatives, community initiatives representatives, and private career guidance providers. The study was carried out in the German Land of North Rhine-Westphalia; the data collection methods included focus groups, in-depth individual interviews, document analysis, unstructured observation, and an on-line survey.

The results of the study supported the theoretical assumption that career guidance development may be perceived as a complex intervention which resembles an open system model. The results of the study confirmed that organizations including schools are seen as open systems receiving feedback and adjusting to external change. Thus, career guidance development is understood as being triggered by pressure from the environment. Career guidance is also perceived by the stakeholders as a multi-stakeholder activity in which different groups at different levels are considered to have stakes.

According to the stakeholders' perceptions, the development scheme of career guidance in school resembled a "supermarket" logic or providing and trying out different career guidance offers. Measuring success is based on likes/dislikes feedback on the perceived utility of such offers collected from pupils immediately after the intervention. Based on such feedback, career guidance offers in school are continued further or abolished.

Although normative enquiry into how career guidance in school should be improved provided some innovative ideas and arguments which correspond to some of the CSFs, in general, the study results showed that there is a lack of systemic and strategic thinking among the majority of stakeholders. Such a gap requires interventions which could provide enhanced understanding of systemic and strategic career guidance meta-modelling. Stakeholders need to be equipped with corresponding mental models which could provide the possibility to "unlearn" the input and process orientation in school-based career guidance and design outcome-based, sustainable career guidance models targeting needs on many levels in close and active collaboration with other stakeholders.

Key words: school-based career guidance, development, stakeholders, strategic and systemic thinking, mixed methods research, multiple case study, dissertation

Table of Contents

Acknowledgements	v
Abstract	vii
Table of Contents	ix
1 INTRODUCTION	1
1.1 Background and Context	5
1.1.1 Career Guidance Terms in German and English.....	5
1.1.2 International Policy Guidelines for Lifelong Guidance	7
1.1.3 Career Guidance in Schools: International Perspective	10
1.1.4 School as Career Guidance Provider in Germany.....	16
1.1.5 Career Guidance: Provisional Aspects in German Schools	20
1.1.6 Perspectives on School-based Career Guidance Development.....	28
1.1.7 Making a Case for Systemic and Strategic Career Guidance Modelling in Schools	34
Summary	36
1.2 Statement of the Problem	38
1.2.1 Need for the Research	40
1.3 Research Purpose and Research Questions	41
1.4 Research Propositions	44
1.5 Ontological, Epistemological, and Theoretical Assumptions	45
1.6 Cross-Language and Cross-Cultural Research.....	50
2 LITERATURE REVIEW	52
2.1 Defining Career and Career Guidance in the 21st Century.....	52
2.1.1 Career as Lifelong Learning.....	53
2.1.2 The Problem of Career Guidance Definitions.....	56
2.1.3 Career Guidance: Evolution of the Concept and Its Main Parameters	58
2.1.4 Sustainable, Systemic Understanding of Career Guidance.....	60
2.1.5 Career Guidance as a Lifelong Strategic Intervention Facilitating Lifelong Learning	63
Summary	65
2.3 Analytical Frameworks for Lifelong Career Guidance Development	66
2.3.1 Career Guidance as a Complex, Systemic Intervention Facilitating Human, Organizational, and Societal Development.....	66
2.3.2 Career Guidance as Open System	67
2.3.3 Career Guidance in Schools as a Complex Dynamic Intervention	70
2.3.4 Career Guidance System: Stakeholders	72
Summary	76
2.4 School as a Lifelong Career Guidance Stakeholder.....	77
2.4.1 Planning and Further Development of School-Based Career Guidance	77
2.4.2 Schools as Open Systems.....	78
2.4.3 Pressure to Change and Resistance to Change in Schools	80
2.4.4 The Importance of Own Identity	82
Summary	83
2.5 The Rationale for Constant Career Guidance Development in Schools	84

2.5.1 Reforms Influencing Educational Planning	86
2.5.2 Similar Reform Trends in Career Guidance.....	88
Summary	90
3 SYSTEMIC AND STRATEGIC MODELING OF SCHOOL-BASED CAREER	
GUIDANCE.....	92
3.1 The Importance of Planning.....	92
3.1.1 The Importance of Planning for Evaluability.....	95
3.2 Mental Models as the Origins of Planning.....	97
3.3 Mental Models in the Context of School Development.....	99
3.4 From Mental Models to Logic Models: Frames of Reference and Paradigms .	100
3.5 Using Logic Models in Planning.....	102
3.6 Relating Mental Models to Systemic and Strategic Thinking and Planning.....	103
3.7 Applying CSFs for the Development of School-Based Career Guidance	104
3.7.1 Exploring CSFs	106
3.7.2 Adopting CSFs for the Development of Career Guidance in Schools	113
Summary	116
Conclusion	118
4 DESIGN OF THE EMPIRICAL STUDY	122
4.1 Embedded Mixed Method Design.....	122
4.2 The Pilot Study.....	126
4.3 Multiple (Collective) Case Study Methodology “N of One plus Some”	127
4.3.1 Multiple Case Study: The Primary and Secondary Cases.....	127
4.3.2 Sampling Procedure	129
4.3.3 Data Collection Timeline and Place.....	132
4.3.4 Data Collection Methods and Instrumentation.	133
Written documents.....	134
Individual, face-to-face interviews	134
Focus Groups.....	136
Unstructured observation.....	137
Researcher’s role	139
4.3.5 Data Analysis	141
Data analysis in cross-language, cross-culture research.....	142
4.3.6 Case-By-Case, Within Case Analysis	146
4.3.7 Cross-Case Analysis.....	148
4.3.8 Study’s Logic Model and Alignment with Propositions.....	149
4.4 Quantitative Survey Methodology	150
4.5 Validation	152
4.6 Ethical Considerations.....	156
5 DESCRIPTION OF CASES	158
5.1. Primary Case Profile: Gymnasium.....	160
5.1.1 Environment.....	161
5.1.2 Distinctive Features of the Primary Case.....	161
5.1.3 Aspects Related to Career Guidance.....	162
5.1.4 Subcases: Internal Career Guidance Stakeholders	164
5.2 Brief Overview of Secondary Supportive Cases.....	164

5.2.1 Representative of the Local Business Company	165
5.2.2 Local FEA Representative	165
5.2.3 Local University Career Guidance Representative	166
5.2.4 Representatives of the Local Private Counselling Firm: Gmbh Y	166
5.2.5 Local Private Career Counsellor	167
5.2.6 Evaluation Committee (Jury – Germ.) Representing Local Charity Foundation (Stiftung) Offering the Seal “Career Guidance Friendly School”	167
6 PRESENTATION OF THE QUALITATIVE DATA ANALYSIS	169
Introduction	169
Case by Case Analysis	170
Primary Case: Gymnasium.....	170
Subcase: Gymnasium Principal.....	170
6.1. Individual Interview: Gymnasium Principal (N=1).....	170
6.1.1 Pressure from Environment: Need for Change and Constant Development	170
6.1.2 School Autonomy in Career Guidance Development.....	173
6.1.3 Career Guidance as a System: Stakeholders	174
6.1.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	177
6.1.5 Differentiate between Ends (what) and Means (how) (Input, Process or Outcome Orientation).....	178
Summary.....	180
Subcase: Teachers – Career Guidance Coordinators	181
6.2 Focus group: Teachers – Career Guidance Coordinators (N=3)	181
6.2.1 School Autonomy in Career Guidance Development.....	181
6.2.2 Career Guidance as System: Stakeholders	182
6.2.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	184
6.2.4 Differentiate Between Ends (what) and Means (how) (Input, Process or Output Orientation)	187
Summary.....	188
Subcase: Pupils.....	190
6.3 Focus Group: Pupils (N = 6).....	190
6.3.1 School as Central Career Guidance Provider.....	190
6.3.2 School and Its Environment: Need for Change and Constant Development	191
6.3.3 Career Guidance as a System: Stakeholders and Their Interest Areas	193
6.3.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	196
Summary.....	198
Subcase: Pupils’ Parents.....	199
6.4 Focus Group: Pupils’ Parents (N=5)	199
6.4.1 School and Its Environment: Need for Change and Constant Development	199

6.4.2 Each School Has Its Own Career Guidance Profile.....	201
6.4.3 Career Guidance as a System: Stakeholders and Their Interest Areas	203
6.4.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	207
Summary.....	212
Supporting Case: Private Counselling Sector	213
6.5 Individual Interview: Career Guidance Counsellor (N=1).....	213
6.5.1 School and Its Environment: Need for Change and Constant Development	213
6.5.2 Every School Has Its Own Career Guidance Profile	215
6.5.3 Career Guidance as a System: Stakeholders and Their Interest Areas	217
6.5.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	220
6.5.5 Challenges	225
Summary.....	226
6.6 Individual Interview: Representatives of Local Career Counselling Firm GmbH Y (N=2)	228
6.6.1 School and Its Environment: Need for Change and Constant Development	228
6.6.2 Career Guidance as a System: Stakeholders and Their Interest Areas	229
6.6.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	232
Summary.....	236
Supporting Case: Institutions of Higher Education.....	237
6.7 Individual Interview: Representative of Local University Career Guidance Services (N=1)	237
6.7.1 Autonomy and Pressure from the Environment: University	237
6.7.2 School-Specific Collaboration Models	239
6.7.3 Stakeholders and Their Interest Areas (Career guidance as a system)	240
6.7.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	243
Summary.....	246
Supporting Case: Local Business	247
6.8 Individual Interview: Representative of Local Business (VET Provider) (N=1)	247
6.8.1 Pressure from the Environment: Business	247
6.8.2 Career Guidance as a System: Stakeholders and Their Interest Areas	250
6.8.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	252
6.8.4 Project “Mein Weg nach Dem Abitur”.....	255
Summary.....	258
Supporting Case: Federal Employment Agency	259
6.9 Individual Interview: FEA representative (N=1)	259
6.9.1 Pressure from the Environment: FEA	259
6.9.2 Every School Has Its Own Career Guidance Profile	260

6.9.3 Career Guidance as a System: Stakeholders and Their Interest Areas	262
6.9.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	264
Summary.....	271
Supporting Case: Seal Award “Career Guidance Friendly School”	272
6.10 Document Analysis: Criterion Catalogue for the Seal “Career Guidance Friendly School”	272
6.10.1 Document Analysis	272
6.11 Observation: Evaluation Meeting for the Seal “Career Guidance Friendly School” (N=10)	275
6.11.1 Emphasis on Inputs: Career Guidance Offers	275
6.11.2 Emphasis on the Processes.....	275
6.11.3 Development Strategies.....	276
Summary.....	277
Supporting Case: Community initiative	278
6.12 Focus group: Evaluation Committee (“Jury” – Germ.) for the Seal “Career Guidance Friendly School” (N=4)	278
6.12.1 Aims of the Committee	279
6.12.2 Stakeholders and Their Interest Areas.....	281
6.12.3 Heterogeneity: Each School Has Its Own Career Guidance Profile ...	281
6.12.4 Differentiation between Means and Ends.....	283
6.12.5 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards).....	284
Summary.....	287
7 PRESENTATION OF CROSS–CASE DATA ANALYSIS	288
Introduction.....	288
7.1 In Which Ways the Cases Are Alike: Descriptive Inquiry.	288
7.2 In Which Ways the Cases are Alike: Normative Enquiry.....	293
8 PRESENTATION OF THE DATA ANALYSIS FROM THE QUANTITATIVE SURVEY.....	298
Introduction.....	298
8.1 Data analysis presentation.....	299
Summary.....	303
9 PRESENTATION OF THE RESULTS OF THE MIXED METHOD RESEARCH AND DISCUSSION	305
9.1 RESEARCH QUESTION 1: How do schools and their external stakeholders perceive planning and constant development of career guidance in the schools context?	305
9.2 SUPPLEMENTARY QUESTION: What frameworks, models, or strategies for development of career guidance may be traced in the perceptions of stakeholders?	309
9.3 RESEARCH QUESTION 2: To what extent are the perceived models and strategies for career guidance development are based on systemic and strategic thinking as defined by Kaufman’s (Kaufman & Herman, 1991; Kaufman et al., 2003) six factors of successful planning?.....	313

9.4	SUPPLEMENTARY QUESTION: What are the differences or similarities among different stakeholder perceptions in terms of career guidance improvement in schools?.....	317
10	CONTRIBUTION TO THE LITERATURE AND FUTURE STUDY.....	320
	RESEARCH LIMITATIONS.....	324
	List of References.....	327
	List of Figures	351
	List of Tables.....	352
	Appendix A – German English Glossary of Frequent Used Terms	353
	Appendix B – A List of Frequently Used Concepts.....	355
	Appendix C – A List of Acronyms	357
	Appendix D – Structure of Education System in Germany	358
	Appendix E – Stakeholders’ map related to the development of career guidance in the primary case	359
	Appendix F – Invitations to participate in the qualitative study: additional cases, specifically related to the primary case	360
	Appendix G – Invitation to participate in the qualitative study: schools	362
	Appendix H – Transcription rules	364
	Appendix I – Original Qualitative Data Collection Schedule.....	365
	Appendix J – Study’s Logic Model.....	366
	Appendix K – Original Transcript Excerpt	369
	Appendix L – Code System Excerpt MAXQDA Screen Shot.....	374
	Appendix M – Codes with Coded Segments (Excerpt MAXQDA HTML Table) ..	375
	Appendix N – Intra-Coder Consistency Test	377
	Appendix O – School Principals On-line Survey (Main Questions Related to the Study) 378	
	Appendix P – Consent Form	382
	Appendix Q – Focus groups and Individual Interview Guidelines	383

1 INTRODUCTION

Wer "nicht in die Welt paßt", der ist immer nahe daran, sich selber zu finden.

Hermann Hesse¹

Today we live in an era of global uncertainty and rapid changes which have been strengthened by the repeated economic crisis and instability as well as continuous social, political, and cultural transformations. Today's transformations or paradigm shift, as defined by Kuhn (1996) and Kaufman et al. (2003) influence all parts of the system: individuals, family structures, organizations, and societies. Globalization and the knowledge society of the 21st century require new thinking about working life because things once taken for granted are no longer secure and old success formulas no longer work (Leong, Savickas, & Leach, 2011). The turbulent times of the fluctuating labour market include an unpredictable demand for new occupations and specializations which may have not existed even a few years ago (Gunderson, Jones, & Scanland, 2004), and this influences the career pathways of individuals by creating limitations for foreseeing labour market demands and challenging young people as they make their first career-related decisions and transitions (Stübing, 2001).

The European Lifelong Guidance Policy Network (ELGPN) has pointed out that "today, individuals are likely to face a certain degree of insecurity as they navigate occupational options, opportunities and setbacks throughout their life, and can expect to change or lose employment with a greater degree of frequency than before. Because of this, their engagement with formal learning, training and re-training is likely to last well into adulthood, in response to rapid changes in technology, markets, and related employment opportunities" (ELGPN, 2009–2010, p. 21). Bimrose (2006) has also emphasized the increased complexity surrounding the ways individuals navigate their way into and through the labour market. Leong, Savickas, and Leach (2011) report postmodern life as

¹ *Demian. Die Geschichte von Emil Sinclairs Jugend* by Hermann Hesse

being fragmented and episodic, as having non-standardized trajectories, and work being what people do but not who they are.

The impact of uncertainty regarding the future and its effects on Germany is strengthened by recent studies conducted by the Federal Ministry of Education and Research – Bundesministerium für Bildung und Forschung (BMBF) which have demonstrated that pupils in Germany appear to lack sufficient information and advice to make objectively informed career decisions; many pupils find it difficult to choose a profession because they have insufficient knowledge of the world of work and have no practical experience in various professional fields (BMBF, 2009, p. 66). Yet another study has indicated that 40% of students state that they leave school without a certain profession (Hippach-Schneider, Krause, & Woll, 2007). In 2006, approximately 20% of VET trainees terminated their contract of training prematurely due to their awareness that the profession they were learning was not the “right” one for them (BMBF, 2009). This subsequently calls for a greater emphasis on career guidance courses during general schooling. Lang (2010) reports that the transition from general schooling into the German employment system has become more and more problematic for many pupils in recent years, resulting in the expanded uniquely German, so-called “transition system”. This transition system causes a variety of problems and requires the analysis of institutional reasons for its shortcomings including both management aspects and subjective drawbacks with regards to youngsters’ capabilities to overcome the systemic barriers (Wolf, 2009). As a result of these deficits, “managing transition” comes into place to support transition from school to VET (Lang, 2010; Wolf, 2009). Taking a systems perspective in this particular situation, it appears that the transition system which is in itself a preventive instrument for increased youth employability has failed, because it requires additional supportive instruments such as “managing transition”. This creates a situation of managing transition management or of building curative instruments for the instruments that are failing to promote careers and employment.

To address the existing concerns related to the rapid social, economic, and cultural change, societies and economies as well as individuals must develop and constantly improve career- and life-course-related educational and counselling interventions and

self-help activities which may be referred to broadly as *lifelong career guidance systems* in order to satisfy the needs of people during their entire life, as well as the needs of organizations and society which are striving to implement their developmental goals in this time of constant change. Career development is no longer seen as a private matter and an individual's personal problem, because it is assumed that the nature and quality of private individual decisions are a matter of considerable public importance just like the extent and quality of the career guidance services available to support them. Such services should be widely accessible on a lifelong basis to serve the needs of individuals, the economy, and wider society (CEDEFOP, 2009).

School-based career guidance is one of the constituting parts of the entire lifelong career guidance structure in one country. Schools have a direct influence on the educational development and career paths of individuals, and thus, they can potentially enhance or decrease people's capabilities to realize their lifelong learning and career potential. Scholars point out that schools play a central role in preparing young people for career decisions and career maturity (Hany & Driesel-Lange, 2006).

Due to the centrality of career guidance as an urgent theme in local and international policy guidelines and reports, as well as the country's readiness to allocate significant financial resources, the scholars report an abundance of school-based career guidance products in Germany available from a variety of sources. Supply is broader than ever before (Oechsle, 2005). It is assumed that such an abundance is related to the decentralization and increased accountability of institutions in the public sector, causing the responsibility of career guidance interventions to move to the institutional level:

Neben den Schulen umfassen die Anbieter hier unter anderen die Wohlfahrtsverbände, die Arbeitsverwaltung und die Sozialpartner. Für einige dieser Akteure bestehen Verpflichtungen, entsprechende Beratungsleistungen anzubieten (u. a. Schulen, Arbeitsagenturen, Kammern) (BMBF, 2007 p. VIII).

However, it is also critically admitted that such an overflow of career guidance services and products consists mainly of sporadic interventions which are input- rather than output-oriented (Wieland & Lexis, 2005), extremely heterogeneous, and non-transparent (BMBF, 2007). Thus, Deeken and Butz (2010) call for an "integration of career guidance concepts", the "development of new organizational and systemic

elements and their implementation in school and educational area”, as well as a “coordinated programme” for career guidance in schools. The “systematization”, coordination, and strategic consensus between the career guidance institutions involved requires common agreement. Thus career guidance in schools becomes a problem of designing a coherent collaborative career guidance concept:

Die Systematisierung der Angebote sowie die Koordinierung und strategische Abstimmung der beteiligten Institutionen und Gremien setzt die Einigung auf ein gemeinsames Verständnis von Qualität der Berufsorientierung voraus. Berufsorientierung wird so zu einem umfassenden kooperativen Konzept, in dessen Rahmen alle beteiligten Akteure ihre Kulturen, Lernorte und pädagogischen Ansätze einbringen... (Deeken & Butz, 2010, p. 28).

The overflow of career guidance products in schools loses its significance in light of the fact that career guidance systems require constant development. As specified in the recent CEDEFOP report, career guidance and counselling are undergoing gradual change due to the complex demands imposed by society and by the stakeholders involved (CEDEFOP, 2009). Thus, it is assumed that neither quantity, one-time quality standards, nor fixed career guidance content and delivery requirements are sufficient for dealing adequately with the on-going complex transformations of the social systems. Career guidance stakeholders, including schools and local communities, need to equip themselves with logical development and planning meta-models as tools which enable them to quickly and effectively modify their career guidance programs in accordance with changing needs.

However, due to the complexity of social systems, which are also often addressed as “unmeasurable” (Guenther, Arnott & Williams, 2009), there is always a risk that the models of development whether adopted from other disciplines or contemplated by the school-based career guidance stakeholders themselves and aimed at career guidance programs development, are too simplistic like the Input–Process–Output (IPO) model or avoid addressing the core purpose of guidance. This is particularly the case when logic models are utilized as “instruments for instruments” advocating that quality management tools require continuous evaluations for quality assurance while failing to provide answers to the questions “quality of what” or what is the purpose of quality assurance? In the latter sense, models are adopted for the purpose of addressing the “how” questions –quality assurance, effectiveness, and productivity of guidance – rather

than human, organizational, or societal accomplishment which are assumed to be the core goal of career guidance.

Thus, the scene of school-based career guidance characterized by multiple guidance stakeholders requires investigation of the stakeholders' perceptions related to school-based career guidance development as well as evaluations of whether these perceptions are compatible with the factors which denote systemic and strategic thinking. It is believed that only when school-based career guidance stakeholders become systemic and strategic thinkers able to contemplate commonly shared, long-term goals and address all levels of the system, will the schools become able to deliver holistic, coherent career guidance programmes anchored in the entire school development concept and to prevent sporadic, fragmented, unsustainable career guidance offers which are delivered by each interested party as individual, non-controlled input.

1.1 Background and Context

1.1.1 Career Guidance Terms in German and English

German scholars and also career guidance experts united under the umbrella of the bottom-up career guidance policy initiating NGO – the German National Guidance Forum in Education, Career and Employment (NFB) have introduced and are using the term “Bildungs- und Berufsberatung” as an equivalent of the English term “career guidance”. According to Schiersmann et al. (2008), such a broader term “Bildungs- und Berufsberatung” corresponds to the Anglo-American term “career guidance” or “career development” and includes numerous services and activities spanning the entire educational and employment history: orienting, informing, coaching, work practice, as well as counselling.

In the context of school-based career guidance, other German terms are used alongside the newly introduced term “Bildungs- und Berufsberatung” (Table 1). These are the terms defined by the German Federal Employment Agency (FEA): “Berufsorientierung” (BO) and “berufliche Beratung” or “Berufsberatung” (BB) which are defined as the compulsory tasks of FEA under the Social Security Code - §§ 29 and

33 SGB III (Bundesagentur für Arbeit, 2010). These two major terms are used in rather an institutionalized and fragmented way as discussed in the following chapters.

Table 1: *Overview of career guidance terms in English and German*

German	English	Definition
“Bildungs- und Berufsberatung”	“Life-long career guidance”	Includes numerous services and activities in the entire educational and employment history: orienting, informing, coaching, work practice, as well as counselling (Schiermann et al., 2008).
“Berufsorientierung” (BO)	“Career education”	Career education integrated into the school curriculum and provided by all types of schools in general education (Bundesagentur für Arbeit, 2010).
“berufliche Beratung”, “Berufsberatung” (BB)	“Vocational counselling”	Career counselling provided to the pupils by FEA, including the BIZ services (Bundesagentur für Arbeit, 2010).
“Berufsorientierung” (BO) + “Berufsberatung” (BB)	“Career guidance in the schools context”, “school-based career guidance” (the instrumental term utilized for the purpose of this research)	All career education and counselling activities offered in schools of general education by the school staff, FEA or in collaboration with other stakeholders.

For the purpose of this study, two English terms “school-based career guidance” and “career guidance in the school context” will be used. An equivalent, unifying instrumental “working concept” in the German language – “Berufsberatung and Berufsorientierung (BB/BO)” – was utilized for the purpose of empirical research as an equivalent of the term “school-based career guidance” particularly assuming that the concept introduced more recently by NFB - “Bildungs- und Berufsberatung” – might not be fully acknowledged by the research participants and cause unnecessary confusion. Alternatively, it is noted that the German term “Berufsberatung and Berufsorientierung (BB/BO)” encompasses all informational, curricular, traineeship, or counselling types of career guidance interventions, services, products, and activities in all types of secondary school in Germany. The term provides a unified, holistic

perspective on career guidance. It is built on the belief that career guidance is a lifelong intervention, beginning at kindergarten and school, continuing in further and higher education, and later with career guidance in adulthood. Thus, the term “Berufsberatung and Berufsorientierung (BB/BO)” and its English equivalents “school-based career guidance” and “career guidance in the school context” include all career guidance interventions, services, products, and activities in the context of all types of secondary school. It is not reduced to dividing career guidance according to one or the other service provider offering a particular type of intervention. These notions also serve as a combined label for the two terms used separately in the area of school career guidance – “career education” and “vocational counselling”.

1.1.2 International Policy Guidelines for Lifelong Guidance

Prior to investigating school-based career guidance, it is necessary to focus on the entire system of lifelong guidance in which school-based career guidance serves as a subsystem. The policy guidelines which influence and coordinate the delivery of lifelong career guidance subsequently influence career guidance delivered on all other levels including guidance in the educational sector or schools.

Schober and Jenschke (2006) report that in the German context, the career guidance scene and services are often stimulated externally by international organizations such as the OECD and the EU, whose recommendations influence the situation in Germany. On the level of international policy, such organization as the Organization for Economic Co-operation and Development (OECD) (2003, 2004), the World Bank (2002), the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002), and the European Commission (EC) (2001) have underlined the importance of career guidance services in their annual reports and guidelines and by providing funding to career guidance through various international projects. Despite increased attention and funding, policy analysts still consider that “different guidance systems, however, still need to be better coordinated also to help young people complete their education and training and make the transition to the labour market” (Council of European Union, 2010, p. 12). The EU Resolution of the Education Council (2004, 2008) highlights the

need for strong career guidance services throughout the lifespan. Both resolutions named four priority areas: accessibility of services, development of career management skills, quality assurance, and coordination of services. Both resolutions address the complexity of lifelong learning that makes it necessary to promote long-term strategic thinking and planning in the area of guidance and counselling in the Member States (Launikari et al., 2008).

The European Lifelong Guidance Policy Network (ELGPN) was established in December 2007 to assist the EU Member States and the European Commission in developing European cooperation on lifelong guidance in the education and the employment sectors. In the lifelong guidance provision as stated by the EU policymakers, there are several lasting challenges: no coherent lifelong guidance system in the Member States, but often two parallel and fragmented systems of education and employment, with the result that guidance services are not organized holistically but are fragmented, under-resourced, and reactive. From an individual service user's perspective, systemic rigidity in guidance provision prevails and serves as an obstacle against smooth movement across sectors, systems, service structures, institutions, and/or support programmes (CEDEFOP, 2009).

Another key aspect in the provision of lifelong guidance services in EU countries is related to the diverse needs of career guidance stakeholders, requiring coordination in order to avoid duplication of services and inefficient use of guidance staff in different sectors. In general, implementing a lifelong approach to career guidance requires strong intra-sectorial, multi-institutional collaboration in the form of increased dialogue and stronger partnerships among all stakeholders. It is important to ensure that short-term goals do not take precedence over guidance for longer-term career development, and "curative" measures do not take precedence over "preventive" ones (CEDEFOP, 2008b). The main challenge for Member States is to ensure that citizens have easy access to guidance services and that these services are coherent and holistically organized (CEDEFOP, 2008a).

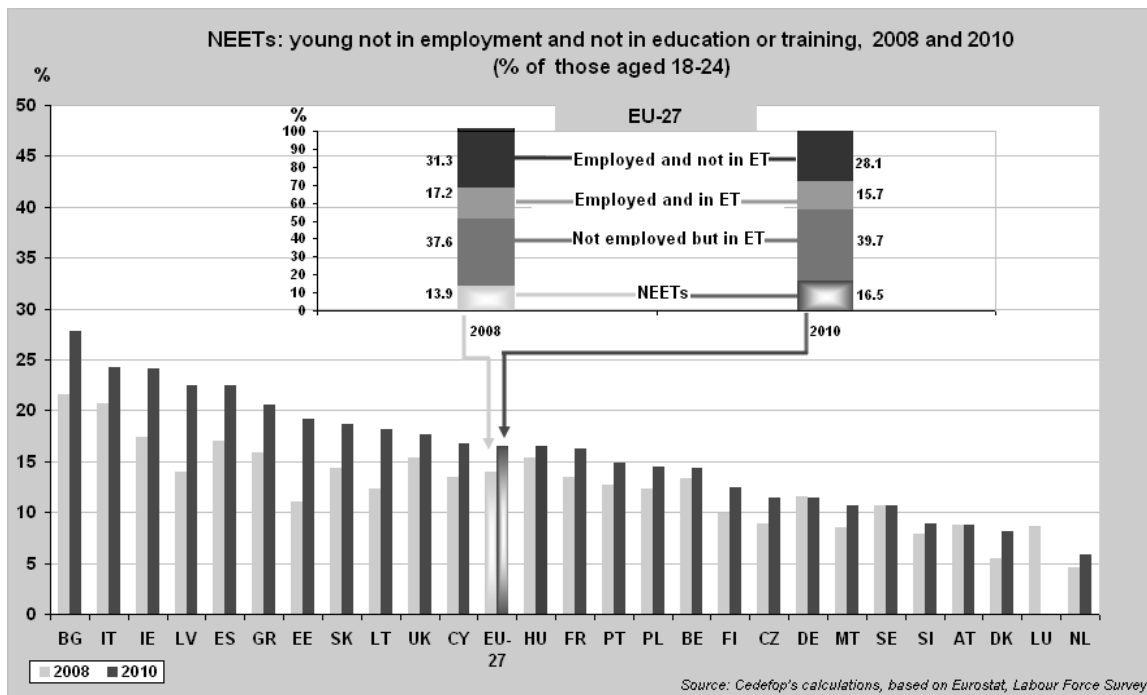
In summary, it can be stated that EU countries have not yet managed to establish a coherent and holistic lifelong guidance systems to fulfil the long-term goals and needs

of varied career guidance stakeholders, despite increased resources and international as well as local policy attention. This is due to the remaining limitations: lack of coordination between different sectors and authorities, the existence of multiple providers and diverse practices, issues concerning optimal levels of resource allocation and expertise or professionalism, and lack of an evidence base for assessing the quality of services provided (CEDEFOPa, 2011),

The need for career guidance for young people gains even more importance in light of assessments of career outcomes in young people. According to recent EU statistics, the average number of NEETs (young not in employment and not in education or training) among 18- to 24-year-olds in the EU has increased from 13.9% in 2008 to 16.5% in 2010 (Figure 1). Data for 2011 are not yet available; however CEDEFOP estimates further deterioration of the outcomes for young peoples' careers.

How far the measured outcomes of young peoples' careers at 18–24 years of age can be influenced or changed by school-based career guidance programmes remains an open question because there is hardly any evidence whether school-based career guidance programmes target the change in such “past-the-school” outcomes at all. However, if the administration of one school began their career guidance modelling with the mission to have all or most of their 18- to 24-year-old school graduates in education and/or training after they graduate from the high school, we were at least able to identify career guidance or other gaps as early as in 5th grade which signal or lead to one young person's failure to have a successful career at 18 to 24 years of age.

Figure 1: *Number of NEETs among 18- to 24-year-olds from 2008 to 2010 in the EU*



Source: CEDEFOP (2011)

Alternatively, if career guidance remains input oriented, meaning that aims are set to provide a wide variety of possible career guidance offers and success criteria measure only how much the interventions are enjoyed by the pupils, it is unlikely that such a strategy of career guidance development can bring about changes in the long-term career outcomes of secondary school graduates.

1.1.3 Career Guidance in Schools: International Perspective

Schools are one of the initial points of reference in the entire formally organized lifelong career guidance system in a person’s life. Cambell and Miller (1988) note that career guidance programmes have historically received the greatest emphasis at the school level due to the fact that school pupils “have the widest range of educational decisions to make and have a major need to develop educational and occupational plans for the post-high school years” (p. 342). Schools offering general education are considered to be the only institutions which accompany the person over extended periods of his or her life and are able to establish the principles of lifelong learning in pupils through curriculum activities and school-based career guidance:

Gleichzeitig stellen die verschiedenen Schulformen in der Summe die einzige Institution dar, die alle Individuen in ihrem Leben durchlaufen. Mit anderen Worten: Zurzeit sind nur die Schulen in der Lage, in der Wachstumsphase das Prinzip des lebenslangen Lernens bei allen Individuen zu etablieren. Dies kann über den schulischen Unterricht oder über begleitende Beratung erfolgen (BMBF, 2007, VIII).

It is expected that school as an institution while aiming to prepare young people for “life after school” should provide them with not only literacy skills but also social and meta-competencies such as taking the initiative, critical thinking, knowing how to learn, creativity, and problem solving. Loose (1988) has emphasized the importance of education being comprehensive and providing not only functional skills but also work-related attitudes such as punctuality and the ability to cooperate. It has been pointed out that in Germany, “the schools are taking on an enormous responsibility in helping to prepare young people to live public and socially-oriented lives based on democracy, freedom, peace, human dignity and gender equality, to have respect for others’ religious beliefs, etc., and to act responsibly towards the environment. The schools should aid in the development of young people’s moral fibre, to enable them to examine social, economic, political and environmental developments critically” (BMZ and KMK, 2007, pp. 45–46). For young people in school, it is no longer a question of receiving career guidance to make single vocational matches based on aptitudes revealed by narrow school-based achievement and/or extracurricular interests. The constantly changing nature of occupations and identities focuses attention on *managing* one’s life, career, work, and learning decisions *throughout* life (Vaughan & O’Neil, 2010, emphasis in original).

Career guidance in the school context is associated with the terms “career education” and “career/vocational counselling”. Career education presupposes that a major part of school-based career guidance activities is incorporated into the school curriculum. Watts (2009, p. 1) defines career education “as part of the curriculum, in which attention is paid to helping groups of individuals to develop the competences for managing their career development”. In the school context, career education is supplemented by more in-depth career/vocational counselling. According to Watts (2009), career counselling is conducted on a one-to-one basis or in small groups in which attention is focused on the distinctive career issues faced by individuals.

Next to one-to-one and group counselling, Sultana (2004) has identified four models of curriculum-based career education delivery across the EU: 1) offering career education as a separate subject in the curriculum by formally allocating space in the weekly or semester timetable; 2) embedding career education within a more broadly based subject, often social studies or personal and social education; 3) career education to appear in most or all the subjects of the curriculum; 4) career programme delivered through seminars and workshops that may be addressed to same-age groups of students or be theme-based and open to students from across several grades. Some other countries deliver a mixture of four models of career guidance education. In Germany, national curriculum guidelines mandate career education programmes, leaving it up to the school to work out the details of provision (Sultana, 2004, pp. 45–46).

Career education and counselling being integral parts of lifelong career guidance presupposes that career guidance interventions are integrated into the school curriculum as well as personal and group counselling sessions which may be provided by the local school staff or by external providers. Career education is assumed to be a developmental career education and counselling program beginning in primary school or even in kindergarten and continuing throughout an individual's entire life. According to Sultana (2004), guidance services tend to be offered most intensively at the lower secondary level, often during the last two or three years of compulsory schooling, which is when choices about subject clusters are normally made in most national systems of education; however, there is a clear trend across the EU countries to expand guidance services vertically across all grade levels of lower and upper secondary school.

International Legislation Trends for Career Guidance in Schools.

A recent CEDEFOP (2010) report on legislation developments for improved career guidance in the educational sector noted a variety of trends: improving access to and quality of service provision, aiding transitions from education to work and between different levels of education, as well as improving the competences and qualifications of guidance counsellors. The examples of legislative acts and policy frameworks from the Nordic, Central European, and Southern European countries emphasize guaranteed

career guidance provision for all pupils in all schools as an individual right and also impose new requirements on youth education institutions, guidance practitioners, and municipal youth guidance centres. There are tendencies across Europe which prove that educational acts specify what type of services different schools are expected to offer and how to shape cooperation between parents, teachers, and other school staff; psychological-pedagogical centres; other schools; and, organizations, and institutions working for the family, children, and youth (CEDEFOPa, 2011). Legislative frameworks more often than not place requirements on systemic or multi-stakeholder as well as strategic or long-term goals and values-oriented career guidance provision on schools.

The purpose of career guidance in schools.

Career guidance in the school context is considered to be multi-dimensional across EU countries. The importance of fulfilling pupils' individual needs while respecting the needs of communities is emphasized. For instance, the Department of Education in the UK specifies that "the overall objective of an effective careers education and guidance program is to enable a learner to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities" (Department of Education Entitlement Framework Circular, 2005). Such a general mission places great emphasis on needs assessment competencies among young people, because career guidance is related to young peoples' capability to manage the multileveled complexity of their lives, their own needs, and the needs of organizations and communities.

In Germany, the aim of career education in schools also reveals the multidimensional vision of young persons successfully shaping their professional and personal lives and obtaining career competencies, career maturity, and the ability to make vocational decision, while simultaneously addressing their participation in societal life as political agents:

...als globales Ziel der Berufsorientierung werden Berufswahlkompetenz, Berufswahlfähigkeit und Berufswahlreife der Jugendlichen genannt. Mit diesem Ziel werden Schlüsselqualifikationen, also grundlegende Einsichten, Einstellungen, Fähigkeiten und Fertigkeiten vermittelt, die den Jugendlichen die Gestaltung ihres individuellen Lebens

und die Teilnahme am politischen Handeln der Gesellschaft besser ermöglicht (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2003).

Generally, it can be assumed that career guidance in the school context is an important sub-system of lifelong career guidance shaping a young person's future accomplishments. Such guidance has a multi-dimensional purpose orientation in satisfying personal as well as community and societal needs. The global aims of school-based career guidance include young persons' career decision making and career maturity, and the successful implementation of these competencies is to be observed in successful careers of high school graduates.

Alternatively, every high school graduate or young person at the age of 18–24 identified as a “NEET” with an unrealized or “derailed” career path indicates that the aim of school-based career guidance has not been achieved. This reveals the need to identify the systemic gaps not only by looking into career guidance as the task of schools to produce individuals' career competencies, but by a parallel investigation of the whole system of education, personal/social support, and employment support systems to which career guidance belongs as an integrative part.

School-based Career Guidance: Stakeholders.

Sultana (2004) reports that guidance services and career education programs are delivered in schools in one of three ways: 1) wholly school-based, with one or more guidance counsellors working on their own or with a team of professionals that can include psychologists, social workers, and other professionals; 2) agency based outside the school, which can either be public or private; 3) as a partnership in service provision, which includes both school-based and external input. It appears that the third model is the one that is proving to be most attractive in several European countries (Sultana, 2004).

Practically all country reports have noted the trend to reinforce school-based guidance provision by involving external partners. External stakeholder input generally involves employers and representatives of employer organizations, and (less often) of trade unions and employers who are also involved in offering students work

experience/shadowing placements. Other forms of input are made by the community, including parents, alumni, and members of non-governmental organizations (Sultana, 2004).

Challenges for School-based Career Guidance

The CEDEFOP report by Sultana (2004) reported a few challenges related to school-based career guidance in the accession and candidate countries (ACCs):

- Only limited attempts to see school-based career guidance in the context of school development planning, a whole-school approach, which sees guidance at the heart of the school's *raison d'être*.
- Costly face-to-face guidance still tends to predominate as a mode of service delivery due to the fact that many guidance staff have a background in psychology, a discipline which tends to privilege therapeutic, one-to-one approaches, often aided by psychometric testing and assessment, with guidance being interpreted as an intervention in the process of constructing one's occupational identity on the basis of individual characteristics and aspirations. There is a danger that such an approach tends to obscure the way social and gender experiences structure desires and trajectories.
- In stratified education systems which offer different pathways to students according to their academic achievement, those streamed in vocationally oriented tracks are more likely to experience a career education programme than others who might get less in terms of overall exposure or in terms of the percentage of time dedicated to occupational, as against educational, decision making. An example of such imbalance, is the gymnasium type of school in Germany, which only recently started to actively develop its career guidance profiles, whereas for instance in general secondary schools (Hauptschulen – Germ.), career guidance has been provided more intensively.
- In decentralised education systems, it is not uncommon for schools in the same country to choose different models for delivering career education programmes. Career education may or may not be compulsory, often depending on the policy

of the school and the extent to which national curriculum guidelines mandate career education programmes, but leave it up to the school to work out the details of provision.

All the above-mentioned tendencies are applicable in the German, NRW context of school-based career guidance as indicated in the subsequent sections. Career guidance in German schools can be characterized as perplexity, requiring new ways of thinking, and presumably a systemic and strategic modelling of career guidance into one coherent multi-stakeholder intervention addressing clearly defined gaps and goals.

1.1.4 School as Career Guidance Provider in Germany

Germany has a stratified system (Brunello & Giannini, 2000); Blömeke, König, & Felbrich, 2009) or multi-tracked school system (Mau & Varviebe, 2010) as opposed to countries with more comprehensive school systems. The selection process for tracking pupils into various school paths is determined theoretically by pupils' ability as reflected in their performance. However, numerous empirical findings confirm a strong socio-economic and migration background bias (Bos et al., 2004). As early as the end of the primary school by completion of 4th grade at the age of 10 years, pupils in Germany are required to commit themselves to pursuing different educational paths (see Appendix D) in accordance with their grades, parental decisions, teacher recommendations, or a combination of these factors (see also Lintorf, Guill, & Bos, 2008; Arnold et al., 2007). Early tracking is assumed to result in higher educational inequalities as well as in irreversible educational end achievements. Even if these ends are dissatisfactory, the earlier misused chance due to the inappropriate school selection or recommendation by the primary school teacher cannot be compensated or repaired later, but rather results in downward or negative trends related to attended school type or educational output (Ditton, 2007). According to the OECD (2011, p. 455), educational inequality is entrenched through the mechanisms in which students are allocated to schools, including tracks that channel students into different schools based on their prior achievement or ability, private schools, and special programmes in the public sector. These processes tend to separate low- and high-performing students into

different schools or different classes within schools. Willms (2010) defines this kind of school system as vertically segregated. The German school system in which students are streamed at an early age into different types of school, can serve as an illustration of such a vertically segregated school system (OECD, 2011). Although such structural regulations of early tracking are not recognized and could not be justified ethically as career guidance, they may still have a crucial impact on young people's future careers.

Overview of school system in Germany: Administrative control and public-funding aspects.

In Germany, following the compulsory four years of primary education, secondary education breaks down into lower secondary level (Sekundarstufe I – Germ.) which comprises the courses of education from Grades 5/7 to 9/10 of school, and upper secondary level (Sekundarstufe II – Germ.) which comprises all the courses of education which build on the foundations laid in the lower secondary level (Table 2).

Table 2: *School system in Germany*

Grundschule (primary education)	6--10 years of age (6--12, Berlin & Brandenburg)
Lower secondary education	10--12 years of age
Orientierungsstufe ("orientation" phase within the different school types)	10/12--15/16 years of age
Gymnasium/Realschule/Hauptschule/Gesamtschule and types of schools offering several courses of education (Schularten mit mehreren Bildungsgängen)	Upper secondary education 15/16--18/19 years of age

Source: Eurydice (2009)

Since Germany is a federal republic with high autonomy of its 16 Lands or states (Länder – Germ.), when it comes to educational decisions, the administration of the school sector is a matter of each Land's policy (Blömeke, König, & Felbrich, 2009). The Länder cooperate with each other through the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz (KMK) – Germ.) established in 1948 to coordinate educational issues between the federal states (Blömeke, König, & Felbrich, 2009). The school types present in most Länder are the general secondary school (Hauptschule –

Germ.), the intermediate secondary school (Realschule – Germ.), the gymnasium (Gymnasium – Germ.) and the comprehensive school (Gesamtschule – Germ.). Furthermore, several Länder have other kinds of schools such as Mittelschule, Sekundarschule, Oberschule, Integrierte Haupt- und Realschule, Verbundene oder Zusammengefasste Haupt- und Realschule, Regionale Schule, Realschule plus, and Erweiterte Realschule in which the courses of education provided at Hauptschulen and Realschulen are combined in curricular and organizational respects e.g.. Special educational support is available at Förderschulen (Special needs schools – Engl.) providing general education, also called Sonderschulen, Förderzentren, or Schulen für Behinderte (Lohmar & Eckhardt, 2008).

The cost of teaching staff is borne by the Land and other staff or material costs are borne by the local authority. In general, around 80% of all school costs (mostly related to teacher salaries) are covered by the Land and 19% of costs related to the non-teaching personnel as well as other material costs are supplied by the local authorities (Basel, 2011). The local authorities, who are responsible for the establishment and maintenance of schools and supply them with financing, are described as Schulträger, or school maintaining bodies (UNESCO, 2006). Döbert and Dederling (2008) state that the German school system was previously regulated and steered through input-oriented mechanisms. It was believed that such a strategy would result in achieving valued ends. However, in recent years, there has been a shift towards outcome orientation with schools gaining more space for action, greater responsibility, as well as increased and improved accountability.

School supervisory authorities in each Land are responsible for inspecting and exercising academic, legal, and staff supervision within the school system. Each school has a teachers' council responsible for educational matters and a school council or school conference (comprising teachers, parents, and pupils) which decides on school regulations or disciplinary rules. The relative powers of these councils vary between the Länder (Lohmar & Eckhardt, 2008).

The School Principal's Role

The responsibilities of the school principal (Schulleiter – Germ.) comprise staff management, administration, school budget, as well as the evaluation of teachers, school public relations, and the development of a school-specific profile. The principals are required to cooperate closely with the Teachers' Conference (Lehrerkonferenz – Germ.) and the School Conference (Schulkonferenz – Germ.) in their school. The principals' duties, according to Lohmar and Eckhardt (2008, p. 62), include the following:

- Unless this has been entrusted to other staff members, they work out the details of the weekly timetable, supervision, and stand-in schedules, endeavouring to ensure that all teachers have about the same workload. They keep track of standards in the various classes by sitting in on lessons and inspecting written work so as to ensure uniform marking standards.
- They are responsible for monitoring all pupils' school attendance and ensuring compliance with the Schulordnung (school regulations – Germ.) and the health protection and accident prevention regulations.
- They represent the school vis-à-vis outside bodies and individuals, notably the Schulträger (maintaining authority) and the general public.
- They conduct the school's external affairs (e.g. purchase of teaching materials) in close cooperation with the Schulträger (the authority maintaining the school – Engl.) and are bound by its instructions in this field.
- During the past years, the scope of duties of the principal has expanded due to measures for the legal autonomization of schools. As such, the right and/or the obligation of the schools to pass, implement, and evaluate specific Schulprogramme (school-specific programmes – Engl.) has brought about new duties for the principals. As part of securing the quality of the lessons, the principal is additionally responsible for lesson development, staff development, and organizational development.

When summarizing school effectiveness research, Rolff (2011) has also argued that school principals have indirect influence on the pupils' performance. To have a more

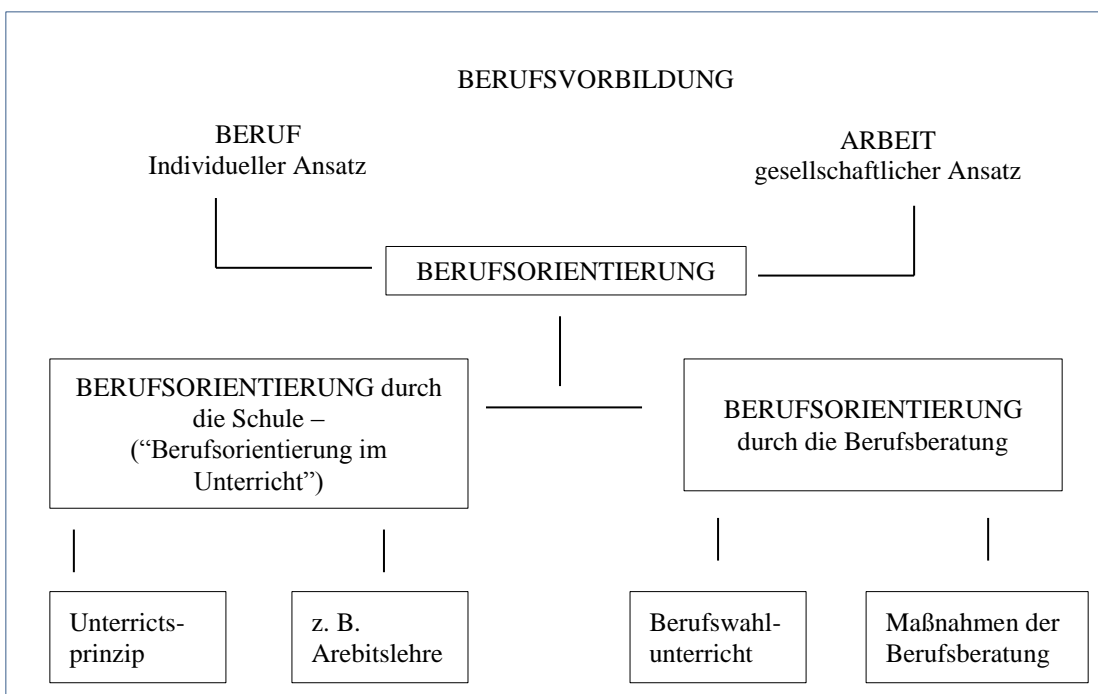
direct impact on steering and achievements, school principals according to Rolff, need system competence (Systemkompetenz – Germ.).

1.1.5 Career Guidance: Provisional Aspects in German Schools

Jung (2008) notes that career guidance in the German school context has a provisional structure of three kinds: 1) as an organizational didactic proposition for structured educational courses, 2) as a curriculum proposition which is included in the curriculum of all subjects, 3) as the content of independent learning fields in the secondary school – such as subject group Beruf-Haushalt-Technik-Wirtschaft/Arbeitslehre (Jung, 2008).

Provision of career guidance services in German schools is split traditionally into two rather separate institutional task areas related to the individual and organizational aspects: Career education (Berufsorientierung – Germ.) as the legal responsibility of institutions of general education in all the 16 Länder and vocational counselling (berufliche Beratung, Berufsberatung – Germ.) provided by the FEA (Figure 2).

Figure 2: *Career guidance in German schools as a combination of career education (Berufsorientierung – Germ.) and vocational counselling (Berufsberatung – Germ.)*



Source: Dibbern (1993)

However this provisional structure is challenged by recent policies requiring the inclusion of more stakeholders than those of schools and FEA as the main career guidance providers in the general education context. In October 2008, the Dresden declaration “Getting ahead through education – The Qualification Initiative for Germany of Federation and the Länder” introduced a catalogue of objectives and measures addressing all areas of education. Regarding “In-school preparation for working life”, the catalogue provides an objective that “compulsory careers guidance will be provided at all general and special schools with concrete measures involving the school’s partners (parents, vocational schools, school agencies, employment offices, youth welfare offices, foundations, companies, trade unions and other local stakeholders), also with the aim of extending the career choice range of girls and boys” (Getting Ahead Through Education, 2008, p. 11). Particularly due to the complexity of career guidance tasks and limited resources, the schools are required to cooperate and obtain consent from all related stakeholders in career guidance:

Aufgrund der komplexen Anforderungen bei gleichzeitig begrenzten Ressourcen sind die Schulen bei einer praxisorientierten Berufsorientierung auf kooperationswillige Partner angewiesen. Eine kooperative Berufswahlvorbereitung und -orientierung bedeutet Abstimmung und Einbezug aller mitverantwortlichen Akteure (BIBB, 2005, p. 3).

In addition, the Federal Government and the Länder have agreed to offer enhanced careers guidance services (Vertiefte Berufsorientierung – Germ.) at all types of school offering a general secondary school (Hauptschule – Germ.) leaving certificate and for pupils at special needs schools (Förderschule – Germ.) (Getting Ahead Through Education, 2008, p. 11).

The National Pakt “Berufswegplanung ist Lebensplanung” emphasized that all schools have a key task of creating and implementing a systematic concept of career guidance extending throughout a period of several years in collaboration with external partners:

...alle weiterführenden allgemeinbildenden Schulen ein über mehrere Schuljahre angelegtes, systematisches Konzept mit konkreten verbindlichen Maßnahmen für die Berufsorientierung der Schüler erstellen und umsetzen sowie mit außer-schulischen Partnern zusammenarbeiten, wie z.B. Unternehmen, Verbänden, Kammern, Jugendhilfe, Arbeitsagenturen und Hochschulen (Nationaler Pakt, 2009, p. 2).

The aim of school-based career guidance in Germany, as indicated earlier, has proven to have multi-dimensional characteristics. It includes goals related not only to battling individual but also societal and economic challenges and barriers such as negative demographic development, strong institutionalization, development of new technology, and orientation towards the service sector:

Ziel dieser Berufswegeplanung ist, Ausbildungs- und damit Zukunftschancen für alle zu verbessern. Dies gilt umso mehr, als sich jeder Einzelne, Gesellschaft und Wirtschaft neuen Herausforderungen und Veränderungen zu stellen haben – insbesondere der rückläufigen demographischen Entwicklung, einer stärkeren Internationalisierung sowie der Entwicklung neuer Technologien und einer stärkeren Dienstleistungsorientierung (Nationaler Pakt, 2009, p. 3).

In general, an increasing number of German career guidance research specialists (Schiersmann, 2006; Schiersmann et al., 2008; Schröder, 2011) have recently emphasized the multilevel context of school-based career guidance with aims, strategy development, and operational and tactical areas on the societal (meso/mega), organizational (macro), and individual (micro) levels. Scholars (Frank & Walter, 2009; Knauf & Oechsle, 2007; Schröder, 2011) have called for better collaboration, systemic planning, and implementation of school-based career guidance in the multiple stakeholder context. Frank and Walter (2009) encourage creating a strategic vision of career guidance results for each school and its stakeholders based on “SMART” objectives: Specific, Measurable, Attainable, Relevant, and Time-bound (Table 3).

Table 3: *SMART objectives for school-based career guidance*

S Spezifisch Ziele müssen eindeutig definiert sein.
M Messbar Ziele müssen messbar sein.
A Angemessen Ziele müssen erreichbar sein.
R Relevant Ziele müssen bedeutsam sein (Mehrwert).
T Terminiert Zu jedem Ziel gehört eine klare

Source: Frank and Walter (2009)

The tendency for school-based career guidance development is to focus on the requirement for creating a systemic, strategic (long-term aims oriented), and individualized “Gesamtkonzept” (overall plan or overall concept – Engl.) of career guidance by local stakeholders. Such requirement presupposes the need for systemic (multi-stakeholder needs awareness) and strategic (long-term-oriented) thinking from

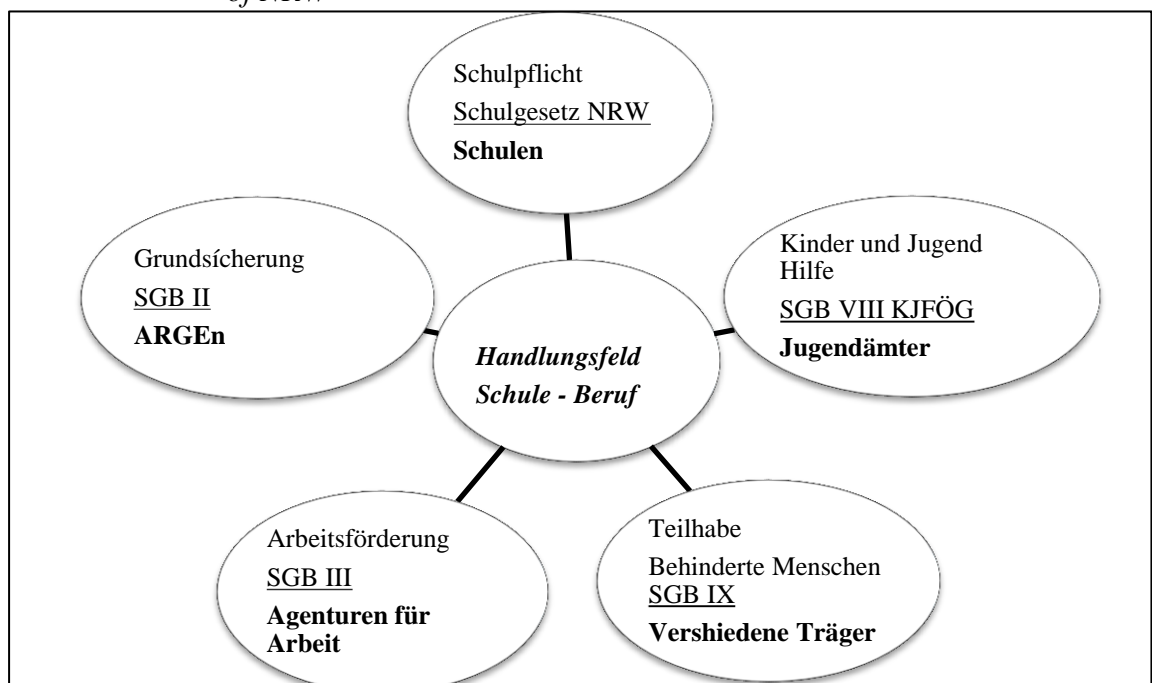
those school-based career guidance stakeholders who are supposed to act as the authors of such collaborative concepts.

Career Guidance in Schools of NRW.

On the level of the Länder, more specified policy guidelines for career guidance development in schools have been introduced for instance in the Land of North Rhine-Westphalia (NRW) where the empirical part of the study was implemented. The sections below will provide an overview of relevant policy guidelines providing legislative frames for career guidance implementation in the German Land of NRW.

Relevant legislation and policy framework. Career guidance and counselling, job preparation, and the promotion of VET as regulated by the SGB III is a statutory responsibility of the Federal Employment Agencies (FEA) (Agenturen für Arbeit – Germ.) and their parent agencies at state and federal level (Figure 3).

Figure 3: *Career guidance legislative framework and responsible agencies in the Land of NRW*



Source: Jugend und Beruf (2011)

Other policy task and legislation areas including children and youth services (Kinder und Jugend Hilfe – Germ.) are specified in SGB VIII and elaborated by the Children and Youth Development Act (Kinder- und Jugendförderungsgesetz – Germ.) and the National Youth Plan (Landesjugendplan – Germ.). Responsible agencies are the youth welfare offices (Träger der Jugendhilfe – Germ.). The interrelation of institutions in the task area school–employment (“Handlungsfeld Schule – Beruf” - Germ.) is illustrated in Figure 3.

Career guidance provision as part of the educational mission and task of the schools is grounded in § 2 of the Education Act of the Land NRW (Schulgesetz Nordrhein-Westfalen) and defined as “empowerment of pupils to responsibly participate in social, economic, vocational, cultural, and political life and to shape their own lives”. All types of schools (Schulen – Germ.) in NRW are responsible for career education implementation as it is regulated by the education legislation documents of the Land of NRW and its Ministries (Figure 3).

Framework concept “Career Guidance in Schools as Integrative Part of Individual School Support”. A framework concept “Career Guidance in Schools as Integrative Part of Individual School Support” (Rahmenkonzept des Ausbildungskonsens NRW “Berufsorientierung als Bestandteil einer schulischen individuellen Förderung”, 2009) has been introduced recently by the Educational Ministry of NRW. This states that a stable long-term career guidance implementation should be achieved in all types of school offering general education. The framework aims to encourage cooperation between schools and external partners in the form of an “explicit consensus” in order to achieve “comprehensive” school-based career guidance for all pupils, with schools opening themselves up more broadly towards such cooperation:

Mit diesem Rahmenkonzept wollen die Partner im Ausbildungskonsens eine auf Dauer angelegte Implementierung der Berufsorientierung in allen allgemein bildenden Schulen des Landes erreichen... Mit diesem Rahmenkonzept setzen sich die Partner im Ausbildungskonsens explizit für eine flächendeckende Verankerung der Berufsorientierung für alle Schülerinnen und Schüler ein. Sie wollen die Schulen darin unterstützen, die Kooperationen mit externen Partnern im Sinne einer Öffnung von Schule weiter zu vertiefen (Rahmenkonzept des Ausbildungskonsens NRW, 2009).

The framework provides a number of stakeholders who are named as being responsible for career guidance development in the school context: 1) the pupils themselves, 2) pupils family or official custodians, 3) schools, 4) career counselling services by Federal Employment Agencies (Agenturen für Arbeit – Germ.), 5) the economy (business organizations, companies), 6) local community (municipal initiatives), and 7) institutions of higher education. Specific examples of career guidance activities were provided for the schools to implement the framework (Table 4).

Table 4: *Examples of career guidance activities in schools*

Examples of collaborative school career guidance activities	English translation
Langfristig angelegte Kooperationen; Patenschaften; Beteiligung von außerschulischen Experten am Unterricht;	<i>(Long-term cooperation, sponsorships, participation of external experts in curriculum activities - Engl.)</i>
Intensive Einblicke in die Arbeits/Berufswelt durch Praktika und Hospitationen;	<i>(Intensive insights into the world of work/vocations through internships and job shadowing – Engl.)</i>
Lernortkooperationen;	<i>(Learning partnerships – Engl.)</i>
Trainings- und Assessment-Verfahren zur Feststellung von Kompetenzen und deren individueller Förderung;	<i>(Training and assessment procedures to identify skills and their individualized support – Engl.)</i>
Portfolios und Zertifikate;	<i>(Portfolios and certificates – Engl.)</i>
Schülerfirmen;	<i>(Pupils' Firms – Engl.)</i>
Schüler-/Auszubildende – Projekte;	<i>(Pupils', apprentices projects – Engl.),</i>
Coaching von Schülerinnen und Schülern untereinander;	<i>(Pupils coaching each other – Engl.)</i>
Studienwahlorientierung (u.a. Hochschulschnuppertage, Hochschulwochen, Praktika an Hochschulen);	<i>(Guidance related to further and higher education (including university taster days and weeks-, internships at universities – Engl.)</i>
Schülerinnen und Schüler an Hochschulen.	<i>(Pupils at universities – Engl.)</i>

Source: Rahmenkonzept des Ausbildungskonsens NRW (2009)

In an empirical study on career guidance provision in the schools of one of the regions of NRW, Knauf (2009) collected data from the school staff responsible for career education coordination (*Koordinatorinnen/Koordinatoren für Berufsorientierung – Germ.*) and discovered a mixture of career education products and services with almost every school having its own profile of career education. All school-based career guidance services and products were grouped according to the following typology:

-
- *Informational*: visits by the local BIZ (*Berufsinformationzentrum – Germ.*), counsellors, counsellors from the universities, invitation to conduct informational sessions by former pupils in the schools. This type of career guidance requires cooperation with external stakeholders and is usually conducted for big audiences.
 - *Practical trial in profession*: practice-oriented services and products, such as practicum in a firm, organization of pupils' firms (*Schülerfirmen –Germ.*) and planning games (*Planspiele – Germ.*) which are often evaluated positively by the pupils.
 - *Orientation*: is aimed at identifying problem areas and competency gaps in pupils. This type of career guidance includes seminars and workshops for helping to find career goals, life planning, career aims, and career decision processes.
 - *Complex*: schools offering variety of career guidance interventions and activities including informational visits, compulsory internships for pupils (*Praktika – Germ.*) and counselling workshops.
 - *Gender-specific*: range of information sessions, compulsory internships for pupils (*Praktika – Germ.*) at least two offers in the field orientation, at least one gender-specific offer.

In conclusion, there is a wide variety of career guidance interventions and services which can be potentially offered in the schools of general education in the German Land of NRW. Such an exemplary services portfolio for school-based career guidance is presented in Table 5. The portfolio encompasses the whole spectrum of inputs from different sources: on-line resources, self-help activities, seminars, workshops, and events at various partner institutions: universities or FEA premises. In the framework of school-based career guidance, even medical examinations, tests, and psychological assessment can be offered to pupils.

Table 5: *Career education and counselling services portfolio*

Berufs- und Studienorientierungsveranstaltungen (Vorträge im Klassenverband, BIZ Besuche)	Career and study orientation sessions (lectures in class, career information centre (BIZ) visits)
Schulsprechstunden	School counselling sessions
Elternveranstaltungen	Events for parents
Berufs- und studienkundliche Vortragsreihen	Work- and studies-related lecture series
Seminare/Workshops	Seminars/Workshops
Einführungs- und themenspezifische Veranstaltungen an Hochschulen	Introductory and specific theme events at universities
Einzelberatungen	Individual counselling
Ausbildungsvermittlung	(VET)Training placement
Ausbildungsfördernde Maßnahmen nach § 240 ff. SGB III	Training to promote activities in accordance with § 240 SGB III
Kofinanzierung von Maßnahmen der vertieften Berufsorientierung nach § 33 SGB III	Co-financing for in-depth career guidance under § 33 SGB III
Ärztliche und psychologische Untersuchungen bzw. Begutachtungen/Testverfahren	Medical and psychological examinations or assessments/tests
Selbstinformationseinrichtungen (Berufsinformationszentrum, Internetcenter)	Self-information services (career information centre (BIZ), Internet centre)
Online-Angebote (www.arbeitsagentur.de , www.berufenet.de , www.machsrichtig.de)	Online services
Weitere Medienangebote (z.B. berufskundliche und berufswahlvorbereitende Printmedien)	Other media activities (e.g. print media related to work and career choice preparation)

Source: Koch and Kortenbusch (2009)

Resources and staff. In the land of NRW as well as in the whole country, school principals are responsible for career guidance activities in schools, and they are required to appoint a career guidance coordinator in the school. Career guidance in schools has to be implemented in agreement with external partners e.g. institutions of higher education, local business, youth services, and other actors:

Für die innerschulische Koordination der Aktivitäten ist die Schulleitung verantwortlich. Sie benennt dafür im Kollegium eine Koordinatorin oder einen Koordinator für Berufs- und Studienorientierung... Die Berufswahlorientierung soll in enger Abstimmung mit außerschulischen Partnern, wie z. B. Hochschulen, der örtlichen Wirtschaft, den Trägern der Jugendhilfe und weiteren Akteuren durchgeführt werden (Jugend und Beruf. Gesetzliche Grundlagen der Förderung, 2011, p. 3, emphasis is mine).

Schröder (2011) has also emphasized the need to perceive school-based career guidance as the task of principals – to relate it to the specific school development and teaching work: “Notwendig ist, dass die Berufsorientierung als *Schulleiternaufgabe*

wahrgenommen und in die konkrete Schulentwicklungs- und Unterrichtsarbeit überführt wird” (Schröder, 2011, p. 44, emphasis is mine).

In the German school context, career guidance is implemented by specially trained teachers or career guidance coordinators (*Koordinatorinnen/Koordinatoren für Berufsorientierung – Germ., Studienberater – Germ., “StuBOs” – Germ. colloquial*) mentioned above, social workers, or school psychologists together with cooperating career counsellors (*Berufsberater - Germ.*) from the Federal Employment Agencies (FEA). In the Land of NRW, it is stipulated that every school should appoint a career guidance coordinator who is responsible for career guidance organization and for steering school cooperation with FEA:

Jede Schule soll einen Studien- und Berufswahlkoordinator benennen, der die innerschulischen Prozesse im Bereich der Berufsorientierung organisiert, die Zusammenarbeit mit der BA steuert und als Ansprechpartner der Schule nach außen für diesen Aufgabenbereich fungiert (Koch & Kortenbusch, 2009, p. 12).

Particularly in Germany, there is a problem if career guidance services are delivered mainly by teachers who in Germany are distant from the labour market because they have the exceptional status of being civil servants (*Beamter – Germ.*) and thus might not be knowledgeable enough to offer adequate guidance that reflects the rapid change and need for adaptability on the labour market.

1.1.6 Perspectives on School-based Career Guidance Development

To constantly develop career guidance interventions and activities within school in the broadest sense means to engage in designing or modelling a career guidance programme. As stated in the previous sections, schools in Germany are required to design and implement their own career guidance “concepts” or programmes together with external stakeholders.

Particularly in the era of school decentralization (Döbbert, 2001), rising school autonomy (Vereinigung der bayerische Wirtschaft, e.V., 2010; Zlatkin-Troitschanskaia, 2009), new output management, and the “communalization” of educational institutions (Döbbert, 2001), schools are gaining increasing scope for planning and implementing their own career guidance programmes.

In Germany, it is stipulated that schools should acquire more independence for developing their own individual school profiles:

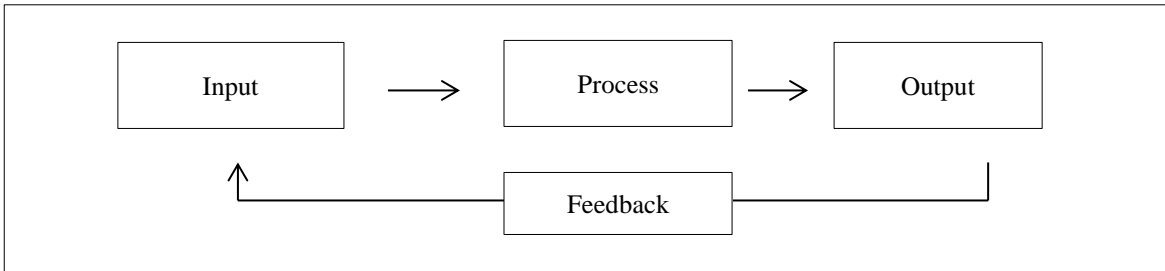
All federal states (“Länder”) of Germany are promoting a certain independence of schools within the framework of state responsibility for education. Schools are expected to work out an individual profile that encompasses their core educational themes and particularities (BMZ & KMK, 2007, p. 47).

Moreover, when educational institutions are confronted with the “global culture of measurement” in education (Biesta, 2010) or “the new culture of accountability and audit” (O’Neil, 2002), the “audit explosion”, or the “audit society” (Power, 2000), the capability to have a systemic (multi-stakeholder) and strategic (long-term missions and objectives as opposed to immediate results) perspective and the ability to create and document the positive value of their educational programmes gain importance for those responsible for career guidance development in the context of school-based career guidance. McLaughlin and Jordan (1999) have emphasized that programme creators across private and public sectors are being asked to describe their programmes in new ways. “People want managers to present a logical argument for how and why the program is addressing a specific customer need and how measurement and evaluation will assess and improve program effectiveness. Managers do not have clear and logically consistent methods to help them with this task” (McLaughlin & Jordan, 1999, p. 1).

How organizations plan their results and impact is analysed through the theoretical approaches focusing on strategic planning and thinking and mega planning (Kaufman, 1997, 2005, 2006, 2010; Kaufman & Grise, 1995; Kaufman & Herman, 1991), program theory (Rogers, 2008) or program logic (Funnell, 1997), theory of action (Patton, 1978, 1990), intervention logic (Nagarajan & Vanheukelen, 1997), impact pathway analysis (Douthwaite et al., 2008), or the theory of change (Weiss, 1995, 1998). These approaches refer to relating means with ends or to a variety of ways of developing a causal modal linking programme inputs and activities to a chain of intended outcomes during the planning stage and then using this model to guide the evaluation (Rogers et al., 2000). In order to better utilize programme theories in programme design praxis, “logic models” are used to describe (as narrative models) or to illustrate (in a

diagrammatic form) how the programme works. The simplest form of logic models is the input–process–output model (IPO) often utilized in training design and evaluation (Figure 4).

Figure 4: *Traditional Input–Process–Output (IPO) logic model for interventions and programmes*



However, in such a complex system as career guidance in which many stakeholders are invited and even appointed to be responsible by the policy guidelines for active development of school-based career guidance programs, the input–process–output model is assumed to be too simplistic and mechanistic rather than based on systemic thinking. More holistic, more complex systemic and strategic logic models than those similar to IPO are considered necessary. Such complex logic models can only originate in the stakeholders’ mental models which in turn determine a stakeholder’s systemic and strategic thinking and modelling capabilities, because the effectiveness of strategic thinking depends on mental models of individuals and shared mental models among strategic thinkers (Bonn 2001). All stakeholders in the school system must be able to externalize and to evolve their mental models for the change to happen (Duffy, 2010).

Is Planning and Designing of School-Based Career Guidance a Problem?

The challenge of systemic and strategic planning and modelling of career guidance is even greater, because no evidence exists on the capabilities of institutions and their personnel to develop and plan career guidance holistically and comprehensively. Such institutions as schools, institutions of higher education, and employment agencies may not have personnel who possess the necessary skills, competencies, and mental models to begin comprehensive long-range planning. It was noted a few decades ago that “even

the policy agencies requiring long-range planning in schools do not have personnel who have the knowledge or skills for giving technical assistance to long-range planning” (Fairall, 1978, p. 7).

Such an assumption raises the debate about programme modelling and planning skills being “paraprofessional” skills among today’s staff engaged in career guidance development in the various contexts of the lifelong guidance system, because neither career guidance coordinators nor school or institution administrators usually consider themselves to be educational planners by profession and the competencies required from educational planners may not be demonstrated by the school personnel. The evolution of specific professional competencies of educational planners is discussed in the UNESCO paper: “An educational planner of the 1960s should have been a technical person capable of crunching numbers, comfortable with models projecting the quantitative targets to the achieved. An educational planner of today needs these technical skills, plus the capacity to mediate with varying demands emanating from different stakeholders. His/her social skills are as important as the technical skills, especially because the process of drawing up plans is as equally important as the plans themselves” (Varghese, 2008 p. 13). Planning is one area of competence which seems to be crucial for the career guidance experts and personnel involved on different levels and in various contexts of school-based career guidance delivery. These professionals are expected to be well-trained in planning, building systemic, complex meta-models, constantly updating complex skills to get multiple stakeholder groups involved and also in being capable of employing a strategic long-term planning perspective in the multi-stakeholder context.

Empirical evidence of school-based career guidance planning.

The importance of perceiving and modelling career guidance as a holistic system has already been noticed by the career guidance experts in some countries. For instance in Germany, due to the country’s booming economic accomplishments and industrial ambitions, as well as state and regional government capability to offer substantial

financial support towards exceptionally weak areas,² there has been an explosion of career guidance interventions in recent years.

Particularly in the educational sector, when schools have been opened for collaboration with businesses, chambers, municipality and community associations, NGOs, etc., career guidance in schools has resulted in a myriad of career education and counselling products and projects. Career guidance development becomes a sole task of schools:

Bezüglich der praktischen Umsetzung erscheint Berufsorientierung überwiegend als schuleigene Entwicklungsaufgabe, deren Ausgestaltung in die Hände der jeweiligen Schule gelegt ist. In einigen Bundesländern wird sie auch als Bildungsziel entweder mit deutlichen Impulsen oder dezidierten Ausführungsregelungen durch die jeweiligen Ministerien bestimmt. Dies kann eine vergleichsweise enge Steuerung sowohl der Bildungsprozesse der Schülerinnen und Schüler als auch der Kooperations- und Umsetzungsprozesse berufsorientierender Bildungsangebote an den Schulen beinhalten, in dem z. B. Kooperationen vorgeschrieben und Praxisanweisungen für deren Umsetzung gegeben werden (Niemeyer & Frey-Hupper, 2009, p. 7).

However, it was soon noticed that schools as well as other stakeholders – pupils and pupils’ parents, and business – are dissatisfied with the overflow of inputs (school-based career guidance projects and interventions) and find themselves in the career guidance “Maßnahmen-Dschungel” (“activities jungle” – Engl.). Such a situation results in a “wide network of providers”, “one hand often unaware what the other is doing”, “the projects seldom following a uniform facilitation logic”, and “many schools are reporting problems related to examining the products and to properly classifying them”:

Wie im „Maßnahmen-Dschungel“ der Berufsvorbereitung ist auch in der Berufsorientierung ein buntes Geflecht von Anbietern, Zuständigkeiten, Bausteinen entstanden. Da weiß die eine Hand häufig nicht, was die andere tut, Angebote folgen selten einer einheitlichen Förderlogik. Viele Schulen melden mittlerweile Probleme, die Angebote zu sichten und sachgerecht einzuordnen (Lippegaus-Grünau, Mahl & Stolz, 2010, p. 56).

The abundance of project-type career guidance interventions might lead to a risky situation when the increase in the range of career education products and services itself becomes a distinction of quality, forcing the school into the role of the career guidance “supermarket”, evaluated not on the basis of how the offered products target and

² Powell and Solga (2011), in their recent article “Why are Higher Education Participation Rates in Germany So Low? Institutional Barriers to Higher Education Expansion” published in the *Journal of Education and Work* Volume 24, Issue 1–2, 2011, address “German exceptionalism” of a low percentage of higher education graduates, naming such problem areas in the entire educational system: the institutional logic of segregation, the structure of secondary schooling, the division or schism between the organizational fields of VET and higher education, and limited permeability throughout.

influence the customers' needs especially in the long-term, but rather on the variety, "attractive packaging", or marketing and amount of career guidance offers (Angebote – Germ.).

The schools with the support of local and international policy initiatives have been trying to respond to the challenges by introducing numerous new concepts and projects in the area of career education, defined as "hit lists" ("Hitliste" – Germ.) of various offers (Knauf, 2009). Such career guidance projects and modules in the sphere of compulsory schooling have different budgets and are financed through various parties. They can be traced in every Federal Land in Germany as indicated in Table 6.

Table 6: *Examples of selected career guidance projects in Germany*

Project Title In German	Land
"Step Out – Kompetenz 2007"	Bavaria
"Scout – Schule macht fit!"	Brandenburg
"Die PLUS - Mappe"	Hesse
„Startklar! aus der eigenen Biografie für die Zukunft lernen“	Hesse
"Neue Brücken zum Beruf"	Hesse
„Berufs- und Lebenswegplanung für Schüler und Schülerinnen“	NRW
"Modellschule Berufsorientierung"	Thuringia

Source: Adapted from BMBF (2004)

The scientists emphasize that there are so many career guidance projects and products available in the school context introduced by the different Ministries of the Länder, municipalities, NGOs, local businesses, and communities as well as by charity foundations that such multitude of guidance products need not so much an evaluation of the usefulness of each intervention or project but rather a systemic study on the effective use of these resources and a reasonable agreement between many career guidance inputs and stakeholders:

Neben den Kultusministerien der Länder zuständig für das schulische Angebot im Rahmen der Lehrpläne, treten auch andere Landesressorts (z.B. Wirtschaft oder Soziales) mit eigenen Programmen und Projekten an die Schulen heran. Die Bundesagentur für Arbeit fördert neben ihren Regelleistungen der Berufsberatung, unter dem Stichwort „Vertiefte Berufsorientierung“ im großen Umfang Angebote, die z. T: während, z. T: außerhalb der regulären Unterrichtszeit durchgeführt werden. Verschiedene Bundesressorts haben Programme oder aber auch quasi flächendeckend konzipiert. Kommunen haben eigene Programme initiiert, insbesondere um Jugendlichen mit Hauptschulbildung Wege in die duale Ausbildung zu öffnen. Und die großen Stiftungen (z. B. Robert Bosch Stiftung, Gemeinnützige Hertie Stiftung) arbeiten an Strategien, in "Leuchtturmschulen" entwickelte gute Praxis "in die Fläche zu bringen". Einen von vielen Fachkräften geteilte Diagnose

lautet, dass es nicht an Mitteln und Angeboten fehle, sondern an einem wirksamen Einsatz der Mittel und einer vernünftigen Abstimmung zwischen den vielen Angeboten (Braun & Mahl, 2010, p. 1).

In general it is noted that there is a need for better cooperation and coordination of career guidance in the school context (Lippegaus-Grünau, Mahl, & Stolz, 2010) on three levels: 1) the level of school, 2) the regional level, and 3) the level of the Land. Ensuring that citizens have an easy access to guidance services and that these services are of high quality as well as coherently and holistically organized is also expressed by EU policy (CEDEFOP, 2008, 2009). However, despite the fact that controlling officials emphasize the need for inclusive, well-coordinated, holistic approaches for the improvement of career guidance, there is lack of scientific evidence on the results of strategic and systemic thinking among the stakeholders on the institutional implementation level. It might be assumed that planning such complex f systemic and strategic interventions as school-based career guidance is seen as a task which by far exceeds the existing capabilities of institutions and organizations. Instead of involving them in producing their own career guidance profiles from expected impact to the required input in accordance with predefined criteria of success, such institutions as schools may instead find themselves engaged only in the provision of access to career guidance products from sub-contracted third parties, so that the “clients” can later pick the most wanted or liked ones. Whether such an approach towards career guidance implementation and development is able to close the gap and cover the needs of all the stakeholders, and whether being a supermarket offering the widest amount of choices for everyone’s taste has more value than sharply targeted interventions which might not be immediately appreciated requires theoretical as well as empirical grounding.

1.1.7 Making a Case for Systemic and Strategic Career Guidance Modelling in Schools

As stated at the beginning of this chapter, educational systems are working in a rapidly changing environmental, social, economic and cultural context which consequently leads to rapid and constant changes in educational aims and goals. Under such circumstances, constant reforms rather than a one-time project with a fixed

implementation term become a natural state of every educational system. The changing environment inevitably influences the planning and development of career guidance programs in schools: such programs are required to fulfil the needs of multiple stakeholders at various levels of the social system, as well as demonstrate long-term goal orientation in terms of the sustainability of added value.

It was noticed almost 40 years ago that constant transformations imply that the mere introduction of unconnected innovations at different points in time touches only the exterior of the educational problem, because “curriculum development also means the constant adaptation, innovation, revision and changing of curricula to suit changing and specified needs; it has to be conducted in an organised, developmental, and hence, planned way” (Zammit-Mangion, 1973, pp. 7–8). Career guidance in schools encompasses more than curriculum activities, it also includes a range of other type of intervention: extra-curricular activities, traineeships, and social events such as career fairs. Such an abundance and variety of types of career guidance interventions draws even more heavily on the requirement not to focus on separate career guidance projects, events, and activities in schools but rather to design long-term, multi-stakeholder, school-based career guidance models grounded on systemic, sustainable thinking and the modelling of meta-approaches. The demand for “well-designed” school-based career guidance programmes in order to ensure their cost-effectiveness, quality, and consistency is emphasized by Gysbers and Henderson (1997) who stated that “the lack of a centralized and unified program of guidance in the schools to define and focus the work of vocational counsellors presented a serious problem” (Gysbers & Henderson, 1997, p. 3).

Systemic thinking on educational programs and more specifically on career guidance planning is breaking the boundaries of the traditional school orientation towards the process and input in education. Roger Kaufman has developed a problem-solving framework for educational strategic planning and needs assessment that has helped to shift the attention of educational leaders and professionals from means and activities to a sharper focus on measurable results and added value. He also introduced the “mega” level of planning in order to recognize and act upon their obligations to humanity and to

base their “vision” on work that results in enhanced societal benefits for future generations (Kaufman, 1997, 2005, 2006, 2010; Kaufman & Grise, 1995; Kaufman & Herman, 1991).

As emphasized by Kaufman (2005), “most planning experts agree that the past is only prologue, and tomorrow must be crafted through new patterns of perspectives, tools, and results” (p. 7). Such tools and concepts for meeting the new realities of society, organizations, and people require the ability to engage in systemic and strategic thinking by those who are involved in change creation. Ability to engage in systemic and strategic thinking is defined by Kaufman (2005) as the integrative set of six critical success factors (CSFs): 1) moving out of your comfort zone, involvement of all the stakeholders;³ 2) differentiation between ends and means (focus on what but not how); 3) use and integrate three levels of results – mega, macro, and micro; 4) stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria); 5) defining need as a gap between current and desired results (not insufficient levels of resources, means or methods); and 6) using the ideal vision for planning (go with planning beyond the organizational level). This study used the main factors of systemic thinking for organizational development and planning as a normative meta-framework in an attempt to explore school-based career guidance planning and constant development as well as evaluate the range of demonstrated system thinking through the analysis of local stakeholders’ perceptions.

Summary

In summary it can be stated that significant social, economic, and cultural changes are influencing the career pathways of individuals, thereby creating both opportunities as well as challenges for young people as they begin to design their life careers. Also organizations and society as a whole are influenced by young peoples’ career shifts and the uncertainty surrounding their career paths. To address the existing concerns,

³ The phrase “involvement of all the stakeholders” was added to the first factor after private correspondence and on-line consultations with Prof. Kaufman.

societies and economies as well as individuals need to develop and constantly improve career- and life-course-related educational and counselling interventions and self-help activities which may be broadly referred to as lifelong career guidance systems in order to satisfy the needs of people during their entire life, as well as the needs of organizations and society striving to implement their developmental goals in a time of constant change. School-based career guidance is one of the constituent parts of such systems. Well-coordinated, easily accessible career guidance is emphasized by international policies and initiatives.

Career guidance in the school context is associated with the terms “career education” (Berufsorientierung – Germ.) and “career/vocational counselling” (berufliche Beratung, Berufsberatung – Germ.). In German, these terms signify rather separate task areas related to the individual and societal aspects: Career education (Berufsorientierung (BO) – Germ.) as the legal responsibility of institutions of general education in all the 16 Länder and vocational counselling (Berufsberatung (BB) – Germ.) provided by the FEA. However, for the purpose of this study, two English terms “school-based career guidance” and “career guidance in the school context” will be used as equivalent, unifying instrumental “working concepts” representing the German phrase “Berufsberatung and Berufsorientierung (BB/BO)”. The term “Berufsberatung and Berufsorientierung (BB/BO)” and its English equivalent “school-based career guidance” and “career guidance in the school context” include all career guidance interventions, services, products, and activities in the context of all types of secondary school. It is not reduced to dividing career guidance according to one or another service provider offering a particular type of intervention. These notions also serve as a combined label of the two terms used separately in the area of school career guidance – “career education” and “vocational counselling”.

In the German Land of North Rhine Westphalia (NRW), the place where the empirical part of the study was implemented, the recent policy initiatives have tended to strengthen school-based career guidance provision. A framework concept “Career Guidance in Schools as Integrative Part of Individual School Support” (Rahmenkonzept des Ausbildungskonsens NRW „Berufsorientierung als Bestandteil einer schulischen

individuellen Förderung - 2009) stated that career guidance in the school context (Berufsorientierung) should be implemented in all types of school offering general education to all pupils and with the involvement of multiple stakeholders. The framework provides a specific list of stakeholders who are considered responsible for career guidance development in the school context: 1) the pupils themselves, 2) the pupil's family or official custodians, 3) schools, 4) career counselling services by the Federal Employment Agencies (Agenturen für Arbeit), 5) the economy (business organizations, companies), 6) the local community (municipal initiatives), and 7) institutions of higher education.

As a consequence of multiple agents, interest groups at various levels, and the variety of school types and contexts, school-based career guidance is reported to be “jungle-like”, non-transparent, and uncoordinated, thereby illustrating the need for this multi-stakeholder research on the aspects of systemic and strategic modelling and thinking.

1.2 Statement of the Problem

Echoing the global trend of educational planning taking place in a decentralized context, schools in Germany are gaining more space for autonomous actions, and, as a result, this imposes greater responsibility and pressure on schools to plan and implement their career guidance activities. Policy provides only relatively general guidelines on the Federal and Länder level, and schools are invited to develop their own “school profile” of career guidance. As stated by Niemeyer and Frey-Huppert (2009), every school has a broad scope for its work in the area of career guidance: “Dennoch hat jede Schule einen großen Gestaltungsspielraum hinsichtlich ihrer Arbeit zur Berufsorientierung” (p. 35).

Despite the attention by the international, state, and regional (Länder) policy in the form of general and more specific development and implementation guidelines in the area of career guidance in schools, there is no empirical evidence which allows a triangulated exploration of multiple perspectives of school representatives and other school-based career guidance stakeholders mentioned in the policy regulations on their perceived development and planning models, techniques, or factors of school-based

career guidance development and planning. The questions how these groups are framing career guidance development and what important aspects of development and planning can be traced in their perceptions especially as they are involved in collaborative activities, have not been answered yet.

The need to investigate how schools and their external stakeholders perceive career guidance development and planning is even more urgent given that many European countries have embarked on restructuring their school-based guidance services to bring them more in line with the needs of a learning society (Sultana, 2004). Therefore it is necessary to establish an initial knowledge base and understanding of how and what is being done in the area of career guidance development in a specific school or community, particularly because German career guidance experts recently noted that a lot is done in the area of career guidance but what is achieved in practice, what ways are useful and efficient, and how career guidance can be effectively organized, still remain largely open questions. Such a situation calls for a conceptual basis in order to plan, coordinate, manage, and evaluate the process of career guidance at school in a targeted, results-oriented, efficient, and effective manner (Franke & Walter, 2009, p. 9):

Es wird zwar „viel getan“, aber was konkret damit erreicht werden kann, welche Wege sinnvoll und effizient sind und wie die berufliche Orientierung effektiv organisiert werden kann, bleibt (noch) weitestgehend offen...Damit gewinnt der Ruf nach einer konzeptionellen Basis der Arbeit zur beruflichen Orientierung zunehmend Gehör. U. A. n. muss diese die Grundlage jeglichen Handelns sein, um zielgerichtet, ergebnisorientiert, effizient und effektiv den Prozess der beruflichen Orientierung in der Schule planen, koordinieren, steuern und evaluieren zu können (Franke & Walter, 2009, p. 9).

The question was raised whether school principals and school career guidance coordinators, as those who officially carry the responsibility of career guidance in schools, perceive career guidance program development as a multi-stakeholder collaborative, systemic, and strategic planning activity. How do other stakeholders, that is, pupils, pupils' parents, school career counselling services by Federal Employment Agencies (Agenturen für Arbeit), the economy (business organizations, companies), the local community (municipal initiatives). and institutions of higher education, perceive career guidance development? Are there any similarities and differences in the patterns of stakeholders' perceptions of career guidance development?

Given the complexity of the task required from schools and other stakeholders as developers of holistic career guidance models with expected lasting effects, it becomes necessary to investigate how schools and other stakeholders in the school context, namely, business organizations, community, state institutions, or higher education institutions, perceive career guidance systemic and strategic implementation in the school context: what are their perceived development strategies in the delivery of career guidance?

1.2.1 Need for the Research

Both internationally and in Germany, there have been very few attempts among scholars to provide a multiple-case-study-based normative study with an embedded quantitative survey of perceived strategies utilized by schools for the continuous development of career guidance. Especially, systemic multi-stakeholder approaches towards analysing career guidance development in the school context are lacking scientific attention. School-based career guidance research is rather focused on provision in the area of career guidance (explorative, descriptive studies on guidance implementation in schools and overview of provision; see Lippegauß-Grünau, Mahl, & Stolz, 2010; Hany & Dressel-Lange, 2006; Knauf, 2009; Niemeyer & Frey-Huppert, 2009) or the guidance effectiveness studies (evaluative research of single guidance interventions or projects; see Famulla, 2003; Kupka & Wolters, 2010; Pelka, 2010). The majority of such studies analyse the implementation and the content of school-based career guidance, they do not focus on the meta-level of systemic and strategic thinking aiming to uncover mental and logical modelling of career guidance interventions in the organizational systemic setting. Moreover, in such research, the perspectives of such stakeholder groups as business representatives, private career guidance firms, or freelance career counsellors, as well as the representatives of higher educational institutions and Federal Employment Agencies who work together with schools in career guidance implementation are generally underrepresented. Particularly in the era of school autonomy in which each school is responsible for the development of its unique, multi-stakeholder, commonly shared overall plan or concept (“Gesamtkonzept” – Germ.) of career guidance, it is

necessary to investigate single cases using more in-depth methodology in order to gain evidence on one or a few schools together with their local stakeholders. Assuming there are scientific normative tools and methodologies which define systemic thinking and planning of educationally complex, systemic interventions, it is important to compare how strongly the stakeholders' perceptions correspond to the principles of the existing models of successful systemic and strategic thinking.

By addressing this problem, the present study intends to contribute to the scientific literature on how schools and other local career guidance stakeholders perceive the development of career guidance and to provide a normative reference base for these perceptions by comparing them to the existing factors associated with systemic and strategic planning. The idea behind this research was to address the deficit in scientific research grounded on systemic thinking and synthesizing multi-stakeholder perspectives on career guidance development and planning in one particular school. This research is based on two poles: one explorative, descriptive pole and one normative evaluative pole. In the explorative mode 1) it focuses on the establishment of an initial knowledge base on stakeholders' perceptions of career guidance development in the school context; 2) it is based on participatory research i.e. collecting perspectives from multiple stakeholders distributed around one particular school selected as the primary case. In the normative mode 3), the study attempts to evaluate the perceptions by comparing them to the main factors of strategic and systemic thinking by Kaufman (1997, 2005, 2006, 2010; Kaufman et al., 2003).

1.3 Research Purpose and Research Questions

This research aims to present the voices of stakeholders of career guidance in the school context in order to understand how they perceive the implementation, constant development, and improvement of guidance, and to what extent these perspectives draw on systemic and strategic thinking. Career guidance is understood as a lifelong intervention with school-based career education and counselling activities being a smaller integrative part of the whole system. Thus, it is assumed that many career

guidance participants including schools need to collaborate to ensure the entire system of guidance functions adequately. The principal questions guided research were as follows:

1. How do schools and their external stakeholders perceive the implementation and constant development of career guidance in the school context? This question focuses particularly on the principals who have official obligation and primary responsibility for career guidance delivery in schools.

Supporting questions were:

- a) What perceived frameworks, models, or strategies for development of career guidance may be traced in the perceptions of stakeholders?
- b) To what extent do the perceived models and strategies for career guidance development correspond to or are distant from the systemic and strategic thinking defined by the six success factors (CSFs) of strategic and systemic thinking by Kaufman (1997, 2005, 2006, 2010; Kaufman et al., 2003).
- c) What are the differences or similarities among different stakeholder perceptions in terms of career guidance development in schools?

Therefore, the main purpose of this research is to create a knowledge base on the stakeholders' perceptions regarding school-based career guidance development as well as to evaluate these perceptions regarding their compatibility with main factors of strategic and systemic planning. The explorative and normative empirical exercise is grounded in a mixed methods research paradigm: data are analysed from the multiple, qualitative collective case study with an embedded quantitative survey of school principals due to their exceptional role and responsibility for career guidance in schools. Based on the results of the study, further research as well as appropriate educational interventions for the specific cases can be proposed. The aim is to contribute to the recent debate on the elimination of fragmented, short-term-oriented and narrow-interest normative discourses which are common in the political and scientific discussions on improvement and change in career guidance systems around the world. The study particularly tries to extrapolate on the idea that instead of offering universal one-size-fits-all prescriptions on career guidance implementation and development, we should

concentrate on individual cases in order to examine how one particular school together with other local stakeholders conceptualize career guidance development and what insufficiencies as well as strengths may be traced from their perceptions.

The main object of the research is career guidance stakeholders' perceptions on career guidance development in the school context and their views on how this system should be developed. Other objects include the six factors of successful systemic and strategic thinking by Kaufman (1997, 2005, 2006, 2010; Kaufman et al., 2003) to which the perceptions of career guidance stakeholders are compared and evaluated.

The function of the study is to explore the stakeholders' perceptions and later to evaluate them based on Kaufman's normative model of strategic and systemic thinking in order to contribute to the scientific literature and to inform the practice of school-based career guidance development.

In order to answer the research questions and to ensure the purpose of the research is met, the following research objectives were raised:

1. To define the main career guidance concepts and the purpose of career guidance from the open system's perspective; to define career guidance in the school context, to name the purpose of career guidance in the school context, and to state the stakeholder groups involved; theoretically, to justify the need for continuous development of career guidance systems in the school context.
2. To define the importance of systemic career guidance modelling in schools and to justify the relation between peoples' programme modelling abilities and their ability to engage in systemic and strategic thinking.
3. Normatively to define systemic and strategic thinking in terms of the main factors and its relation to the career guidance modelling in the school context.
4. To conduct stakeholder research based on the multiple case study methodology in order to explore the perceptions of career guidance stakeholders in the school context in the Land of NRW on the development and planning of career guidance and to evaluate these perceptions on the basis of the previously justified normative framework of successful systemic and strategic thinking and planning.

1.4 Research Propositions

Yin stated that propositions are theoretical orientations guiding the case study analysis; they help to focus attention on certain data and to ignore other data (Yin, 2009). The proposition “also helps to organize the entire case study and to define alternative explanations to be examined, particularly theoretical propositions stemming from ‘how’ and ‘why’ questions can be extremely useful in guiding case study analysis in this manner” (Yin, 2009, pp. 130–131). In general, research propositions are crucial for data analysis in case studies because, “data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study” (Yin, 1994, p. 102).

This research attempts to address and verify a number of propositions in order to obtain research results and answer research questions. There were a total of eight research propositions which were relevant for answering the main as well as supplementary research questions. Three propositions (A, B, and C) were related to the theoretical part of the research and were answered through the literature review. The remaining five propositions were related to the empirical mix methods study.

Proposition (A): A complex, open system approach to career guidance development is appropriate in the school context.

Proposition (B): The complex, open system of career guidance in schools requires systemic programme modelling and planning, which is related to peoples’ ability to engage in systemic and strategic thinking and to their mental models.

Proposition (C): Systemic and strategic (long-range) thinking as defined by Kaufman et al.’s (2003) six factors can be justified as a normative meta-tool or framework which can enable schools and related stakeholders to develop a systemic and sustainable program of career guidance.

RESEARCH QUESTION 1: How do schools and their external stakeholders perceive planning and constant development of career guidance in the school context?

Proposition (Q1) 1: Taking an open system’s perspective, schools and other external stakeholders will experience a certain degree of need and pressure from the environment to participate in career guidance development.

Proposition (Q1) 2: School and its external stakeholders will be able to recognize the systemic organization of school-based career guidance and to name the most important stakeholders in their local context.

SUPPLEMENTARY QUESTION: What frameworks, models, or strategies for the development of school-based career guidance in the primary case may be traced in the perceptions of stakeholders?

Proposition 3: It is believed that the respondents' perceptions of school-based career guidance development will be oriented towards more traditional models of career guidance development: perceptions will be based on input and process as well as on retrospective evaluations.

SUPPLEMENTARY QUESTION: To what extent do the perceived models and strategies for school-based career guidance development correspond to systemic and strategic thinking defined by the six success factors of strategic and systemic thinking by Kaufman (1997, 2005, 2006, 2010; Kaufman, et al., 2003)?

Proposition 4: The dominance of more traditional approaches towards planning and development of school-based career guidance programmes will not support the majority of critical success factors for systemic thinking introduced by Kaufman.

SUPPLEMENTARY QUESTION: What are the differences or similarities among different stakeholder perceptions in terms of career guidance improvement in schools?

Proposition 5: It is believed that stakeholders will demonstrate similar perceptions on career guidance development related to the themes reflected in the propositions provided above.

1.5 Ontological, Epistemological, and Theoretical Assumptions

When conducting scientific research, it is important to reveal the ontological, epistemological, and theoretical assumptions, beliefs, or paradigms which guide the research. Healy and Perry (2000, p. 119) define ontology as the reality (the issues) that researchers investigate, epistemology as the relationship between the researcher and the reality, and methodology as the technique used to investigate the reality.

This research is grounded on the system inquiry as a meta-paradigm linking the ontology, epistemology, and philosophy of this research. Cultures, discourses, practices, social groupings, institutions, and individuals are seen as complex “open systems” which manifest in different types of organization as described by Haggis (2008). It is important to conceptualize what is meant by the term “system” and “systems”. The difference between “system” and “systems” approaches is analysed explicitly by Kaufman and Watkins (2000); Kaufman, Guerra, and Platt (2006); and Kaufman et al. (2008) who argue that every enquiry should start with a system view of the situation of concern. To have a system view is to “begin with the sum of total of parts working independently and together to achieve a useful set of results at the societal level adding value for all internal and external partners. We best think of it as the large whole” (Kaufman, Guerra, & Platt, 2006, p. 233). This is to be distinguished from the “systems” view, “systematic” inquiry, or “systems analysis” which actually means focusing and limiting research at smaller levels of subsystems and compromising the inclusive, holistic, and open system picture. The systems and subsystems analysis allows only ambitious hope or vague assumptions that estimated interventions, resources, or aims will add value to the big, all inclusive whole system, as Kaufman, Guerra and Platt (2006) summarize: “they are unfortunately focusing on the parts and not the whole. When planning and doing at this level, they can only assume that the payoffs and consequences will add up to something useful to society and external clients and this is usually a very big assumption” (p. 233).

Johanessen (1996) assumes that the systemic approach in science is based on the epistemology of realism. The ontology of realism includes elements from positivism as well as constructivism; it is based on the assumption that the research is dealing with complex social phenomena outside people’s minds, but involving people’s reflections and perceptions. Thus, realism allows studying not only subjective peoples’ perceptions as in the constructivist approach, but also reality beyond people’s perceptions (Healy & Perry, 2000).

Such a type of inquiry allows us not only to explore people’s thinking, but also to evaluate the assumptions on the basis of the existing normative frameworks introduced

and used in scientific theory and/or in practice – for instance, the existing factors of successful strategic thinking. “Realism is neither value-laden nor value-free, rather, realism researchers are value aware. That is, realists accept that there is a real world to discover even if it is only imperfectly and probabilistically apprehensible. In other words, a participant's perception is not reality as constructivism and critical theory would suggest. Rather, a participant's perception for realism is a window to reality through which a picture of reality can be triangulated with other perceptions” (Healy & Perry, 2000, p. 125).

Without going into the detailed presentation of less relevant scientific approaches, it is assumed that realism and pragmatism most closely reflect the type of epistemological mode of this study. The pragmatic approach in this research is related mostly to the research methodology. It is believed that pragmatism is not committed to one method of scientific inquiry. Pragmatist researchers focus on the “what” and “how” of the research problem (Creswell, 2003, p. 11). In particular, early pragmatists “rejected the scientific notion that social inquiry was able to access the ‘truth’ about the real world solely by virtue of a single scientific method” (Mertens, 2005, p. 26). Tashakkori and Teddie (1998, p. 27) define pragmatic stance in the following way: “pragmatists decide what they want to research, guided by their personal value systems; that is, they study what they think is important to study. They then study the topic in a way that is congruent with their value system, including variables and units that they feel are the most appropriate for finding an answer to their research question. They also conduct their research in anticipation of results that are congruent with their value system”. Such a pragmatic stance describes the researcher’s approach towards the methodological development of a study.

The explorative mode of the study can incorporate a normative inquiry by combining the enquiry into not only how school-based career guidance is being developed but also how it should be developed. Thus, it includes ethical considerations, probing into the questions of value and worth. Therefore, a system thinker particularly aiming to understand the factors of development and change must have ethical concerns. According to Moore (2009, p. 79) asking the question of ethics is one of asking “what is

good?” The change in itself must not be pursued blindly. Moore further quotes Ely that “neither stability nor change have any intrinsic value. The worth of stability is in the goodness it preserves, while the worth of change is in the goodness it brings about” (Ely, 1976, p. 151 in Moore, 2009 p. 79). Thus, my ethical considerations are grounded in the belief of sustainable development, since this kind of development ideally illustrates the need to preserve while creating valuable impact and making a shift from the status quo. Rather idealistic ethical assumptions are grounded in the belief that human beings should have opportunities to become responsible proactive creators of the commonly shared positive future for tomorrow’s generations. People, organizations, and schools in particular should be involved in the “practical dreaming” and creation of ideal visions of our common better future as argued by Kaufman and Stakenas (1981) and Kaufman et al. (2003). In the context of career guidance, this notion is related to the idea that the purpose of career guidance development is to move towards holistic career guidance in which people are urged according to Hansen (2001) to use their talents for the common good.

A complex, holistic perspective towards individuals, organizations, and societies derived from the system thinking meta-paradigm as well as approaches of realism and pragmatism in science requires giving prominence to synthesis, not only as the culminating activity of the inquiry (following analysis) but also as a point of departure. This approach to the “how do we know” contrasts with the epistemology of traditional science that is almost exclusively analytical (Banathy & Jenlink, 2004). Synthesis is an attempt to fuse the findings of various branches of science into one coherent view, in order to explain why things operate the way they do (Williams, 2000, p. 2). Thus, synthesis requires interdisciplinary inquiry and perspective. Ackhoff (1981), states that “analysis focuses on *structure*; it reveals *how things work*” (p. 17, emphasis in original), whereby analysis contributes to knowledge building, while synthesis reveals an understanding of why it works the way it does (Table 7).

Table 7: *Importance of synthesis in explanation of the whole*

Analysis	Synthesis
Focuses on structure, reveals how things work	Focuses on functions, reveals why things operate as they do
Yields knowledge	Yields understanding
Enables description	Enables explanation
Looks into things	Looks out of things

Source: Williams (2000) adapted from Ackoff (1981)

In terms of methodology, the systems approach is different from the classical, mechanistic–reductionist approach of the natural sciences which relies upon reason and the scientific method to move to the perception of objective reality and disassembles livings to their component parts before they are described and investigated. It is the methodology that is the hallmark of scientific inquiry in various disciplines where the method should be specifically defined and closely followed (Banathy & Jenlink, 2004). In systems inquiry, one selects methods and methodological tools or approaches that best fit the nature of the identified problem situation along with the context, the content, and the type of system that is the domain of the investigation (Banathy & Jenlink, 2004).

The systemic approach requires an acknowledgement of the need for a broad scope of methods and a broad range of data sources (the subjects, the objects, and their environment) for collecting both “soft data” based on perceptions, feelings, and opinions as well as “hard data” which can be verified independently through external sources. Kaufman notes that soft data often reveal areas for which the hard data has not (yet) been collected (Kaufman et al. 2003).

In addressing holism, complexity theory suggests the need for case study methodology, action research, and participatory forms of research, premised in many ways on interactionist, qualitative accounts, i.e. looking at situations through the eyes of as many participants or stakeholders as possible. This enables multiple causality, multiple perspectives and multiple effects to be charted (Cohen, Manion & Morrison, 2007, p. 34).

According to Ackoff (1981), “knowledge goes from the whole down to the parts; and understanding goes from the whole up to the larger wholes”. This requires abductive reasoning that moves back and forth between induction and deduction.

Thus in my dissertation, I pragmatically made the decision to utilize a mixed methods approach. Case studies are characterized by Stake (1978) as usually more suited to

expansionist rather than reductionist pursuits, because case studies proliferate rather than narrow (p. 7). The qualitative part allows an in-depth examination and synthesis of the results based on the perceptions of career guidance stakeholders, whereas the quantitative part allows a broader examination of one particular group of stakeholders who have a key responsibility and thus a disproportionately higher stake.

1.6 Cross-Language and Cross-Cultural Research

The term “cross-language research” defines studies in which a language barrier is present between qualitative researchers and their participants (Larson 1998; Temple & Young, 2004). The scientific literature review utilized for the purpose of this research was done by analysing resources both in English and German because of the researcher’s ability to read and comprehend German texts. In the theoretical part of the research, the key concepts required drawing from additional linguistic and semantic analyses as well as reflecting on cultural perspectives in order to provide insight into the use of certain terms related to career guidance provision in Germany and in the German Land of North Rhine Westphalia. Thus, the glossary of frequently used English–German terms in the research is provided in Appendix A.

Original citations in the German language are used to provide illustrations throughout this dissertation, with a brief explanation and interpretation in English. Such a bilingual approach resulted in the decision to further apply and utilize original excerpts from any analysed texts including the transcribed materials from the empirical study. The use of the illustrative excerpts in the original language provided more transparency, broader access, increased credibility of the data analysis, and additional confidence in the research results. The German excerpts were translated into English by the researcher, verified by the independent translator, and presented in parentheses.

The language of the empirical data collection was German. In-depth individual interviews and focus groups were implemented by the researcher herself with a native-speaking assistant present during the conduct of each individual interview and focus group. German native-speaking interpreting and translation assistance was planned in

advance in order to avoid possible linguistic and cultural barriers during the data collection phase as well for the transcriptions of audio material during the data processing phase. The fact that the data were collected with the help of a less involved and therefore less biased participant helped to ensure transparency of research and to provide a more comfortable atmosphere for the interview participants. In order to increase validity and to minimize language barriers in the research, the focus groups and individual interviews were pilot tested. Pilot testing translated research questions before undertaking a full qualitative study is recommended by Esposito (2001) and Hole (2007) in order to enhance the credibility of the findings in cross-language studies.

Regarding the inter-cultural aspect of the research, it is admitted that it is not possible for a human being to study anything from a totally extra-cultural point of view. As scholars, we remain within a certain culture and are inevitably guided by certain principles and ideals of our own cultures, knowing that these are not necessarily shared by the entire human race (Wierzbicka, 2003). However, it is important to avoid the situation in which the research within a foreign culture or of the foreign culture of interest becomes a description of the culture from the prism of the visiting scholar. According to Wierzbicka (2003), avoiding this requires finding a point of view which is universal and culture-independent; but this point of view must not be outside all human cultures (because we cannot place ourselves outside them) but within our own culture or any other culture we feel intimately familiar with. Following this notion, the research employed the “bird’s-eye view” on the study by employing a system perspective and probing deeply into the international debates around the essence of the research problem and not being limited to local scientific research. During the entire research, the researcher kept the awareness of and reported on being an “outsider” and having a constrained image of the situation being analysed. The existing cultural and linguistic boundaries were communicated to the research participants before every data collection session.

2 LITERATURE REVIEW

If we only set achievable objectives, we will forever be mired in yesterday.⁴

Roger Kaufman

2.1 Defining Career and Career Guidance in the 21st Century

Considering the belief that in the past century human civilization has undergone a transition towards a complex organism (Bar-Yam, 2003), there is an unambiguous assumption that the concepts “career” and “career guidance” have undergone significant evolution. According to Bar-Yam (2003) the transition into complexity might have several implications for individual professional lives. It is speculated that individuals will specialize professionally and socially so as to limit their exposure to the complexity of modern civilization. This leads to an assumption by Bar-Yam (2003) that education will be directed towards specific and individualized professions, and that these professions must be well suited to the individual’s talents in order to enable success. Another aspect of the transition into complexity is a transformation of the professional objectives and goals of individuals – the traditional goals of achieving authority, control and power become largely obsolete – from individualistic superhero or super achiever towards team players, networks of interacting individuals, and other more cooperative models for behaviour (Bar-Yam, 2003).

It is argued here that the shift towards complexity has influenced the perceived notion of “career”. The meaning of the term “career guidance” has also changed. In the light of global transformations, it is necessary to address what is called by Gunz and Mayrhofer (2011) a “definitional problem” related to the understanding of the meaning of “career”

⁴ Kaufman, R. (2006). *30 Seconds that Can Change Your Life: A Decision-Making Guide for Those Who Refuse to Be Mediocre*. Amherst, MA: HRD Press, Inc.

and “career success”. Gunz and Mayrhofer (2011) argue that the word “career” can have many different meanings” (p. 258). Collin (2006, p. 60) similarly observes, that the term career is “often not clearly defined”; moreover, “when it is used to modify other terms, such as development or guidance”, that meaning “is generally taken for granted”. The following sections of the second chapter will analyse the definitions of career and career guidance and develop the assumptions relevant to the research on the development of career guidance.

2.1.1 Career as Lifelong Learning

Global changes have brought a major shift in the understanding of the term “career”. In the industrial era, career was understood as a lifetime employment with a single employer, and success in career was characterized by climbing the vertical ladder of increased responsibility, status, and pay in one organization. However, in recent times, Boreham and Fisher (2009) describe a “transition from Taylorism which was dominated by strong hierarchy, top-down decisions, segmented work roles and fixed working procedures, to more organic structures of work defined by wider participation in decision-making, flexible labour processes and the involvement of all grades of employee in continuous improvement” (p. 1593). In the post-industrial era of the ideas- and knowledge-based “new economy” (Stiroh, 1999) or “knowledge economy” (Brinkley, 2006) associated with increased global competition and uncertainty, rapid technological advances, production of knowledge rather than production of goods, and shorter product cycles, scientists have introduced the term “boundaryless career” (Arthur, 1994; Arthur & Rousseau, 1996). Such a career is characterized by frequent career moves involving frequent shifts of status, pay, and responsibility as well as changes in employers. The moves across organizational boundaries may require change of industry, occupation, and geographic location. Individuals are also likely to experience transitions into different employment forms: core and temporary employee; part-time and full-time; and organizational employment and self-employment or unemployment. It is believed that such changes may be stressful in particular for those individuals who are not equipped with skills, competencies, and the mind set to cope

with these challenges (Arthur, Inkson, & Pringle, 1999), and even the most adaptable individuals with a “free agent” approach to their careers have to struggle with the problems of self-definition, adaptation to new roles, and the absence of long-term identification with an organization (Mirvis & Hall, 1996). Derived from achieving personally important and meaningful career goals set by the career agent, psychological career success is pursued through continuous learning, identity development, and change (Hall, 1976; Mirvis & Hall, 1996). From this perspective, individuals are expected to become lifelong learners. As stated by Drucker, “Individuals must be able at any stage in their life to continue their formal education and to qualify for knowledge work” (Drucker, 1993, p. 187). Learning is considered to be the key to success:

As knowledge, knowledge creation and knowledge sharing become the key assets in a knowledge based economy, as advances in information and communications technology enable efficient storage of information and rapid access to abundant information and, as advances in technology are continually changing the nature of human work, lifelong learning becomes the key to individual and collective economic prosperity (Atkins, 1999, p. 13).

Therefore, career today is understood as “basically continuing education” (Charland, 1996).

Nevertheless, the pursuit of internalized or externally observed career success through lifelong learning is criticized in social research. Critical social research argues that career seen as lifelong commitment and investment towards the development of one’s knowledge and skills is a policy-imposed utilitarian exposition primarily aimed at satisfying the needs of a free market economy; thus, such research often portrays the policy response driven by economic and social transformations as top-to-bottom instituted barriers to individual flourishing. Lifelong learning policy and scientific discourse is seen as “subjugation of the workforce of the new knowledge-based economy to new processes of self-improvement in a bid to increase productivity on the one hand, whilst committing the imposition of a dominant cultural arbitrary on the other” (Hesketh, 2003, p. 17). In other words, it is assumed that individuals in the globalized world are forced into becoming personally responsible for the never-ending development of their skills and knowledge as well as for marketing their skills and competency portfolios across the borders of their home countries. As Hesketh (2003, p.

3) points out, “we are now in the full throws of a normative utilitarianism that compels individuals not just to participate in economic activity but one which also obliges them to regularly improve themselves or suffer the consequences”.

However, taking another perspective, it might be assumed that the need for lifelong learning for establishing careers may not be so much enforced by the utilitarian policy guidelines and institutional regulations but rather comes from within the individual. As phrased by Aristotle (trans. 1941) in his *Metaphysics*, “by nature, all men desire to know”; and further extrapolated by Green (2010) that humans have an innate need to seek the highest knowledge possible; or according to Varghese (2008, p. 3), “knowledge is central to development”. From this perspective, the knowledge society may be assumed to be a natural result of human development, and lifelong learning may be perceived as a natural human need. In the knowledge-based society, knowledge has also become the main product of individuals’ creation. Moreover, Griffin (2002, p. 13) extends the idea of learning as individual need towards learning as commodity, introducing the idea of lifelong learning as some kind of “learning age” or “learning revolution” or “learning culture” in which knowledge becomes a cultivated lifestyle for the individuals.

If we consider that the nature of the human well-being as well as of human calling for a profession is serving others, “serving a wider community in the world” (Hall & Chandler, 2005, p. 171), by sharing and giving to the others the products that one has created, in the 21st century, the products shared are the results of knowledge and learning. Varghese (2008) even assumes there is a positive association between the level of knowledge produced in a country and its level of development.

Therefore producing knowledge can be assumed to be a successful career model for the 21st century. According to this assumption, career is not a personal matter, it requires guidance not only from the individual’s perspective, but also from the perspective of the other members of community: family, business organizations and NGOs, community initiatives and institutions of higher education and so forth, because career success depends on the others in the society, those who appreciate or require what one can produce and offer. Career is achieved by bringing benefits to individuals through

satisfying the individual needs for learning as well as adding value to the others – community, economy, and society as a whole.

Such an instrumental understanding of career as lifelong learning and as a keystone both for coping with the external challenges of the knowledge society and for achieving subjective well-being by satisfying individual need for learning is utilized for this research. Lifelong learning seen as a prerequisite for a successful career in the knowledge society defines challenges for career guidance, which needs to identify new objectives and allocate necessary resources in order to facilitate lifelong learning among individuals as well as to promote lifelong learning as a means for the development of organizations and society.

2.1.2 The Problem of Career Guidance Definitions

The term “career guidance” has been attributed a diversity of meanings depending on the country, sector, organization, or individual who defines it (Watts & Van Esbroeck, 2000; Van Esbroeck & Athanasou, 2008; Pukelis & Navickiene, 2008). As indicated in the OECD report, career guidance is defined differently across Europe (OECD, 2004). The mismatching of semantic meanings has been observed by Pukelis and Navickiene (2008):

in scientific literature various concepts are used in one way or another related to choosing a vocation and further career development: “vocational guidance”, “vocational counselling”, “vocational orientation”, “career education”, “career counselling”, “career development”, “career guidance” etc. Each of these concepts bears a certain meaning but often it is not clearly comprehended. The relationship among these concepts is often vague. Not enough attempts are made to distinguish between these concepts and they are often used as synonyms. Sometimes even the interpretations of these concepts provided by various dictionaries do not help a lot (Pukelis & Navickiene, 2008, p. 13).

Germany also reveals that a range of quite different strategies are found under one common term of career guidance „Bisher werden Strategien unterschiedlichster Reichweite unter dem Begriff ‘Berufsorientierung’ zusammengefasst” (Famulla et al. 2008, p. 6). Deeken and Butz (2010) stated that there is no common understanding of career guidance in schools: „ein gemeinsames Verständnis der Berufsorientierung liegt bisher kaum vor. Der Berufsorientierung werden sehr vielfältige und unterschiedlich

intensive Maßnahmen zugeordnet, denen je nach Zielgruppe und Anspruch unterschiedliche Intentionen zugrunde liegen” (p. 5).

In general, it can be stated that the problems related to selecting the most appropriate universally accepted term to denote career facilitation and encompass all areas of career development as it is perceived in the 21st century is challenged by the plurality of paradigms, schools of thought, and theories of career development. The term “career guidance” is the most widely used term both in the international policy documents and reports as well as in scientific literature as a general term encompassing the range of career-related educational and counselling interventions and activities. Also German scholars have observed the dominating nature of this term: “with English as the dominating language in international discourse, usually the word ‘career guidance’ is used when talking about educational and vocational guidance on an international level” (Shober & Jenschke, 2006, p. 4).

The term “career guidance” can be seen as instrumental term without content. The problem related to the meaning of the concept career guidance (Berufsberatung – Germ.) and especially to its implied institutionalization and semantic emptiness is emphasized by Tobisch (2008):

Berufsberatung wird meist sofort von der begrifflichen auf eine rein institutionelle Ebene gehoben, ohne die Wortbedeutung genau zu klären. Berufsberatung wird anhand des ihr zugrunde liegenden Aufgabenbereiches beschrieben und erklärt. Es stellt sich m. E. die Frage, inwieweit die Begriffsbeschreibung, die sich mehr in der Formulierung der Aufgabenbereiche von Berufsberatung ausdrückt und weniger in ihrer grundsätzlichen Bedeutungsanalyse, eine gewisse Instrumentalisierung des Berufsberatungsbegriffs impliziert. Berufsberatung scheint institutionalisiert, aber semantisch inhaltsleer zu sein (Tobisch, 2008, p. 93).

If indeed an attempt is made to provide the notion of “career guidance” with a meaning, certain challenges arise if this term is to objectively denote today’s realities of people and organizations solving career dilemmas and work-related needs as discussed in the following chapters.

The OECD, the World Bank, and the EU provide a definition of career guidance which consists mainly of general statements on the function of guidance and the processes it involves. The same definition is also adopted by the German National Guidance Forum

in Education, Career and Employment (Nationales Forum Beratung in Bildung, Beruf und Beschäftigung or NFB):

Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it (OECD, 2004; Council of European Union, 2004).

The aforementioned career guidance definition adopted from the OECD by many countries including Germany is dominated by the process rather than result-oriented statements. Therefore, it is defined by such terms as “tries to teach”, “makes information more accessible”, or “helps”, stating that the purpose is “to assist people” – likewise a process. Such a definition does not prevent a wide range of ambiguous speculations about the potential results which consequently will or should arise in the short or long term from the abovementioned processes and does not prevent broad interpretations by the institutional providers of the results achieved by the services they offer. It also prevents the institutions from being accountable for such processes as “helping”, “trying to teach”, or “making information more accessible”. Such terms are too vague to serve as descriptors for appropriate service. The deeper meaning of career guidance based on analysis of the ethical and pedagogical objectives or criteria is absent in such a definition.

To achieve a more comprehensive understanding of the concept “career guidance” a brief historical overview of career guidance’s conceptual development is necessary. Such an overview may provide insight into the evolution of career guidance concepts from the times of industrial era to the emergence of neo-liberal and sustainability thinking.

2.1.3 Career Guidance: Evolution of the Concept and Its Main Parameters

The term “vocational guidance” was first introduced with the birth of the theory of career guidance by career development pioneer Frank Parsons, whose book, *Choosing a Vocation*, was published in the United States in 1909. Parsons’s idea of vocational

guidance was to help to produce the best match between individual and occupation. Vocational guidance was understood as rational, mechanistic assessment in order to plan and increase industrial performance. Individual needs were not taken into consideration. Thus, Pukelis and Navickiene (2008) claim that the term “guidance”, which was born was first used in the industrial era when the major concern was satisfying industrial goals and thus, “guiding”, “orienting”, and “directing” peoples’ lives into specific occupations, can no longer be applied to the present understanding of career development.

With the rise of neo-liberal ideas, vocation in accordance with individual aspirations becomes the keystone of guidance provision. The individual, the individual’s self-realization and professional aspirations are drawn to the centre of attention. Emphasis is placed on the fundamental assumption that occupational competence is an attribute of individuals (Duarte, 2004; Boreham, 2004). In addition, the responsibility of individuals to develop skills and to become effective, adaptive, and competitive workers is also underlined. It is declared that every person should be able to decide about his or her career path. Respect for individual autonomy and freedom of expression is emphasized. From social relations which value social interconnectedness, the move is to societies which base their beliefs on the pursuit of individual autonomy. Therefore, the modern understanding of career guidance lies in the newly introduced concepts and paradigms of career guidance: “career coaching”, “(self) designing”, and “self-constructing” as individuals advance toward enhancement of individual responsibility and the ability to create their own career strategies. As emphasized by Oberliesen and Schulz (2005), people have become agents of their own life path planning: “Der Wechsel von einer ‘gelenkten Orientierung’ auf Lebensberufe zu einer lebenslangen ‘eigenverantwortlichen Arbeits- und Berufswahl’ bedeutet für Jugendliche eine Steigerung der Komplexität ihrer beruflichen Entscheidungen und fordert von ihnen mehr als bisher ‘Agenten ihrer eigenen Lebenswegplanung’ zu sein” (p. 6).

Such a shift in paradigms gave rise to new theoretical and methodological approaches to career guidance such as “Life Design” (Savickas, 2009 p. 240). Savickas et al. (2009) noted that “current career development theories and techniques face a crisis in that their

fundamental assumption of predictability based on stability and stages is debatable and, more importantly, may no longer be functional. Indeed, human behaviour is not only a function of the person but also of the environment. No matter how stable individual characteristics might be, the environment is rapidly changing. Therefore, theoretical models are needed that emphasize human flexibility, adaptability, and life-long learning”.

It is in such context that institutions offering career guidance have become more passive “actors” limited to monitoring “self-designing” outcomes of individuals by taking the position of “neutral” information provider. Such “neutrality” of career guidance services is especially emphasized and officially declared by the German National Labour Offices. However, it is questioned by the German National Guidance Forum in Education, Career and Employment - Nationales Forum Beratung in Bildung, Beruf und Beschäftigung (NFB) which draws attention to the “dependency dilemma” in Federal Employment Agencies related to their task execution and to actual economic policy: “Dilemma der Abhängigkeit der Aufgabenwahrnehmung in der BA von der jeweils aktuellen Geschäftspolitik” (NFB, 2009, p. 19). In general, it can be stated that in the neo-liberal socio-economic, and political discourse, the individual’s wishes and desires to maximize personal gains is the centre of attention in the career guidance policies. Other stakes are not proclaimed openly and cause non-transparency and dilemmas in the balance between individual and industrial or societal needs.

2.1.4 Sustainable, Systemic Understanding of Career Guidance.

Recent developmental studies by Deneulin and Townsend (2006), Yamawaki, Kobayashi and Ikemoto (2006), and Kavale (2011) report a broadened conception of well-being which is stretching beyond the individual level. Consequently, there is a rising concern about the emphasis on individualism and an over-valuation of self-realization in a vocation (Wineberg, 2006). Focusing one’s own needs and desires to find meaning frequently “ends in emptiness”. Instead, what gives life meaning includes developing and exercising valuable capacities and skills, adding value to the world (helping others, advancing justice, pursuing truth, etc.), and connecting to others –

family, friends, and community – by transcending the narrow limits of the individual self to find happiness (Annis, 1996). It is argued that “deep-rooted, me-first distortions of our humanity have been institutionalized in our economics and by our psychologies” (Peterson, 1985, p. 42) and need to be complemented by “a social philosophy and individual orientation that are much less ego-centered” (Etzioni, 1983).

Based on the above-mentioned beliefs, this research contemplates a “third wave” and most recent attempt to conceptualize career guidance which is related to the growing concern of sustainability, drawing particularly from the recent economic crisis and recent developments related to the energy crisis and the fragility and limitations of the eco-system. In general, there is a significant realization that the resources on the societal and even global levels are limited. This leads to a growing awareness that individual desires and wish lists cannot be satisfied uncompromisingly and endlessly.

Thus, systemic thinking including approaches arguing for the global public good and social sustainability gains more weight over simplistic linear and reductionist social life theories. Scientific attention is drawn to the analysis of a collective way of thinking, collaborative interaction, and collective intelligence and competence in performance at work and the implications of such belief for education and learning as opposed to cultivating individual knowledge. There is a belief that the dynamics of the group are deemed to be ontologically prior to the actions of individual members (Boreham, 2004). Echoing such developments, career guidance is conceptualized in this research as a system of interventions which pertains to the goals, needs, and objectives not only of individuals but also of organizations and societies. There is a rising tendency by policymakers to address career guidance participants as “stakeholders” rather than “clients”, “targets”, or “service receivers”. Guidance planning and provision shift their focus to long-term systemic rather than immediate success.

Concerning the decentralization debate, there is a rising awareness of public policy limiting the scope of their interventions only to serving as means (providing resources and initiating projects) for educational interventions, whereas the implementation sector – schools and other institutions – are required to deliver the benefits and to provide evidence on the value of their “products”. In such a political situation, the policy

discourse “client-provider” position shifts from institutions and individuals being labelled by policy as the less powerful “clients”, “actors”, “partners”, or “agents” to assigning them the status of “stakeholders” who have their own stake and therefore a need to care about the common good as the prerequisite for their own flourishing.

As a result, career guidance analysis and implementation is more often addressed from the open system perspective, and such normative ethical concepts as “stakeholders” and their “needs” become central terms both in the career guidance scientific discourse as well as in the dominating theme in international and local policy documents. On the institutional level, due to the existing pressure for the institutions to provide evidence of the resources utilized, organizations start to openly declare their own interest areas which have been hidden under the neutrality position and make statements that career guidance should serve communities and municipalities by providing such outputs as the long-term reduction in unemployment and the crime rate. Thus, they should ensure better motivation, a broader range of skills, and higher achieved levels of education as short-term results. Therefore what has been previously been proclaimed in silence that the purpose of career guidance is to ensure that not only individual need but also the needs of the whole society must be met is now declared more and more openly. Such a tendency is observed in the European Lifelong Guidance Policy Network (ELGPN) report:

Over the last decade increasing attention has been given to guidance at European and national levels. It is recognised as a crucial dimension of lifelong learning, promoting both social and economic goals: in particular, improving the efficiency and effectiveness of education, training and the labour market through its contribution to reducing drop-out, preventing skill mismatches and boosting productivity (ELGPN, 2010, p. 7).

Also in Germany, career guidance in the school context is seen as the pedagogical task to bring together the individual orientation as well as socio-political interests towards the individual pursuit of career and the duty for the community in terms of work. Steffens (1978, p. 276) already stated a few decades ago that career guidance should not concentrate on an “either–or” solution for either individual interest or societal benefit. The didactics of career decision and vocational choice-making can bring together the subjective individual interest and social commitment in terms of collective solidarity as two sides of a social contract which can be realized only in close connectedness:

Den Unterschied zwischen dem individuell-dispositionalen und dem gesellschaftlich-politischen Ansatz zum Gegenstand eines Streits zu machen, in dem es um ein 'Entweder - Oder' geht, erscheint angesichts der Schwächen beider Ansätze müßig. Eine 'Didaktik der Berufswahl' kann infolgedessen das subjektive Einzelinteresse und die kollektiv-solidarische Interessenvertretung als die beiden Seiten eines gesellschaftlichen Auftrages nur zusammenhängend begreifen (Steffens 1978, p. 276).

Hence, career guidance in the broadest sense is now perceived as a system and means not only for individual but also societal and organizational development through lifelong learning. Such a shift in career guidance perceptions and conceptualization which moves away from a “single provider–client” type of service towards viewing career guidance as a complex system of stakeholders (e.g. families, businesses, schools, community members, NGOs, state institutions, etc.) and assessing their needs at societal, organizational/institutional, and individual levels requires certain competencies or mental models which would enable grasping and designing system-based career guidance in schools.

2.1.5 Career Guidance as a Lifelong Strategic Intervention Facilitating Lifelong Learning

The World Bank stated that career guidance services “are an integral part of lifelong learning” (World Bank, 2002). The importance of lifelong learning for pursuing a successful career in the contemporary globalized world of the knowledge society has been described in the previous section. The recognition of the importance of lifelong learning in the era of the globalized new economy has invoked policy responses and produced policy strategies. For instance the European Lifelong Learning Programme (LLP) was created as policymakers recognized the importance of education and training to the development of today’s knowledge society and economy. In 2001, as a response and in order to remain competitive and cope with change, lifelong learning was made a key objective by the EU and defined as “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective” (Commission of the European Communities, 2001).

For lifelong learning to become a reality, many barriers need to be overcome and new support systems should be introduced. Lifelong learning requires support through a

system of lifelong guidance which should be offered in all sectors of education and career, to citizens of all ages, and in all phases of life (Jenshke, 2009). Along with lifelong learning, EU policy recognized an increasing need for an integrated lifelong guidance.

The EU policymakers observe the existing challenges in the area of lifelong career guidance supporting lifelong learning: they rarely see one coherent lifelong guidance system in place in the Member States, but often two parallel and fragmented systems (education and employment) (CEDEFOP, 2009); and from an individual service user's perspective, systemic rigidity in guidance provision (Launikari et al., 2009). Another barrier in the provision of lifelong guidance services in EU countries is related to the diversity of needs among guidance recipients which calls for a better cooperation and coordination between the stakeholders of guidance services, so that guidance can be organized and offered as a holistic structure:

It seems that the current trend in the Member States is towards enhanced cross-sectoral and multi-professional network-based cooperation...increased dialogue and stronger partnerships among all key players and stakeholders. This approach serves the purpose of ensuring that citizens have an easy access to guidance services that these services are of high quality as well as coherently and holistically organized (Launikari et al., 2009, p. 7).

Thus it can be stated that ensuring that lifelong guidance requires systemic approaches towards its development as well as needs assessment models which can be directly applied to ensure adequate services. This is a challenging task for all guidance participants who are actively involved in the creation of career guidance profiles. Particularly schools as institutions which are primary career guidance providers, should be concerned about the implementation of this task together with FEA guidance counsellors, pupils, pupils' parents, local businesses, and institutions of higher or further education. Also communities have their stake in the successful development of lifelong career guidance.

Summary

Career in the 21st century means continuous learning. The importance of achieving lifelong learning as a policy as well as an organizational and individual goal requires widely developed support systems. Lifelong career guidance aims to facilitate lifelong learning while, at the same time, ensuring that societal, organizational, and individual developmental needs are satisfied. In summary, it can be stated that the purpose of lifelong learning and its constituting part – lifelong guidance – is to ensure social, organizational, and individual development.

In the German context of career guidance, many terms are used to denote career guidance services in the entire system. The utilization of the terms is strictly associated with a specific service provider and is aimed at the service receiver usually at a particular stage in life or during the occurrence of a problem, and it lacks holistic, systemic understanding and representation. Lifelong career guidance in Germany is defined by the rather ambiguous formulation adopted from OECD. A deeper analysis of career guidance concept revealed that career guidance concept has evolved initially as a guidance or orientation of individuals into certain professions during the industrial era. Later, with the rise of neo-liberal ideas, career guidance has been associated with career-designing and life-designing paradigms in which the individual agent rather independently constructs his or her life path. The most recent attempt to define career guidance is related to the awareness of the limited resources on the societal level, to systemic thinking, and to decentralization within the educational sector. This leads to the understanding that individual well-being originates in the well-being of groups: families, peers, organizations, and the whole society and requires individuals to take adequate responsibility for their actions. Consequently, career guidance policy around the world has recently adopted the term “stakeholders” and avoids dividing the guidance participants into “clients” and “providers”. Thus career guidance is gaining weight as a systemic and strategic educational, informational, traineeship and counselling intervention directed towards long-term individual as well as long-term societal and organizational development.

2.3 Analytical Frameworks for Lifelong Career Guidance Development

Science has grown to understand that career guidance has a multi-layered system context with outcome orientations which are expanding across the timeline and are understood as lifelong intervention. Although, historically, psychology is the major discipline that has underpinned its theories and methodologies (OECD, 2003), in its contemporary forms, career guidance draws upon a number of disciplines: psychology, education, sociology, and labour economics. To grasp the complexity of career guidance and its development, it is necessary to apply the interdisciplinary perspective along with non-linear modes of synthesis and analysis.

2.3.1 Career Guidance as a Complex, Systemic Intervention Facilitating Human, Organizational, and Societal Development

As stated earlier, the concept of lifelong learning “extends into all life spaces, including learning that takes place in the home, school, community and workplace. This concept views education in its totality for the purpose of achieving the fullest possible development in personal, social and vocational life” (Dave, 1988, p. xxi). As a consequence, the main aim and purpose of lifelong career guidance has gained a multi-layered structure with micro, macro, and mega interest groups being specified. According to the statement on the value of career guidance in an economic crisis by the International Association of Educational and Vocational Guidance (IAEVG), it is specified that

career guidance and vocational counselling, based on personal need, interests and abilities, is primarily designed to assist individuals in shaping and managing their careers throughout their lives. However, careers guidance also has a vital role to play in maintaining a highly qualified and economically viable society, as well as playing an important role in supporting sustainable economic growth and social stability (IAEVG, 2009).

The policy rationales for attention to career guidance as a public good as well as a private good fall into three main categories (OECD, 2004a):

- *Learning goals*, including improving the efficiency of the education and training system and managing its interface with the labour market. If individuals make decisions about what they are to learn in a well-informed and well-thought-

through way linked to their interests, their capacities, and their aspirations, investments in education and training systems are likely to yield higher returns.

- *Labour market goals*, including improving the match between supply and demand and managing adjustments to change.
- *Social equity goals*, including supporting equal opportunities and promoting social inclusion. Career guidance services can raise the aspirations of disadvantaged groups and support them in gaining access to opportunities that might otherwise have been denied to them.

Vaughan and O'Neil (2010) state that at an individual level, career development is not only about fostering individuals' participation but also their progression and development; whereas at a policy level, career development is about fostering workforce participation and development of all people for the purposes of community, society, and economy at local, national, and global levels.

2.3.2 Career Guidance as Open System

In the USA, it was already noticed in the 1970s that the systems approach to management of career guidance programs promotes the efficient and effective achievement of pupils' objectives (Pearsol et al., 1979; Gysbers & Moore, 1981; Campbell & Miller, 1988). The Career Planning Support System (CPSS) was created by the American National Center for Research in Vocational Education with funding from the National Institute of Education as a planning system to ensure accountability in the career guidance programme. It allows redesigning the programme to meet the needs of all students, and the use of multiple strategies to produce a comprehensive range of career guidance in schools and communities (Campbell & Miller, 1988). CPSS does not prescribe a specific curriculum (Campbell & Miller, 1988) or content; it rather serves as a meta-model for designing, implementing, and evaluating career guidance programmes comprehensively, proactively, and systemically.

Extending the comprehensiveness and coherency argument of career guidance systems and programmes to Europe, more recent policy documents have underlined the need to

create integral career guidance systems emphasizing the “importance of viewing career guidance services within each country as a coherent system” (CEDEFOP, 2004, p. 130):

In reality, of course, they are not a single system. Rather, they are a collection of disparate sub-systems, including services in schools, in tertiary education, in public employment services, and in the private and voluntary sectors. Each of these is a minor part of some wider system, with its own rationale and driving forces. But in the reviews these different parts have been brought together, and viewed as parts of a whole. From the lifelong perspective of the individual, it is important that they should be as seamless as possible. If career guidance systems are to play their role in national strategies for lifelong learning linked to sustained employability, it is essential that the holistic vision adopted in the reviews be sustained and collectively owned by a council or other structure with the breadth and strength of membership to implement the vision. This is why stronger strategic leadership structures are so necessary (CEDEFOP, 2004, p. 130).

Recently, German scholars also note the inclination to analyse career guidance with the help of meta-theoretical framework based on systems theory:

für eine so komplexe gesellschaftliche Situation sind lineare Erklärungen und Veränderungsstrategien als nicht angemessen anzusehen. Einfache Ursache-Wirkungs-Zusammenhänge stellen keine angemessene Grundlage für Entscheidungen mehr dar. Aus unserer Sicht wird ein systemisches Verständnis von Beratung im Sinne einer Metatheorie den Herausforderungen am ehesten gerecht (Schiersmann et al., 2008, p. 15).

The first serious attempt to apply meta-theoretical frameworks of analysis capable of grasping the complexity, convergence, and plurality of normative approaches and theories in the context of career development and career guidance emerged during the 1990s with the work of McMahon (1992) who introduced a developmental-contextual framework for understanding adolescent career decision-making. Later this attempt was reconsidered and redefined as the Systems Theory Framework (STF) of career development (McMahon & Patton, 1995). Since then, STF has proved to serve as a meta-theoretical framework in career development and guidance research and in praxis. Therefore, in recent years there is a tendency for career guidance to be analysed by employing the system perspective. It is acknowledged that career guidance aims are broader than tackling problems and closing gaps in needs at the individual level. Watts (1999, p. 13) suggests distinguishing between career guidance being viewed as a “worthy private good”, which bestows benefits to individuals who “should have a civic right to have access to it regardless of the resources at their private disposal, and as a

“public good” which generates social and economic benefits over and above those accruing to the individuals who receive it.

Although individualistic gain as well as individual agency and responsibility are still widely emphasized in the descriptions of guidance outcomes, particularly in the light of neo-liberal, western policy and educational discourse, the state institutions and business organizations also more openly declare their interest areas which should ideally be satisfied by providing career guidance.

To illustrate how personal, regional, and national interests intermingle in the area of career guidance outcomes, EU policy claims can be quoted:

lifelong guidance is regarded as necessary to secure that the wider European goals of full employment, high educational attainment, social cohesion and economic growth can be achieved. From the perspective of an individual citizen, guidance should support the discovery and development of one’s personal strengths and potential as well as show the way to finding fulfilment and satisfaction in managing one’s own learning and career. Therefore, an apparent challenge for the current institutional frameworks is how to improve the horizontal and vertical education, employment and guidance policy coordination and implementation in order to harmonise diverse national, regional, local and even sectoral interests (Launikari et al., 2009, p. 8).

It can be assumed that the purpose of career guidance is no longer associated with quick fixes at an individual level in the time of transitions. Instead, it is argued that guidance is a system where different stakeholders at different levels – state institutions, business organizations, community, municipal institutions, NGOs, educational institutions, and other units – invest their financial and other types of resources to obtain valuable, long-term results as well as to close gaps in their needs. Barnes, Bimrose, and Hughes (2004), based on research carried by Killeen, White, and Watts (1992), conclude that effective guidance can be achieved through activities that focus on:

- *Immediate outcomes* – these may include enhanced knowledge and skills including the ability to make effective transitions; attitudinal change including self-confidence and esteem; and motivation including willingness to consider new employment or learning options.
- *Intermediate outcomes* – these may include enhanced job search or other search strategies and the individual’s contingency planning.

- *Longer-term outcomes* (for the individual) – these may include enhanced participation in new opportunities and retention within learning and labour markets.
- *Longer-term outcomes* (for the economy) – these may include increased gross domestic product (GDP), productivity gains when individuals are settled in appropriate employment, reductions in skills gaps and shortages, and enhanced income levels and reductions in benefit payments.

Therefore in today's world, anyone involved in holistic career guidance development will inevitably have to address the typical target areas of the entire system – by dealing with needs and desired outcomes on the societal, organizational, and individual levels.

2.3.3 Career Guidance in Schools as a Complex Dynamic Intervention

Based on the discussions on well-known phenomena of the global community, global economy, and global interdependence, Bar-Yam (2003) draws an unambiguous conclusion that during the past century human civilization has undergone a transition into a complex organism. Career guidance in schools as a human performance targeting intervention is seen as a challenging and highly complex set of actions which aims at performance changes in humans, organizations, and entire social systems designed by simultaneously addressing individual, labour market, and social goals. In order to illustrate the complexity of the tasks which are dealt by career guidance, it is important to distinguish between the concepts of complicated and complex interventions. Glouberman (2001; Glouberman & Zimmer, 2002) defines complicated (lots of parts) and complex (uncertain and emergent), and their distinction is summed up in the widely utilized representation in Table 8. As opposed to the simpler linear actions for fixing mechanical problems, career guidance in schools being part of lifelong learning and lifelong guidance deals with the chaos of the real world where everything is connected to everything.

Table 8: *Simple, Complicated, and Complex Problems*

Simple	Complicated	Complex
Following a recipe The recipe is essential	Sending a rocket to the moon Formulae are critical and necessary	Raising a child Formulae have a limited application
Recipes are tested to assure easy replication	Sending one rocket to the moon increases assurance that the next will be OK	Raising one child provides experience but no assurance of success with the next
No particular expertise is required but cooking expertise increases success rate	High levels of expertise in a variety of fields are necessary for success	Expertise can contribute but is neither necessary nor sufficient to assure success
Recipes produce standardized products	Rockets are similar in critical ways	Every child is unique and must be understood as an individual
The best recipes give good results every time	There is a high degree of certainty of outcome	Uncertainty of outcome remains
Optimistic approach to problem solving	Optimistic approach to problem solving	Optimistic approach to problem solving

Source: Glouberman and Zimmerman (2002)

Following the assumptions provided, career guidance in schools is perceived as a complex intervention due to several elements suggesting its complexity: a career guidance session is normally delivered to the individuals who are nested in their families and classrooms of state-funded schools; the services can be provided by a private career counselling firm sub-contracted by the Federal Employment Agency and a number of local businesses; intervention is organized by the teacher who acts as career guidance coordinator; necessary infrastructure, personnel, and resources are provided by the school, state, and district administration. Thus, such systemic complexity of school-based career guidance is defined by the following elements:

- Meso/Mega Level Elements – societal interest and policy initiatives.
- Macro Level Elements – organizational elements/organizational dynamics – private firms, schools, and other organizations working together in the field.
- Micro Elements – individuals, departments, and sections.
- Intra-Individual Elements – psycho-physiological development of pupils.
- Multiple processes and inputs at various levels.
- Real-time, non-simulated not experimental settings.
- Aims and objectives are projected through the intertemporal perspective.

Kaufman et al. (2003) define complex intervention as *large-scale intervention* or “a method for involving the whole system, internal and external clients in the strategic

thinking and change process” (p. 95). The problem of the complexity of career guidance interventions is grounded in the belief that career guidance is not a singular scheme of action or one-time treatment, but rather employs the design, implementation, management, and regulation of entire system of interventions. These interventions may have multiples of goals at various levels of the system, representing multiple stakes; many of these goals are aiming to fulfil long-term aspirations.

2.3.4 Career Guidance System: Stakeholders

To perceive lifelong career guidance as a complex system also means analysing the numerous career guidance participants who are involved and depend on career guidance’s immediate and long-term results. Such career guidance participants are referred to in the scientific research as well as in the local and international policy documents as “actors”, “clients”, “interest/risk groups”, “stakeholders”, “providers”, “social partners”, and so forth.

Although the term “stakeholder” is more common to the scientific literature in the fields of management, economy, finances, and political economy, particularly during recent year,s normative analyses of career guidance also confirm numerous attempts to adopt this term to the extent that it is now rare to find any normative study or policy report on career guidance development that does not use the term “stakeholder”. In the recent report “Lifelong Guidance Policies: Work in Progress” on the work of the European Lifelong Guidance Policy Network 2008–2010 (2010), a word search resulted in 67 uses of the word “stakeholder” in the entire document. The report is a valuable tool for analysing the normative terms related to career guidance participants, because it provides a summary on career guidance development and quality assurance in all EU countries. It is evident that the term “stakeholder” dominates the summarizing tables provided in Annex 4 (pp. 85–87) and Annex 6 (pp. 93–7) in which all EU countries briefly report their progress in career guidance development (ELGPN, 2010).

The term “stakeholder” in itself presupposes a need- or interest-based motivation to act by providing an input as well as expecting gain from something. The term was first introduced in 1963 by the Stanford Research Institute and has received significant

attention from scholars through Freeman's book, *Strategic Management: A Stakeholder Approach*. In this book, Freeman defines stakeholders as "any group or individual who can affect or is affected by the achievement of the firm's objectives" (Freeman, 1984, p. 25).

Systems theorists also contributed to the development of the stakeholder concept, theory, and methodology. Ackoff (1974) developed a methodology for stakeholder analysis of organizational systems arguing that stakeholder involvement is essential for system design and that the collaboration between stakeholders might help solve societal problems. Churchman (1968) developed a systems model of stakeholders and emphasized participation focusing on enlarging or synthesizing rather than on analysis. Also in their recent book, Freeman et al. (2010) argued that synthesis or enlarging is a particularly useful tool for solving complex problems related to multiple stakeholders. The particular emphasis on stakeholder involvement and collaborative initiatives on the level of policy is grounded on recognition by policies and public agencies:

When publics and public agencies recognize they cannot solve problems alone, because they share the same social or environmental problem, they recognize that a solution depends on collaboration. If traditional government agencies are unable to produce accepted solutions, then communities of the public must create the capacity to interact, share power, and find shared problem definitions with paths to solutions (Booher, 2004, p. 34).

Also in Germany, policy tends to emphasize the need for stakeholder initiatives to ensure successful implementation of innovations in the educational systems: "it is important to involve stakeholders at various levels of the system in an iterative reform process, such that they make the necessary adjustments, engage in the necessary learning processes, and take responsibility for the reform process as a sense of ownership emerges" (Stanat, 2008, p. 11).

It is rather common in scientific research and especially in normative research offering solutions to social problems to focus on specific theory grounded in a certain philosophy and use particular normative concepts accordingly. In such research, the normative terms used often signify the author's philosophical and ethical standpoint, even without their explicit analysis. For instance, research or a policy report might acquire a different design and methodology depending on whether the author views

subjects of the study as “clients”, “targets”, “partners”, “managers of change in design or governance”, “stakeholders having a stake in the common good”, or as “experts” (Table 9).

Table 9: *The use of the term “stakeholder” in selected career guidance literature*

Paper (authors, date)	Terms used	“Stakeholder” definition (implicit or explicit)
V. Lalande et al. (2006)	“stakeholders”, “clients”, “service providers”, “third parties”	“Stakeholders”: policymakers, employers, agencies, and practitioners. The difference between “client” and “stakeholder” is not explained. The reasons why “clients” do not fall into the category of “stakeholders” are not provided.
Zelloth (2009)	Distinction is made - “stakeholders” those who are or should be better involved, outcomes are measured only in “clients”. “interlocutors”, “policymakers”, “stakeholders”, “experts” “practitioners” in career guidance.	Stakeholders: representatives from key ministries or agencies concerned with guidance, providers of career guidance (including donors), practitioners, parent and student associations, and NGOs.
Bylinski (2009)	“traditional” and “new partners”, “actors”, “network partners”, “cooperation partners”, “risk groups”	-
Jenschke (2009)	“actors and stakeholders”, “policymakers and stakeholders”	Different terms are used interchangeably. Although there is a distinction between the terms “actor” and “stakeholder”, it is not clear how these terms differ and what different groups they signify.
ELGPN (2010)	“authorities”, “stakeholders”, “guidance professionals”, and “users”	The distinction is not clear. The difference between “user”, “provider”, and “stakeholder” remains undisclosed.
OECD (2004)	users, providers, and stakeholders. “stakeholders”	“Stakeholders”: users, social partners and practitioners, administrators, parents, alumni, and representatives from the business community, trade unions, and non-government organizations)
Frübing (2010)	“stakeholders”, “key stakeholders” “target groups”, “experts”, “key players”	The distinction is not clear.

Such use of normative terms referring to career-guidance participants without initial epistemological and theoretical grounding leads to a conundrum because the very use of the terms “client”, “target group”, or “stakeholder” requires and may also indicate initial ethical as well as philosophical dispositions shared by the authors. Ideally, these should be reflected more explicitly and correspond to their subsequent methodological

applications and empirical evidence collection. Therefore, in the area of career guidance, such normative terms are used interchangeably and may run parallel in one scientific study or policy report, as indicated in the Table 9.

Another possibility to refer to career guidance participants is to use even more passive, utilitarian, market or consumerist notions such as “client”, “service provider”, “service receiver”, “customer” or even “target”. However, using such terms also predisposes a certain philosophical, theoretical, and methodological application as well as reflecting the ethical position of the author.

In the present study, “*career guidance stakeholder*” is defined as individuals, groups of individuals, organizations, institutions, policymakers, society, and state having interest and/or responsibility, and providing input and/or receiving gain from career guidance. In a broader sense, *stakeholders* are people and organizations who are dealing or will potentially be dealing in the future with the consequences or effects of career guidance. In the context of school-based career guidance, *school-based career guidance stakeholders* are associated with particular local school or schools and as officially stated by the NRW policy of school-based career guidance development presented in the introductory chapters, include but are not limited to: pupils, pupil’s parents, schools (principal, career guidance coordinators), local business/industry, local institutions of further and higher education (local university, VET and dual training providers, colleges), municipality or community initiatives, and the local employment agency (Agentur für Arbeit).

The term “stakeholder” in this research draws on the open-system perspective because it is believed that this term supports the holistic idea of one system and its interrelatedness suggesting that people as well as organizations are not autonomous. The term “stakeholder” not only implies the notion of interdependency and the motivation to act in collaboration with others but also provides transparency. Transparency is ensured in such way that in any system, all who declares themselves or are declared by to be stakeholders also declare explicitly or implicitly the interest/stake area or the need in achieving some valued end. This kind of transparency of interest as well as motives for action is more difficult to trace if such terms as “actor”, “player”, “agent”, “partner”, or

“participant” are used. Naturally, for policies to be useful and acquire legitimacy, they need to be formulated by the key stakeholders. Blair and Tett (1988) emphasize the importance of stakeholders’ ownership of policies for the realization of plans as intended; they argue that the involvement of different stakeholders in the design of plans will help to spread awareness, focus attention on the improvement of collaboration, as well as help to increase commitment of all concerned.

Summary

In recent years, career guidance development has been analysed by employing a systems perspective. It is acknowledged that career guidance aims are broader than tackling problems and closing gaps in needs on the individual level. Although individualistic gain as well as individual agency and responsibility are still widely emphasized in the descriptions of guidance outcomes, in the time of crisis and increased awareness of limited resources, the state institutions and business organizations also more openly declare their interest areas which should ideally be satisfied by providing lifelong career guidance including school-based career guidance.

Career guidance is conceptualized as an open system with different stakeholders at different levels: state institutions, business organizations, community, municipal institutions, NGOs, educational institutions, and other units invest their financial and other type of resources to obtain valuable, long-term results as well as to close gaps in their needs. Effective guidance can be achieved through activities that focus on immediate, intermediate, and longer-term outcomes (for the individual as well as for the economy). Therefore in today’s world, anyone involved in holistic career guidance development will inevitably have to address the typical target areas of the entire system – by dealing with needs and desired outcomes on the mega (societal), macro (organizational), and micro (individual) levels. The systemic complexity of school-based career guidance which is a constituting part of the entire lifelong guidance system is characterized by the following elements:

- Meso/Mega Level Elements – societal interest and policy initiatives.

- Macro Level Elements – organizational elements/organizational dynamics – private firms, schools, and other organizations working together in the field.
- Micro Elements – individuals, departments, and sections.
- Intra-Individual Elements – psycho-physiological development of pupils.
- Multiple processes and inputs at various levels.
- Real-time, non-simulated not experimental settings.
- Aims and objectives are projected through the intertemporal perspective.

To perceive lifelong career guidance as a system means analysing numerous career guidance participants who are involved and depend on career guidance's immediate and long-term results. In this study, school-based career guidance stakeholders are associated with a particular local school or schools and, as officially stated by the NRW policy of school-based career guidance development presented in the introductory chapters, include but are not limited to pupils, pupil's parents, schools (principal, career guidance coordinators), local business/industry, local institutions of further and higher education (local university, VET and dual training providers, colleges), municipality or community initiatives, and the local employment agency (Agentur für Arbeit).

The collaboration of local stakeholders in designing their "own" and "owned" school-based career guidance programmes in local schools is crucial for ensuring the transparency, effectiveness, coherence, and sustainability of career guidance in schools to ensure added value for all concerned.

2.4 School as a Lifelong Career Guidance Stakeholder

2.4.1 Planning and Further Development of School-Based Career Guidance

When analysing the constant development of school-based career guidance, it is necessary to ask what kind of context a school is. This question is best answered with the help of the theory of organizations which offers a significant evolution from perceiving organizations as mechanistic, factory-type units in which a high degree of control is exercised under high levels of predictability to organizations such as schools which are nowadays understood and explained as highly complex wholes which cannot

be reduced to administrative, academic, or technical units or individuals in order to explain the whole system.

2.4.2 Schools as Open Systems

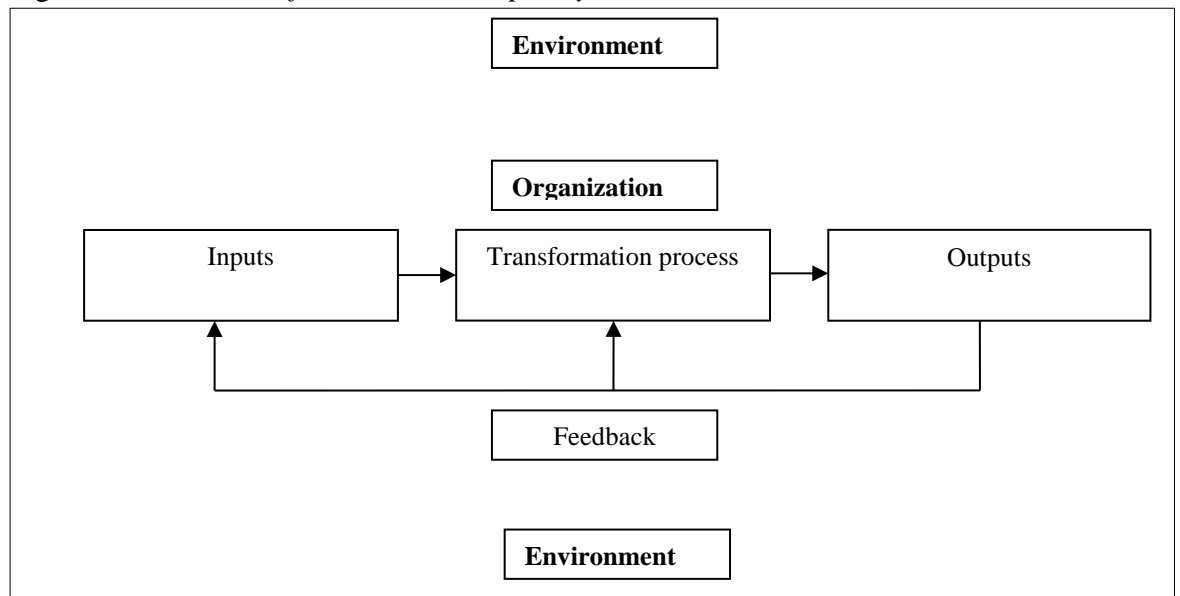
Schools are social systems in which people work together to achieve commonly shared goals (Kaufman & English, 1979, Bowen, 2007; Hoy & Miskel, 2008; Morrison, 2006, 2008; Lunenburg, 2010; Lunenburg & Ornstein, 2011). Kaufman and English (1979, p. 100) note that the “school system is the total of all of its parts”. “Viewed as a whole a school system acts and reacts” (ibid.). Morrison (2008) states that schools are “dynamical and unpredictable, nonlinear organizations operating in unpredictable and changing external environments” (p. 22). He further elaborates that “schools both shape and adapt to macro- and micro-societal change, organizing themselves, responding to, and shaping their communities and society” (ibid.). Bowen (2007) noted that as open systems with permeable boundaries, schools function in dynamic equilibrium with their environments by producing both internal and external inputs and outputs; open systems tend to maintain themselves in steady states through feedback processes (positive and negative feedback loops) which operate through the dynamic interplay of subsystems (parts of the whole) and suprasystems (contextual environment).

Bowen (2007) also emphasized that all systems including schools are purposeful and goal directed. The goals of schools as systems are related to the achieved purpose and mission of the school (external adaptation) as well as to the achieved internal functioning (internal integration), whereby internal integration is promoted and somehow dependent on the external adaption or the school’s accomplishments as described by Schein (1985). Kaufman and English critically noted as early as 1979 that schools are institutions “in which the purposes of that institution in the larger society are complex, confusing, contradictory and vague” (Kaufman & English, 1979, p. 92).

As open systems, schools have four distinct features: 1) they consist, ultimately, of people; 2) they are goal-directed by nature; 3) they attain their goals through some form of coordinated effort; and 4) they interact with their external environment (Lunenburg, 2010, p. 1). Schools can also be seen as social communities which include parents,

pupils (including former pupils), teachers, school administration, and other school personnel. In an open-systems view, the environment and more specifically the school–environment interaction is one of the most important factors analysed by scholars (Scott, 2008; Lunenburg, 2010). In addition to the environment, other basic elements (see Figure 5) of schools as open systems are: inputs, transformation process, outputs, and feedback (Scott, 2008; Lunenburg, 2010).

Figure 5: *How school functions as an open system*



Source: Lunenburg (2010)

Kaufman and English (1979) emphasized that schools as open systems are compared and evaluated in terms of system elements (Table 10): their inputs, their processes and their outcomes, and the extent to which the schools interact with the environment. This type of comparison and weighting of system’s elements by employing logic models, according to the authors, allows the planning of change and modifications or the “design-process” mode of the systems. Kaufman and English (1979) were the first to identify that schools produce not only the immediate “results” in terms of classroom achievement of pupils, but also “outputs” in the form of qualifications (diplomas, degrees, or certificates) accomplished and – most importantly – external “outcomes” determined by the pupils’ long-term success after they leave their schools. The other

important elements are that inputs and processes in schools constitute “means” to obtain the “ends”: the results, outputs, and outcomes.

Table 10: *Elements of schools as open systems*

Elements of schools as open systems	Description of each element
Inputs	Human, financial, physical, and information resources
Transformation process	Internal operation of the organization and its system of operational management.
Outputs	Attainment of goals or objectives of the school district represented by the products, results, outcomes, or accomplishments of the system.
Feedback	Positive or negative feedback from environment
Environment	Social, political, and economic forces that impinge on the organization; social, political, and economic contexts in which school administrators work are marked by pressures at the local, state, and federal levels

Source: Based on Lunenburg (2010).

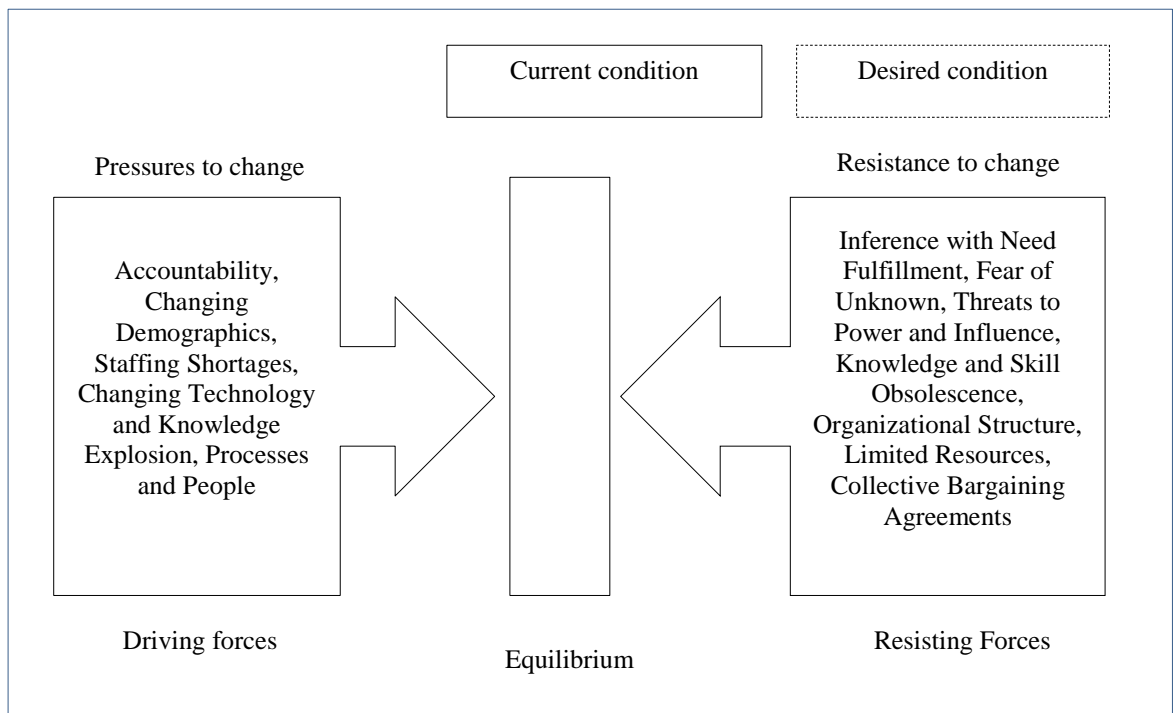
Next to their open-system characteristics, schools have been more often recognized as ruled by dynamic complexity. However, Caine and Caine (1997; see also Caine, 2004) argue that the mechanistic and reductionist educational paradigm is still dominant. Complexity theory of schools and other educational institutions “breaks with straightforward cause-and-effect models, linear predictability, and a reductionist, atomistic, analytically-fragmented approach to understanding phenomena, replacing them with organic, non-linear and holistic approaches” (Morrison, 2006, p. 1).

2.4.3 Pressure to Change and Resistance to Change in Schools

Schools are dynamic, complex organizations (Lunenburg, 2010) and thus they must change in order to survive. Because stable systems fail (Stacey, 1992, p. 40), disequilibrium is vital for survival (Morrison, 2002, p. 13). In their status and function, schools differ from other organizations, particularly from business organizations which are regulated by the laws of the free market. A business unit such as firm or corporation is aware that demand for its products or services determines its existence. To be demanded, the products need to be innovative, of good quality, and competitive. Schools on the other hand, do not place so much emphasis on being and remaining “in demand”, because their status allows them to survive without (immediate) pressure to

produce high-quality or innovative products and services. However, when seen from the long-term perspective, for instance, in the light of negative demographic trends and economic crises, demand is also showing an impact on schools, although more gradually and not so rapidly as in business sector (Figure 6).

Figure 6: *Pressures and resistance to change in school*



Source: Lunenburg and Ornstein (2008)

Schools are also dependent on the (long-term) economic prosperity of families and the number of children in the communities – because when there is a stable expansion of housing markets, cities, and communities, there will also be a demand for schools.

School staff are significantly more secure about keeping their jobs despite the levels of their pupils' performance, particularly when compared with other sectors or other types of organization in which salary and job security relate directly to an employee's accomplishment or failure to accomplish. Thus, schools are referred to by Carlson (1964) as "domesticated" or protected by law despite their performance. Schools, according to Lunenburg and Ornstein (2008), demonstrate resistance to change due to various factors: fear of the unknown, threats to power and influence, knowledge and

skills obsolescence, organizational structure, limited resources, or collective bargaining agreements (Figure 6).

Kaufman and English (1979) noticed a few decades ago that it is not easy to achieve “deep change” in the school system. The changes only happen within the organization “and usually cannot redirect that organization’s goals and purpose” (Kaufman & English, 1979, p. 69). According to Kaufman and English (1979), “deep change” involves questioning “all of the status quo in an attempt to ensure validity and utility of what it is we are currently accomplishing” (p. 75).

However, in recent times, even having a domesticated organization status, schools are bound to change due to various internal and external factors: the rise of accountability, decentralization (school-based management), changing demographics, staffing shortages, changing technology and the knowledge explosion (Lunenburg & Ornstein, 2008). Nir (2001) assumes that schools are likely to become less domesticated in the future, due to various factors: 1) they will no longer have a captive clientele that can be taken for granted, and 2) schools will operate in quasi-market circumstances in which competition for student enrolment is critical for survival. This could mean that schools are likely to become more consumer-oriented despite their limitations in order to take account of increased consumer demands. “Pedagogical values will make way for market-oriented behaviors such as marketing, aiming at the immediate satisfaction of clients’ wishes and needs” (Nir, 2001, p. 141).

2.4.4 The Importance of Own Identity

Kelly and Allison (1999) state that each living system possesses its own unique characteristics and identity, and this enables the system to perpetuate and renew itself over time by creating the conditions for its own survival. When an organization such as a business corporation is clear about its identity, it can respond intelligently to its environment, finding its survival niche by being different from others (Wheatley, 1999, p. 11). Similarly, “a social group, or an educational institution, has coherence in the sense of a shape and an identity, although from a complexity perspective this shape and identity are in a process of continual formation, rather than resulting from essential,

generative structures” (Haggis, 2008, p. 8). Morrison (2008, p. 19) relates the question of school identity to the questions of *aims and values* by asking “what and whose identity should the school pursue?”:

In a climate of uncertainty it is unclear what values a school should espouse, yet that same climate requires schools to have their own identity, values and autopoiesis in order to survive. How can schools live in this situation—caught between the Scylla of constant change and the Charybdis of having to remain resolute and holding fast to their values? It is an echo of the postmodernist’s dilemma of proscribing fixity and firmness yet holding such proscriptions fixedly and firmly (Morrison, 2008, p. 21).

According to Kaufman (1997; Kaufman et al., 2003), all organizations are but means to societal ends, including schools which are expected to deliver not only results and outputs but societal value added, long-term outcomes (Kaufman & English, 1979). It is believed that “schools have been created to serve society” (Kaufman & Stakenas, 1981, p. 614). Therefore, it could be assumed that educational institutions should find the strength in themselves to design their identity based on values and aims reaching far beyond the school itself. Remaining resolute for the school would then mean to firmly sustain its main focus and purpose outside of itself by delivering added value to society. Autopoiesis or constant self-(re)creation would result in the school’s willingness and ability to correctly or validly “read” and assess the needs of society (by inclusive democratic participation and deliberation of all interest groups) and to offer the necessary means to close the gaps in such needs.

Summary

When analysing school-based career guidance planning and its constant development, it is inevitable to ask what kind of context a school is. School is nowadays understood as an open system. As open systems, schools have four distinct features: they consist, ultimately, of people; they are goal-directed in nature; they attain their goals through some form of coordinated effort; and they interact with their external environment (Lunenburg, 2010, p. 1). In the open-systems view, the environment and more specifically the school–environment interaction is one of the most important factors analysed by scholars. Being dynamic and unpredictable, non-linear organizations

operating in unpredictable and changing external environments, schools are required to change in order to survive. Change occurs due to various internal and external factors: accountability, changing demographics, and staffing shortages. Additionally, schools demonstrate resistance to change due to fear of the unknown, threats to power and influence, knowledge and skills obsolescence, or limited resources.

The question of building its own identity or finding its survival niche by being different from others is assumed to be important in the school context. An educational institution has coherence in the sense of a shape and an identity, although from a complexity perspective, this shape and identity are in a process of continual formation (Haggis, 2008). Morrison (2008, p. 19) relates the question of school identity to the questions of aims and values. It is argued here that schools as well as all other organizations are but means to societal ends. Therefore, it could be assumed that educational institutions should find the strength in themselves to design their identity based on values and aims reaching far beyond the school itself. Remaining resolute for the school would then mean to firmly sustain its main focus and purpose outside of itself by delivering added value to society. Constant change would result in school's willingness and ability to correctly or validly "read" and assess the needs of stakeholders and to offer the necessary means to close the gaps in such needs.

2.5 The Rationale for Constant Career Guidance Development in Schools

As important as developing the right tools for governance, management and accountability is the issue of who governs. In an open society, the ministry of education no longer can or should have sole authority and responsibility for the education system. There are multiple stakeholders... James Socknat⁵

⁵ http://www.mp.gov.rs/resursi/dokumenti/dok136-eng-OSI_Governance_for_quality_of_education.pdf

Schools have already gone beyond old concepts and adapted to the change. As a consequence, some old rules have been broken – that all learning happens in classrooms, only teachers can deliver education, textbooks drive the curriculum, longer school days and years bring more learning, and more money is required to bring necessary results (Kaufman, 1995). However it is admitted that there are many areas of conventional wisdom in education which need to be revised in the face of constant change (ibid.). Schools as complex and often bureaucratic institutions are more rigid in response to change. Thus, whereas businesses have already shifted their development strategies from retrospective evaluations of past projects towards strategic, outcome-related planning based on new needs and new realities, schools are still focused on evaluation-based development practices drawing on the belief that the evaluation of input and process will contribute to a better outcome. However, with the rising trends of decentralization and accountability in the educational sector, “school counselors, working within the framework of comprehensive guidance and counseling programs, increasingly are being asked to demonstrate that their work contributes to student success, particularly student academic achievement. Not only are school counselors being asked to tell what they do, they also are being asked to demonstrate how what they do makes a difference in the lives of students” (Gysbers, 2004, p. 1).

As described in the previous sections, in the face of continuous change, there is a rising requirement and desire to constantly develop career guidance systems in order to fulfil the lifelong learning and other developmental needs of individuals, organizations, and society. This also means modelling sustainable career guidance profiles in schools which prove to be value added. Development may be seen here as a normative term which implies individuals and organizations or systems aiming towards change and a journey from the present state to a further state until their purpose is fulfilled. As described in the previous chapter, the changes in modern society are rapid and constant. When modelling transitions towards purpose fulfilment and planning change-related interventions, the measurement or assessment of “what is” and “what is desired” gains significant importance. However, there is still a debate on not only how to introduce

interventions which are intended to bring added value but also what and why to introduce.

2.5.1 Reforms Influencing Educational Planning

Carnoy (1999) identified four categories of competitiveness-driven, productivity-centred reforms in education: decentralization, standards, improved management of educational resources, and improved teacher recruitment and training. Decentralization can be broadly defined as the transfer of decision-making authority, that is, the responsibility to plan, to implement, and to evaluate educational programs and systems from the government to the local institutions and organizations. The rise of decentralization in the educational sector is assumed to be a result of rapidly changing social and economic environment, globalization, and dramatic changes in the volume and structure of knowledge, creating such consequences as failure of central planning. It is noted that planning the content of education centrally becomes more and more difficult; thus, fragmentation of the educational administration is observed thereby creating problems concerning overall planning and the ability to master complex groups of interrelated problems; there are also tendencies towards more policymaking carried out by the administration itself (Lundgren, 2002).

Haddad and Demsky (1995) confirm the shift of educational responsibility to regional/local government agencies, to non-government organizations, and to the private sector in many countries. Moreover, such a tendency is likely to persist in the future, as forecasted by Varghese (2008) who claims that “educational planning (drawing up of plans), implementing them and monitoring their progress will be left to the local and institutional levels”. Thus, the role the state is playing today in educational planning “is more of regulatory and facilitative than administrative and financing in nature. Even when the federal government has resumed responsibilities in planning, it does not take the responsibility to plan in the traditional sense of the term. It develops guidelines and facilitates planning at the decentralized and institutional levels” (Varghese, 2008, p. 13).

Another category of education reforms is related to performance standards and emphasis on testing. Over the past decades, there has been a remarkable rise of interest in the measurement of education, or in the words of those involved, in the measurement of educational “outcomes” (Biesta, 2010). In Germany, for instance this trend resulted in the country’s on-going participation in many international and national large scale comparative panel studies (Bos & Gröhlich, 2009). For instance, the Third International Mathematics and Science Study or TIMSS (Baumert, Bos & Lehmann, 2000), Progress in International Reading Literacy Study or PIRLS (Bos, Lankes, Prenzel et al., 2003), the Programme for International Student Assessment or PISA (Baumert et al., 2001), and the German National Educational Panel Study or NEPS (Blossfeld, Schneider, & Doll, 2009). Performance and performance measurement have become the key objects of scientific or professional interest and concern among educational scientists and practitioners, because scholars have recognized that there is now an emerging “global culture of educational measurement” (Biesta, 2010) or “an audit culture” (Apple, 2007) aiming to initiate better accountability and valid performance indicators.

However, the emphasis on performance neglects the major variable – the value of it, because, according to Gilbert (2007), not every performance leads to valued accomplishment. A hacker can be an exceptional performer in breaking into computers, however, until we measure whether such performance is a security enhancement or destruction of the system, we cannot reach a conclusion about the value of such performance. Unless we view the performance as a whole transaction of both behaviour and achieved result in a value context, we shall not be able to conclude whether the performance we measure is a valued accomplishment Gilbert (2007). Competence as a sought-after result in education is defined as a worthy (valued) performance – “competence is a social concept, a comparative judgment about the worth of performance” (Gilbert, 2007, p. 29).

Because measuring the worth of performance is value laden, many agencies are more willing to concentrate on the assessment of behaviour – the how but not the what; and by doing so avoiding political, ethical, and philosophical considerations. The more ethically neutral focus on the how, rather than on what education is and should be may

find its explanation in the “is–ought problem” known in philosophical literature (Biesta, 2010). “The problem implies that when we engage in decisions about direction of education we always and necessarily have to make value judgments – judgements on what is educationally desirable” (Biesta, 2010 p. 36). The problem of avoidance of framing and declaring normative directions for long-term goals in education leads to another failure. According to Biesta, such avoidance may lead to the problem of normative validity – “whether we are indeed measuring what we value or whether we are measuring what can be easily measured, so that we end up in a situation where we value what we can measure or what has been measured” (Biesta, 2010, p. 36).

It is beyond the scope of this dissertation to present further trends in educational reforms such as management and control techniques, changes in resource allocation, or improving the professional skills of educational providers. However, as indicated in the subsequent paragraph, all these trends can be also found in the area of career guidance implementation and development.

2.5.2 Similar Reform Trends in Career Guidance

Career guidance and school-based career guidance are closely embedded in the context of education, and the changes observed in the educational sector will inevitably be found in the area of career guidance. Particularly with the rise of lifelong learning policies, it is believed that lifelong learning and lifelong guidance should be closely related because it is noted that lifelong learning requires support through a system of lifelong guidance which should be offered in all sectors of education and career, to citizens of all ages, and in all phases of life (Jenschke, 2009).

Emphasis on decentralization, standards, optimization of resources, outcome measurement, and the professionalization of staff may also be observed in career guidance research. Peter Plant in his recent article “Quality assurance and evidence in career guidance in Europe: counting what is measured or measuring what counts?” notes a few trends which may have an effect on career guidance development: 1) New Public Management: decentralisation and management by quality control; 2) Value for Money Policies: cost-benefit issues and immediate usefulness; 3) Life-Long Learning:

global competitiveness in the knowledge society as a main policy driving force in relation to both formal, informal, and non-formal learning; 4) Societal Inclusion: guidance is for the marginalized and excluded as well as people in work; this is a relatively inexpensive measure; and 5) Professionalization: upgrading competencies and drawing boundaries around career guidance as a profession in response to professional challenges. It is concluded that “it is no longer sufficient to assume that career guidance or career education has an impact. This has to be demonstrated” (Plant, 2011). Barnes, Bimrose, and Hughes (2004), quoting Sampson et al. (2004), argue that “the concept of “accountability” in guidance has become an overarching feature designed to bring about the establishing of responsibility for certain outcomes, given a set of human and non-human resources” (p. 6). Therefore, it is inevitable to have a debate on the assessment of outcomes, outputs, and separating these from the inputs and processes in the area of career guidance. However, there is still a debate on what constitutes career guidance development that adds value for all its stakeholders. Such key normative terms: “outputs”, “throughputs”, “productivity gains”, “inputs”, “outcomes”, and “products” used by the stakeholders for defining the ends of career guidance are an object of discussion because of their complexity and difficulty of measurement (Sultana, 2008; Hughes, 2004, 2006). Also input-based evaluation as practised in such countries as the UK where effectiveness is measured against “ideal input” or “perfect careers guidance” factors (Mayston, 2002) does not provide the necessary results, because Hughes et al. (2002, p. 19) note that it is particularly problematic to identify one discrete input in the area of career guidance, for “it is rather embedded in other contexts, such as learning provision, employer/employee relationships and or within multi-strand initiatives”. As a result, in his synthesis paper “Public Policy and Career Guidance In Europe”, McCarthy (2009) notes that 1) in most countries, policy objectives for career guidance are poorly defined, poorly articulated, and poorly communicated; 2) there is little data on inputs, outputs, and outcomes of career development practice, but many descriptions of methods and processes; and 3) policies and systems for career guidance do not match the needs of the knowledge-based economy and society and require reform.

Assuming the trends of decentralization and increased accountability have reached the area of career guidance and summarizing the problem of career guidance development so it can incorporate and prove the desired long-term impact, the need arises to investigate how educational institutions such as schools, which now have to bear the weight of decentralized career guidance planning and long-term impact demonstration together with their external stakeholders, perceive this task. Alternatively, it can be speculated that by omitting not very effective central planning and shifting to provision of general or ambiguous guidelines, policy might create a chaos of incremental, unsustainable, sporadic, non-transparent career guidance interventions and projects unable to meet the needs of applicants. This would compromise the whole idea of career guidance and its performance improvement function.

Summary

It is assumed that due to the competitiveness-driven, productivity-centred reforms in education and their consequent effects on the career guidance field, emphasis on decentralization, standards, optimization of resources, outcome measurement, and professionalization of staff may also be observed in career guidance research. Career guidance development is characterized by the following influencing factors: 1) New Public Management: decentralization and management by quality control; 2) Value for Money Policies: cost-benefit issues and immediate usefulness; 3) Life-Long Learning: global competitiveness in the knowledge society as a main policy driving force in relation to both formal, informal, and non-formal learning; 4) Societal inclusion: guidance for the marginalized and excluded as well as people in work (a relatively inexpensive measure); and 5) Professionalization: upgrading competencies and drawing boundaries around careers guidance as a profession in response to professional challenges. These trends simultaneously influence school-based career guidance development.

Thus, the need arises to investigate what kind of thinking and modelling skills are necessary for educational institutions such as schools and their external stakeholders

which now have to bear the weight of decentralized career guidance planning and long-term impact demonstration, for the implementation of constant, school-based career guidance development in a systemic and strategic manner.

3 SYSTEMIC AND STRATEGIC MODELING OF SCHOOL-BASED CAREER GUIDANCE

“First comes thought; then organization of that thought, into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination”.

Napoleon Hill⁶

It is believed that successful change facilitation is based on sound planning (Kaufman et al., 2003). The idea that the future is hard to predict and that existing conventional wisdom does not necessarily offer solutions for today’s problems draws significant attention towards the design of change-aimed interventions and the capabilities of people and organizations to create such interventions. This is because it is believed that only those who are able to prove themselves as the masters of change can avoid being the victims of it (Kaufman, 2006).

In their study on dynamic data-based decision making tools for educational planners, Nelson, Markus, and Valesky (1995) point out that it is important for educational decision makers to find effective ways to reform the quality of education in order to reduce the gap between what society desires and what education delivers. They further state that reform efforts in which parts of the educational organization are isolated and tinkered with have lacked sufficient focus on systemic change. A closer look at schools as complex dynamic systems reveals the growing need for the proper tools to assist leaders in this process.

3.1 The Importance of Planning

The Merriam-Webster On-line Dictionary provides several terms synonymous with the verb “to plan”. “To plan” means “to arrange the parts”, “to design”, “to devise” or

⁶ Napoleon Hill, *The Law of Success*, 1928, p. 6

“project the realization or achievement”; also “to have in mind”, “to intend” (plan. in Merriam-Webster.com, 2011). “Planning” is defined as “the act or process of making or carrying out plans, specifically, the establishment of goals, policies, and procedures for a social or economic unit” (planning. in Merriam-Webster.com, 2011). Thus, the function of planning is related to designing of the future as well as projection of achievement. Planning involves such processes as goal or policy establishment, articulation of the intentions one has in mind.

Kaufman and Herman (1991) distinguish between proactive and reactive planning in education. Proactive planning emphasizes building the missing future, whereas reactive planning focuses on repairing and fixing a current problem or crisis reactively. Although planning is seen in this study as an inevitable step in designing career guidance interventions in the school contexts, it is important not to stress planning too strongly (Pundiak, Bernard, & Brizius, 1975) and not to think of planning as a rigid, lock-step approach offering a fixed sequence. Planning is a feared and suspicious term for those who associate it with predictability, stability, and a clear future. Instead, planning should be seen as a dynamic, responsive process; a method to assist and not to control the system (Kaufman, et al., 2003).

Indeed, in these times of uncertainty when people are unable to predict the future, planning gains more significance, because in times of frequent fluctuations, we expect that for instance doctors will formulate our treatment plans, NGOs will plan support in the developing countries, flight pilots will plan the safety of their flight guests, and teachers will plan pupils’ educational accomplishments. Thus it is rather difficult to oppose the importance of planning based on the uncertainty argument. When the future is hard to predict, by engaging in planning we are certainly not able to control or foresee it, but we can responsibly take part in future creation by setting and committing ourselves to valuable goals and by striving to achieve them. Planning becomes an alternative to relying on good luck (Kaufman, 2008).

According to Pundiak, Bernard, and Brizius (1975, p. 3), “planning means many things to many people. To one degree or another large amount of planning activity is already taking place in our educational systems. This planning however has not always been

comprehensive. Frequently educators have created programs, introduced curricula, developed instructional methods and prepared budgets without first determining what their plans were intended to achieve". Goldman and Moynihan (1976) warn that a great deal of activities in educational system referred to as "planning" can continue in the system without actual change taking place. In such cases, the function of planning becomes the opposite from change; it rather aims at preserving the status quo and continuing with the same system pattern in the future.

Thus, planning is assumed to be a facilitation scheme and not a fixed map of problems and solutions. In the school-based career guidance context, career guidance experts involved in modelling or updating career guidance models or programmes for schools should realize that their role as planners lies in the facilitation, guidance, and help functions rather than in predetermining the desired ends. Kaufman notes the importance that all people who are involved or affected by change are required to participate in the needs assessment and planning effort by defining current situation and the desired ends. He states that if people do not help define where they are headed, why they are going there, and how to tell when they have arrived – they will probably not allow the change to happen, blocking change in many subtle and overt ways (Kaufman, Rojas, & Mayer, 1993). Such collaborative planning partnerships are referred to by Drucker (1973) as transfer of ownership and mean that all planning efforts, programmes, or activities are handed to those who will be affected by such planning. According to Kaufman et al., (2003, p. 94), planning should involve: 1) the society or community which the organization serves; 2) the organization itself; and 3) the individuals, teams, and units within the organization.

Even though empirical evidence from numerous studies has demonstrated that the effectiveness of career guidance in schools is influenced by strategic and operational management and planning of guidance in schools, the quality of provision, and the school's capacity to deliver it (Hughes & Gration, 2009), the planning or designing process in the career guidance development and improvement context has received much less attention than other steps of change management. In general, in the career guidance context, the development strategies and quality of career guidance research are

focused on post-intervention evaluations. This might be due to the fact that career guidance staff are more proficient in evaluation than in planning or designing techniques. If indeed the question of career guidance improvement is answered by means of the evaluation of the interventions which have already taken place, evaluation based on hard (statistical) or soft (perceptions based) data works as a filtering system of successful, partially successful, or failed interventions. In such case, career guidance stakeholders function either as “laboratory rabbits” who try out or test the usability of different kinds of interventions or as clients in the supermarket by picking the most popular, wanted, or liked product and later refusing or confirming its value by subsequently participating in feedback-based evaluation. However, doubt is cast upon such an improvement strategy by systems theory which denies the possibility of relying on the reduction of negative factors observed in the past for the achievement of a better future, because systems designers know that “getting rid of what is not wanted does not give you what is desired” (Banathy & Jenlink, 2004).

3.1.1 The Importance of Planning for Evaluability

Planning serves as an inevitable step in change creation, because only thorough planning can ensure successful evaluation after the implementation of change-aimed interventions or programmes. If aims are vaguely formulated and objectives are not measurable, no evaluation is possible. Planning means evaluability. Evaluability assessment emerged in 1979 in the USA as a response to the problem that programs often stated goals that could not be measured or were irrelevant, had no apparent logic that connected program resources and activities to stated outcomes, and were inflexible (Jung & Schubert, 1983). Wholey (1979) developed evaluability assessment as a procedure and a method to determine whether or not programs were ready for evaluation:

Evaluability Assessment explores the objectives, expectations, and information needs of program managers and policy makers; explores program reality; assesses the likelihood that program activities will achieve measurable progress toward program objectives; and assesses the extent to which evaluation information is likely to be used by program management. The products of evaluability assessment are: (1) a set of agreed-on program objectives, side effects, and performance indicators on which the program can realistically be

held accountable; and (2) a set of evaluation/management options which represent ways in which management can change program activities, objectives, or uses of information in ways likely to improve program performance. (Wholey, 1979, xiii).

Since then, evaluability assessment has also proved useful in developing programmes and planning of programmes, because it made it possible to clarify goals and objectives and establish a programme theory: identifying a reasonable model of the programme so that one can ascertain whether or not the attainment of specified outcomes is plausible (Wholey, 1987). As argued by Smith (1989), evaluability assessment can positively influence programme improvement by developing a shared understanding of the purpose of the programme among the key stakeholders.

Van Voorhis and Brown (1996, p. 6) describe the direct link between programme planning and evaluability: “poorly planned programs cannot and should not be evaluated; when they are evaluated, the results of such evaluations can be misleading and policy makers may be prone to conclude that a program does not work, when, in fact, the program may not have operated according to a sound design, or it may not have operated at all”. The authors further argue that the mind set of accomplishing evaluability and the mind set of a good programme plan are similar. For example, both the evaluators (as well as those who assess evaluability) and the planners must address several key questions (Van Voorhis & Brown, 1996, p. 6): 1) Who are our clients and what problem characteristics are we treating? Who, in other words, is our target population? 2) What intervention fits the needs or problem areas of this target population? 3) Why did we choose that particular intervention? 4) What are our goals and objectives? 5) Is there a logical and theoretical relationship between these goals/objectives, the needs of our clients, and the interventions we have chosen? 6) How will we know when we have implemented this intervention according to design? 7) How will we know whether the intervention was effective?

It can be concluded here that planning is an important step for the implementation and further development of change-aimed interventions. Planning of career guidance programmes in schools would allow their successful evaluation, because thorough planning requires focusing on objectives and needs and describing these in measurable

terms. This kind of planning has to be demonstrated by the stakeholders who are involved in school-based career guidance development. The stakeholders are required to obtain a certain competency or even a mind set to produce evaluability or thorough planning for their designed career guidance profiles and overall concepts in schools.

3.2 Mental Models as the Origins of Planning

As defined in the previous section, “to plan”, among other things, also has a meaning “to have in mind”, “to intend”. Such notions signal the emphasis on cognitive, mental processes which initiate or influence our expressed plans.

One of the most important aspects of dealing with complexity is the ability of an individual to understand and to be able to influence his or her environment. In order to frame the environment and others, individuals must first frame for themselves by using internal mental models (Kaufman et al., 2003). According to Bar-Yam (2003), individuals are faced with the need to make decisions based upon their models of reality; this is the primary reasons for such models. Models take the form of an expectation that particular actions lead to anticipated outcomes (Bar-Yam, 2003). Senge (1990, p. 174) defines mental models as “deeply held internal images on how the world really works”. Forrester (1961, 1992) defines mental models as an abstract representation of a situation or a system in the mind of an individual. Some other additional terms have been used to describe mental models: “schemas” (Harris, 1996), “knowledge structures” (Walsh, 1995), “cognitive structures” (Langfield-Smith, 1989), and “cognitive or mental maps” (Harris, 1996; Langfield-Smith, 1992). The term “mental model” may also be replaced by equivalent terms such as “mental frameworks” or “individual understanding of the domain” (Malan, 2010), “belief structures” (Shute et al., 2009), or “vision”. For instance, Nannus (1992) noted that visions and vision statements are mental models of the future.

Despite the belief that the human mind is not adapted to understand how complex social systems behave (Forrester, 1995), individuals have acquired certain strategies for coping with the comprehension of complex systems. When individuals attempt to develop a

model for action, they must remove some features of the more complex system in order to understand and to modify complex reality (Bar-Yam, 2003). On the other hand, the discrepancy between models of reality and reality itself has implications for individual actions, decision making, and attitudes toward this decision making. When the models are incomplete, the anticipated outcomes are not always realized (Bar-Yam, 2003). The importance of choosing the right models is also emphasized by Forrester (1995):

Each of us uses models constantly. Every person in private life and in business instinctively uses models for decision making. The mental images in one's head about one's surroundings are models. One's head does not contain real families, businesses, cities, governments, or countries. One uses selected concepts and relationships to represent real systems. A mental image is a model. All decisions are taken on the basis of models. All laws are passed on the basis of models. All executive actions are taken on the basis of models. The question is not to use or ignore models. The question is only a choice among alternative models (Forrester, 1995, p. 4).

Kaufman et al. (2003) state that a mental model “is an essential resource: it identifies the dimensions along which our experience will be judged and subsequently communicated to others. It is important to bring our mental models to the conscious level. Unless we do so, our mental models may be limiting, and incorrect assumptions about the world” (p. 8). Thus, there is a central barrier in the use of mental models for the improvement of complex systems, projects, or interventions. Prigogine and Stengers (1984, p. 203) state that “we are trained to think in terms of linear causality, but we need new ‘tools of thought’: one of the greatest benefits of models is precisely to help us discover these tools and learn how to use them”.

Mental models are fuzzy and incomplete as well as imprecisely stated, they change with time even during the single conversation, and every participant may demonstrate a different mental model to interpret the subject (Forrester, 1995). However, there is a contradicting belief that mental models are stable and difficult to change, and every time new information compromises the comfort of having an established mental model, it tends to be at least partially or at least temporarily rejected. It is observed that people “tend to hold onto their theories until incontrovertible evidence, usually in the form of failures, convinces them to accept new paradigms” (Petroski, 1992, pp. 180–181).

It is also argued that apart from individual mental models, groups develop or socially construct shared mental models through interaction (Henderson & Tallman, 2006). Such

mental models are shared intersubjectively. Similar models enable different individuals to better communicate and share their learning. Ideologies and institutions can then be viewed as classes of shared mental models (Dezau & North, 1994). The importance of shared mental models is emphasized by Kaufman et al. (2003) who state that “while working with others to improve organizational performance, we should share a common language and meaning” (p. 59). The authors define shared mental models as paradigms: “when a group of people shares a mental model, we call it a paradigm” (p. 296). Fiore and Schooler (2004) argue that, to have a shared mental model for a group task, group members must be aware of the problem structure, the roles and skills of the group members, and have a shared awareness that each member of the group possesses this knowledge. The importance of changing mental models to achieve organizational change is emphasized by Johannesssen, Olaisen, and Olsen (1999) who argue that “learning organizations start by changing established ways of thinking, not by changing the system of the organization or the environment. Organizational learning has our mental models and our relations to others as its starting point. The profound structure of a learning organization is how we think, and how we interact with others” (p. 40).

3.3 Mental Models in the Context of School Development

There is a lack of research exploring the mental models held by school development teams (Chrispeels et al., 2008). Nevertheless, it is reported that a mental model can support and constrain the work of school and district leadership. In particular, a continuing lack of alignment in mental models or contrasting mental models can become an obstacle in meeting the needs of pupils. On the other hand, the convergence in mental models enables the leadership to efficiently serve the district and the larger school community (Chrispeels et al. 2008).

Duffy (2010) argues that “before educators and their school systems can learn new mental models they have to unlearn what they think they already know” (p. 84). This argument is in line with the first CSF of systemic thinking by Kaufman, which states that in order to change, the organization and individuals should be able to leave their

comfort zones, and be opened to transformation (Kaufman, 2006; Kaufman et al., 2003). Unlearning mental models involves transformative learning: becoming critically aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation (Mezirow, 2000, p. 4).

3.4 From Mental Models to Logic Models: Frames of Reference and Paradigms

Transmission of mental models into performance planning and evaluation logic models is widely discussed within the theory of change (Chen, 1990; Chen & Rossi, 1992), theory of action (Patton, 1997), and program theory (McLaughlin & Jordan, 1999; Hernandez, 2000). For instance, Chen (1990) and Patton (1986) describe a process in which stakeholders and evaluators “co-construct” the theory of initiative. McLaughlin and Jordan (1999) state that creating a logic model includes prior identification of underlying assumptions related to the program. Similarly, Kaplan and Garret (2005) note that assumptions play an essential role in the logic model: to design a project that has a good chance of success, project planners need to articulate what they expect to be true so that they and their colleagues can highlight any gaps in the logic of the program and assess whether this assumption will, in fact, turn out to be valid (p. 169). Finne, Levin, and Nilssen (1995 p. 23) state that each actor may have a different “chain of reasoning” or “cognitive map” which is dynamic and integrates their thoughts on the programme. The importance of exchanging initial assumptions and deep-rooted beliefs in order to create a shared vision among the authors of the programme and build a logic model is also emphasized by Kaplan and Garret (2005). The authors note that individuals and organizations may resent being asked to question long-held beliefs or to provide evidence to support their work. Reflection and questioning of one's underlying assumptions is assumed to be crucial for creating logic model of the program in the program design phase.

In programme theory, logic models are defined as “narrative or graphical depictions of processes in real life that communicate the underlying assumptions upon which an

activity is expected to lead to a specific result” (McCawley, 1997, p. 1). Logic models “depict graphically the underlying assumptions or basis upon which the undertaking of an activity is expected to lead to the occurrence of another activity or event” (Millar, Simeone, & Carnevale, 2001, p. 73). Logic models are utilized at the beginning of interventions for planning purposes as well as in the implementation and evaluation stages. They illustrate a sequence of cause-and-effect relationships in a form of resources and processes leading towards specific short-term results and long-term impact. According to Rogers (2008), “many logic models used in programme theory (and guides to developing programme theory) show a single, linear causal path, often involving some variation on five categories (inputs, processes, outputs, outcomes and impact)”. The simplest form of logic model, the input–process–output model (IPO), was introduced in the introductory chapters (Figure 3).

However, there have been arguments against the usefulness of simple logic models when applied in complex adaptive systems: “simple models might therefore best be reserved either for aspects of interventions that are in fact tightly controlled, well-understood and homogeneous or for situations where only an overall orientation about the causal intent of the intervention is required, and they are clearly understood to be heuristic simplifications not accurate models” (Rogers, 2008, p. 35).

Gordon (2003) distinguishes a theory and a model on the basis of their intended purposes – a theory offers a more detailed explanation of a phenomenon, whereas a model offers a simplified understanding of a phenomenon. The purpose of a model is to quickly and easily represent some portion of reality. The context of career guidance development is seen as a complex intervention. Thus, it requires complex paradigms which are able to address the multi-layered context of guidance and orientation to fulfil its purpose embedded in all three levels of the social system: the individual, organizations, and society. Such a paradigm should provide the methodology for needs assessment due to the fact that satisfying the development-oriented needs in all three levels is the main purpose of career guidance.

3.5 Using Logic Models in Planning

According to Millar, Simeone, and Carnevale (2001), “logic models and action plans can be, at the very least, excellent planning tools that facilitate the development of a strategic plan”. Moreover, “logic models are useful to any person trying to plan, manage, account for, audit, evaluate, or explain the connections between what a program (or agency or set of agencies) requests in terms of resources and what it seeks to accomplish”.

Millar, Simeone, and Carnevale (2001) state that logic models which begin with the inputs and work through to the desired outcomes may result in limiting one’s thinking to existing activities, programmes, and research questions. Instead the authors suggest that the planning sequence be inverted, thereby focusing on the outcomes to be achieved. In such a reversed process, we ask ourselves “what needs to be done?” rather than “what is being done?” Following the advice of the authors, we might begin building our logic model by asking questions in the following sequence: 1) What is the current situation that we intend to influence? 2) What will it look like when we achieve the desired situation or outcome? 3) What behaviours need to change for that outcome to be achieved? Goldman and Moynihan (1976) suggest that there is seldom a “pure” planning model in operation in a school system. Instead, the planning model is modified by the process variables and local application. In the process of gaining and retaining legitimacy and effectiveness within a system, the “pure” planning model is redefined and sometimes drastically changed.

Designing career guidance in schools as a collaborative activity by multiple stakeholders requires creating logical models for comprehensive career guidance programme planning. The importance of logic models is even more important, because the area of school-based career guidance has proved to be a non-transparent, jungle-like setting of scattered activities. Moreover, career guidance is ambiguously conceptualized and defined across Europe. It is believed that in order for such logic models to emerge, it is necessary to probe into the mental models of school-based career guidance stakeholders. As argued earlier, change in the school system and introduction of systemic change models starts with systemic thinking in the individuals involved.

3.6 Relating Mental Models to Systemic and Strategic Thinking and Planning.

Malan (2010), whose dissertation offers a scientific attempt to relate mental models and strategic thinking, argues that strategic thinking is shaped by individual mental models. The author assumes that strategic thinking also influences the planning and implementation of a chosen strategy. Kaufman et al., (2003, p. 5) also assume that for practical strategic planning, “we must select the appropriate mental model, or frame of reference, for thinking, planning, doing and delivering”. Kaufman et al. (2003; Kaufman, 2006) relate strategic thinking and planning for individual, organizational, and societal development to the approach of Mega planning for educational and other type of interventions for change creation.

An analysis of the scientific literature reveals that researchers use different terms to represent the essential characteristics of strategic thinking: “dimensions”, “elements”, “individual correlates”, and “success criteria” (Malan, 2010, p. 29). Kaufman et al. (2003; Kaufman, 2006) use the term “factor” to define the capability for strategic thinking and planning; their idea of strategic thinking and planning is expressed by the six critical success factors (CSFs). Each of these factors contributes to the success of systemic and strategic thinking and planning (Figure 7).

Figure 7: Six Success Factors for Strategic and Systemic Thinking

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1. Moving out of your comfort zone, involvement of all stakeholders.
 2. Differentiation between ends and means (focus on what but not how).
 3. Use and integrate three levels of results – mega, macro, micro.
 4. Stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria).
 5. Defining need as a gap between current and desired results (not insufficient levels of resources, means, or methods).
 6. Using ideal vision (Mega) for society as the underlying basis for planning, decision making, and continuous improvement.
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Source: Kaufman, 1997, 2005, 2006, 2010; Kaufman et al., 2003.

Note: The phrase “involvement of all stakeholders” was added to the first factor after private correspondence and on-line consultations with Prof. Kaufman.

The CSFs should be understood as a unified list of necessary and unavoidable preconditions rather than a collection of separate useful tips. They have to be understood as a “fabric” and “not a bunch of individual strands”, “each one only on its own” (Kaufman, Guerra, & Platt, 2006, p. 242), for even if just one factor is compromised, the whole idea of strategic thinking becomes invalid. In such a case, if, for instance, the second factor is ignored and means and ends are not distinguished, the planning is not deemed to be successful even if all other factors are included (Figure 7). Kaufman’s idea of systemic and strategic thinking and planning is assumed to be the most appropriate for evaluating the perceptions of stakeholders related to career guidance development after these had been explored in the initial stages of the study. Such an assumption is grounded on the belief that CSFs provide a sufficiently detailed evaluative meta-framework for assessing the capability of stakeholders to engage in systemic and strategic thinking and planning. The CSFs are assumed to be appropriate because they originated in the context of school development as can be seen in the early work of Kaufman and English (1979). Throughout the years, the CFSs and the Basic Ideal Vision hves been applied in scientific research (Watkins, 2001; Moore 2009) and practical consulting particularly in the area of education and schools. As argued in the following chapters, if applied directly to the multiple stakeholder context of school-based career guidance development, the CSFs might serve a valuable tool to assess the degree to which the perceptions of stakeholders correspond to the overall framework of systemic and strategic thinking, which, in turn, is a precondition for creating systemic and strategic plans and logic models for school-based career guidance development.

3.7 Applying CSFs for the Development of School-Based Career Guidance

If school-based career guidance is assumed to be a complex, long-term strategic intervention aiming at facilitating accomplishment in societies, organizations, families and individuals by closing gap in their needs, career guidance developers in the school context have to be equipped with logic models for planning which enable them to grasp

and structure this complexity. O'Toole (1993, p. 5) argues that the goal of policy is simplification – “before an executive can usefully simplify, though, she must fully understand the complexities involved”. Planning unlike evaluation (which employs “a magnifying glass” techniques by examining single individual’s capabilities, functionings and needs) requires a holistic, “helicopter view” for the ability to see the society as beneficiary (Kaufman et al., 2003, p. 79). Wheatley (1992) states that “when we give up myopic attention to details and stand far enough away to observe the movement of the total system, we develop a new appreciation for what is required to manage a complex system” (p. 110).

School-based career guidance perceptions as the responsibility of atomistic individuals who themselves are required to identify the solutions fails, because, as Guichard (2010, p. 29) concludes, “the ways young people learn to conceive their future and to face the problem of their life and career construction depends on the architecture of their country’s school organization and its actual processes to select and distribute students”. Moreover, “there are major differences between European youth as regards their mastery of the career competencies that advanced modern societies require of them” (ibid.). Thus, career guidance is no longer perceived as a short-term relief station of one-to-one conversations. To develop career guidance means to address levels above the individual: the institutional, organizational (family,) and societal levels – the heart in which all the problems, barriers, or opportunities for individual performance arise.

In evaluations ,we might involve ourselves in diagnosing the performance gaps as accomplishment barriers in individuals, whereas in planning, we should refrain from digging into individuals looking for the causes and solutions to the gaps, for these are likely to originate in the individual’s environment and external support. A well-defined career guidance systemic and strategic plan or model in schools would allow us to identify and signal or set alarms about gaps in other sectors or levels which run parallel with guidance interventions and which finally lead to the overall finality of consequences.

As discussed in this chapter, designing logic models and planning for organizational development and for complex programmes and interventions in organizations is

dependent on the stakeholders' mental models and their ability to engage in systemic and strategic thinking. It can be assumed that before school-based career guidance stakeholders can demonstrate their systemic and strategic thinking capability, no systemically and strategically sustainable career guidance logic model or programme plan is likely to appear. Therefore, there is a need to explore how career guidance stakeholders perceive career guidance development in the school context and to evaluate to what extent their thinking matches the factors of strategic and systemic thinking introduced above.

3.7.1 Exploring CSFs

The Six Critical Success Factors provide a vital meta-framework of strategic and systemic thinking and planning for change creation in educational and business and other sectors. Below, a brief interpretation of each factor for successful planning and its implications for developing multi-stakeholder educational and career guidance interventions is provided.

Factor One: Moving out of your comfort zone, involvement of all the stakeholders.

The importance of questioning the present state of affairs perceived by people is assumed to be a crucially important factor of human development not only by Kaufman (2006), but also by the Nobel Prize winner and the author of the Capability Approach for Human Development Amartya Sen. Sen argues that subjective perceptions of utility “can be moulded by social conditioning and a resigned acceptance of misfortune” (Sen, 1991, p. 133). This kind of acceptance and even choice to remain in an unfavourable environment is referred to in the Capability Approach as “adaptive preferences”. Kaufman expresses a similar assumption by noting that people have a zone in which they feel comfortable operating, and when they push themselves out (or are pushed out) of that area, they get tense, irritable, and defensive (Kaufman, 2006). Even in unfavourable situations, people, according to Kaufman, “tend to repeat past responses even in the context of new realities, new situations, and new surroundings, even if it means staying miserable” (Kaufman, 2006, p. 16). However, both Kaufman and Sen argue against the “comfort of misery”. For Kaufman, “giving up what will work or

bring success for what is acceptable and comfortable means giving up our unique abilities and goals. It also keeps us away from making useful decisions” (Kaufman, 2006, p. 17). By urging us to leave the comfort zone, Kaufman et al. (2003, p. 106; see also Kaufman, 2006) state that “the power of existing paradigms is that they screen out new paradigms, new realities and new data. The present paradigms filter out other options. Our personal mental models and group paradigms are mostly unconscious. We often don’t know what we don’t know”. Our “assumptions or ‘theories of action’ are often taken for granted and seldom examined or challenged” (ibid.).

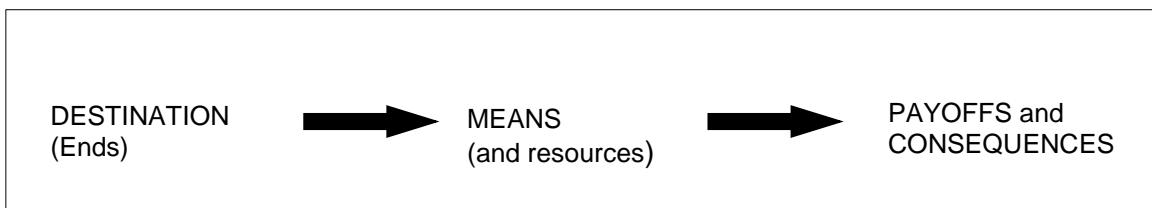
Regarding the involvement of all stakeholders, Kaufman, Guerra, and Platt (2006) argue that it is vital to establish the “ownership” of education by those who receive and deliver it in a form of “lasting partnership for success” (p. 5). They further noted that trust, understanding, and agreement on a common destination of what results are to be achieved are keys to a successful educational endeavour. Those who have an interest or stake in educational or career guidance interventions have to “own” the goals they intend to pursue as well as the activities they select to achieve these results. According to Watkins and Wedman (2003), successful change management relies on the support and commitment of key individuals who can take an on-going responsibility including the creation of the infrastructure capable of sustaining the initiative that requires developing support systems for on-going assessment and analysis of performance discrepancies, evaluations, and continuous improvement initiatives related to the selected solution. Among the key stakeholders who should be involved in the educational change facilitation through planning, Kaufman, Guerra, and Platt (2006) state the following:

- Learners
- Teachers
- Parents
- Administrators
- Educational staff
- Future employers
- The community (society) in which we all live (p. 7).

The community as in the above-mentioned stakeholder group example is represented by civil society groups, local charities, government officials, union representatives, and other groups which share a public or communal interest.

Factor Two: Differentiation between ends and means (focus on what but not how). Kaufman (1997, 1997a) places great emphasis on separating means and ends (see Figure 8).

Figure 8: *Direction of planning*



Source: Kaufman (2006)

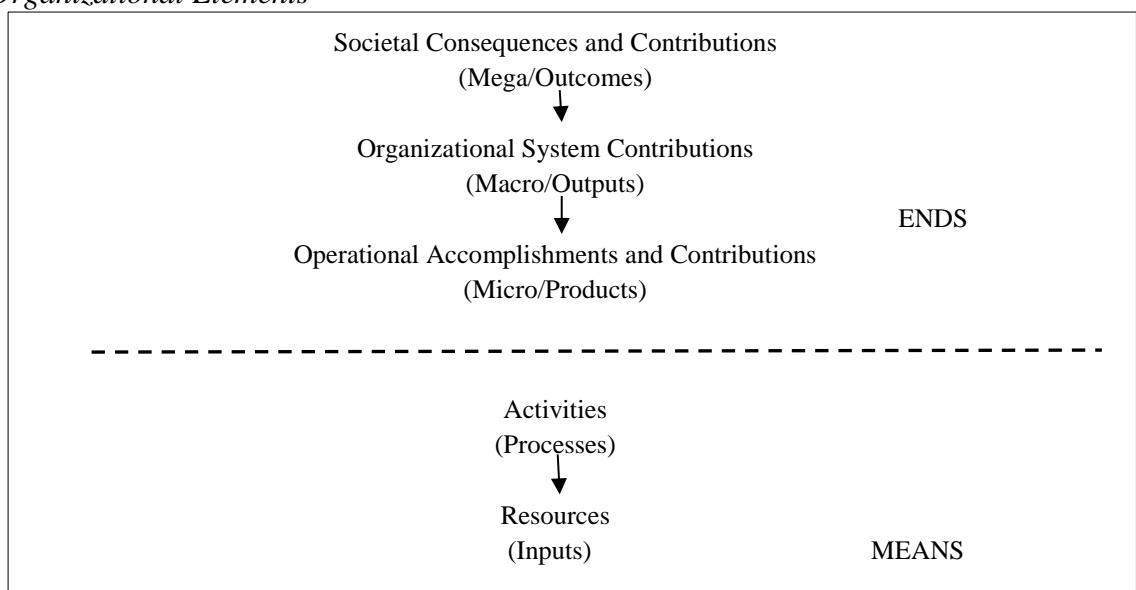
He figuratively argues “if we set our sights on processes (hold quality meetings, buy new equipment) or resources (higher spending) we put the methods cart before the expected- results horse” (Kaufman, 1997, p. 85). Although it is assumed that people tend to opt for quick fixes, however, Kaufman urges to resist picking a solution or resource until one knows where one is headed and why (Kaufman, 1997). If this resistance is not sustained, there is a risk of mediocrity, which comes from selecting means without linking them to worthy ends (Kaufman, 2006). Particularly Nutt (2008) in his research illustrates that decisions based on “quick fixes” or preconceived solutions create a trap that discourages knowledgeable people from offering ideas, and thus are less likely to lead to desired results than those that are systematically derived from the desired results. In the school development context, Kaufman and Stakenas (1981, p. 616) argue that “the effect and the efficiency of schools may be dramatically improved by adopting a holistic view of the relationship between schools (as means or processes) and the societal end” of self-sufficiency.

Factor Three: Use and integrate three levels of results – mega, macro, micro.

Kaufman argues that “there is a value chain that links everything we use, do, produce, and deliver to results and consequences outside of ourselves: our organizations (and families), society, and the communities in which we all live” (Kaufman, 2006, p. 71).

Thus, starting at the Mega level and then planning the related results on other levels so that they are always linked to a higher order or longer-term need, allows planning to be both strategic and systemic (see Figure 9). The outcomes are defined as the impact an intervention has on society; they are the “bottom line” criteria upon which to begin and later to evaluate planning, programme implementation, and impact (Kaufman & Stakenas, 1981).

Figure 9: *Results chain that shows the relationships and alignment among the Organizational Elements*



Source: Kaufman (2007)

In the school context, this factor translates into the idea, that everything school does and delivers (including the development of career guidance in schools) has to be developed by aiming at the societally desired outcome as the initial point of departure and subsequently integrating this societal direction into other levels of outcomes on the organizational and individual levels.

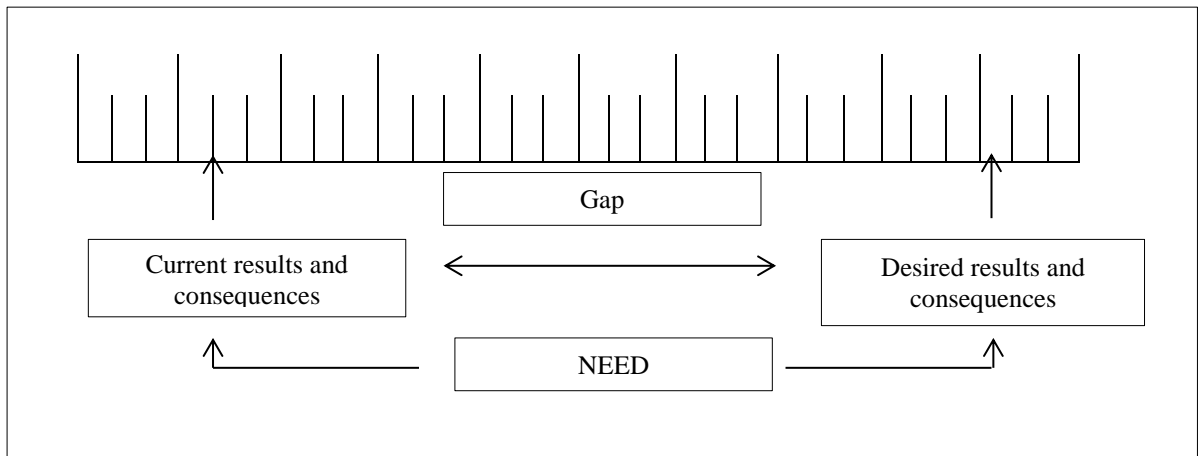
Factor four: Stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria).

As indicated in the introductory chapters, Frank and Walter (2009) encourage creating a strategic vision of career guidance results for each school and its stakeholders based on “SMART” objectives: Specific, Measurable, Attainable, Relevant, and Time-bound (Table 3). Similarly, Factor Four of systemic thinking is defined by the individual’s

ability to identify and distinguish specific measurable objectives. Objectives, according to Kaufman (2006), are ends or accomplishments and require measurable criteria which proved that the valued end is achieved, because vague goals make it difficult to assess impact. Kaufman points to four scales of measurement: nominal, ordinal, interval, and ratio (Kaufman et al., 2003; Kaufman, 2006). He identifies good objectives as “SMARTER” objectives – Specific, Measurable, Audacious, Results-oriented, Time bound, Expansive, and Reviewable.

Factor five: Defining need as a gap between current and desired results (not insufficient levels of resources, means or methods).

Kaufman directs significant attention towards conceptual analysis as well as practical utilization of the need as a term as well as normative needs assessment. He notes that “how ‘need’ is defined is pivotal in determining how objectives are selected” (Watkins & Kaufman, 1996, p. 11). Kaufman urges always using “need” as a noun and never as a verb (Kaufman, Rojas, & Mayer 1993; Kaufman, 2006), for “to use “need” as a verb – like most of the English words ending in ‘ing’ – is to see it as a means” (Kaufman & Grise, 1995, p. 12). Using needs as a verb means “to jump from unwarranted assumptions to foregone conclusions” (Kaufman et al., 2003, p. 116) because, in such examples “we need more frequent guidance sessions”; “we need more financial support for career guidance”. The real, objective needs are described through discrepancies between present and desired accomplishments. Assuming that “What Should Be” is the desired results and “What Is” is the data which indicates the current status of the results, the definition of need is given in Figure 10 as a results gap between What Should Be and What Is (Kaufman et al., 2003).

Figure 10: *Needs as gaps in results*

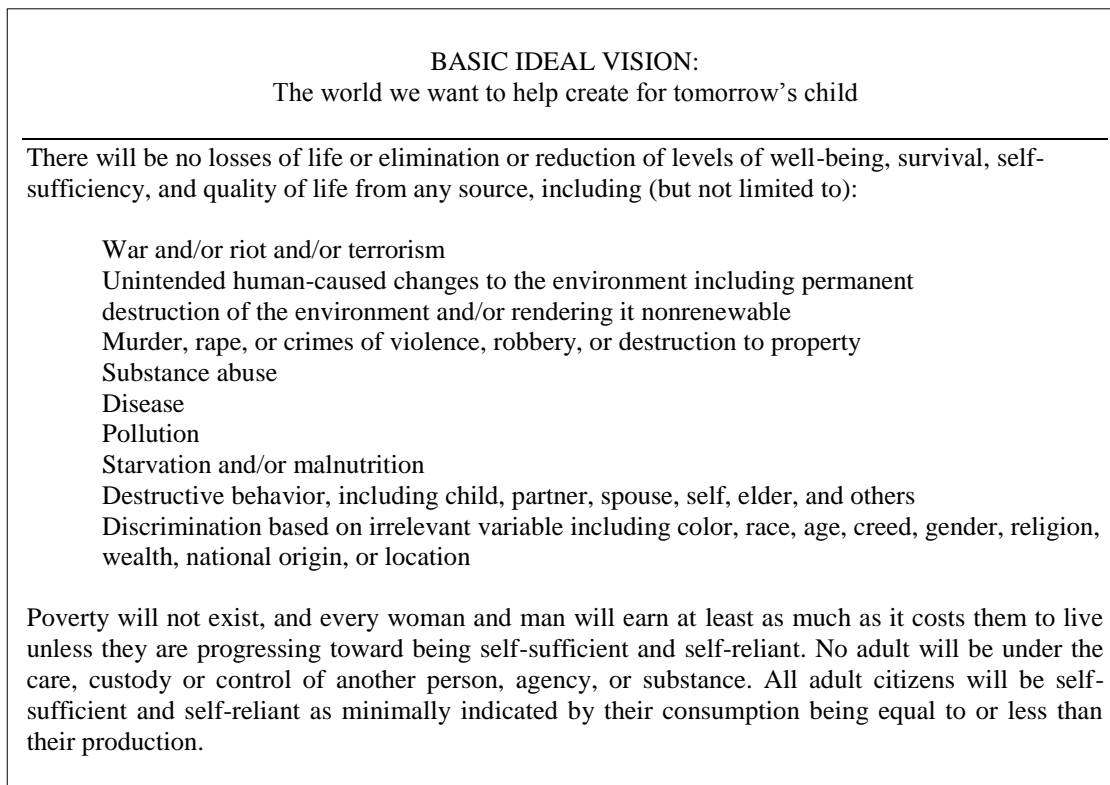
Source: Kaufman, Rojas and Mayer (1993)

Objectively measuring needs might be criticized because it does not allow any subjective participation of individuals, that is, it does not allow the respondents to state their opinion of what their “needs” are. However, it has to be understood that people very often have unequal capabilities of recognizing and objectively assessing their own needs.

Factor six: Using ideal vision (Mega) as the underlying basis for planning, decision making and continuous improvement. This factor involves all the stakeholders in answering fundamental questions about the ultimate purpose of development and change as the creation of the world you would like to leave for tomorrow’s child. (Kaufman et al., 2003; Kaufman, 2006). Ideal Vision (Figure 11) is described in measurable terms and encompasses ends (not means) of the desired future, serving as a broad ethical framework under which the objectives over the entire chain of results should be preconditioned. Ideal Vision “is not meant to be an oversimplification of the complex interests in society; it is, rather, a recognition that at the basic level, we have many common desires and interests that should be driving us at the societal level, at the organizational level, and at the individual level” (Kaufman, Guerra, & Platt, 2006, p. 42).

When applied to the schools context, Basic Ideal Vision serves as an ethical normative meta-framework for school-based programmes and interventions for everything one school delivers. It can be also seen as a school's mission, which is in German referred to as Leitbild (Mission Statement – Engl.). However, in reality, many schools treat their mission statements as declarative empty slogans, which have little relation or integration with school-based outcomes. Kaufman and Stakenas (1981) argue that “schools have been created to serve society” and “they are means to societal ends” (p. 614). Therefore, Kaufman urges the schools efforts and results to be oriented towards societal outcomes which are outside of school organization (Kaufman & Stakenas, 1981). The effectiveness and efficiency of schools according to Kaufman may be dramatically improved by adopting a holistic view of the relationship between schools (as means or processes) and the societal end (of self-sufficiency).

Figure 11: *Basic Ideal Vision*



Source: Kaufman, Guerra, & Platt (2006)

Kaufman and Stakenas (1981) claim, that “it does not make sense to begin and end educational planning at the doorstep of the schoolhouse”, and consequently raised a question, “learners do not stop there so why should our planning”?

3.7.2 Adopting CSFs for the Development of Career Guidance in Schools

PRINCIPLES FOR SUCCESSFUL PLANNING	ADAPTATION FOR CAREER GUIDANCE DEVELOPMENT IN SCHOOLS
MOVING OUT COMFORT ZONES; INVOLVEMENT OF ALL STAKEHOLDERS.	Be open and sensitive to change. Be ready to take a holistic perspective to the issues, and attempt to question even most widely accepted truths about what good career guidance should be. Be conscious that change might be uncomfortable and it is much easier to stick to the old position of indifference, however know that ignoring the need for change might lead to undesirable consequences. Career guidance development in school may be related to accepting the uncomfortable truth: that career guidance as it is designed now does not allow proving value added. Involvement of all stakeholders in school-based career guidance development is necessary because before everyone becomes an “owner” of the collaboratively defined aims and objectives, systemic and strategic or “deep change” is likely to be prevented.
DIFFERENTIATE BETWEEN ENDS AND MEANS FOCUS ON "WHAT" (Mega/Outcomes, Macro/Outputs, Micro/Products)	The old model of planning INPUT-PROCESS-OUTPUT is deeply rooted in the minds of educators and even policymakers are encouraging the widening and deepening of choices in career guidance products and services without specifying concrete outcomes to be delivered. There is always a temptation to start any project by concentrating on the resources and processes before agreeing on what

BEFORE "HOW".	<p>should be achieved.</p> <p>Thus, schools are tempted to become “supermarkets” of career guidance activities and projects. After failing to identify aims and concrete objectives, they try to compensate by ensuring an abundance of products in order to demonstrate their “effectiveness” and “care”. The focus then shifts towards means: inputs and processes, which are subsequently evaluated by the likes/dislikes type of feedback from those who are participating in the delivery of means.</p>
<p>USE ALL THREE LEVELS OF PLANNING AND RESULTS (Mega/Outcomes, Macro/Outputs, and Micro/Products).</p>	<p>All three levels of results are equally important. It is a mistake to state that career guidance is about individual well-being. Or that career guidance is the instrument of economic development. All three elements are equally important – starting from societal outcomes, achieving organizational outputs is just as important, and also equally important is the achievement of results in an individual. Planning might not be considered as successful if any level is considered of lesser importance than the other. However, the direction of planning according to the strategic thinking mode always starts with the Ideal Vision of society.</p>
<p>STATING OBJECTIVES AND THEIR MEASURES WHICH SIGNAL THAT THE OBJECTIVE HAS BEEN MET (statement of destination and success criteria)</p>	<p>Kaufman (2006) unambiguously states in several of his works that “everything is measurable” (p. 69). Measurability is vital for accountability and for realistically determining progress (Kaufman, 2006). Using nominal, ordinal, ratio, and interval scales for measurement allows indicating measurable goals and objectives.</p> <p>In the school-based career guidance field, this would mean refusing ambiguous statements that the aim of guidance is “to try to help”, “to provide information”, “to teach</p>

pupils”, “to assist” or “to support”. These types of objective cannot serve as indicators of either success or failure. These terms illustrate processes of career guidance in schools rather than describe the end achieved. Instead, Kaufman urges using “SMARTER” objectives – specific, measurable, audacious, results-oriented, time-bound, expansive, and reviewable.

DEFINE "NEED" AS
A GAP IN RESULTS
(not as insufficient
levels of resources,
means, or methods).

Not so much as “quality standards”, or “efficiency criteria” – the normative concepts originating from the industrial and market terms, the term “need” as the gap in results should be the key term in career guidance development. Needs are identifiable not only at the level of individuals, they can be assessed as discrepancies between What Is and What Should be on the organizational and societal levels.

USE AN IDEAL
VISION AS THE
UNDERLYING BASIS
FOR PLANNING
(don't be limited to
your organization).

Every stakeholder of school-based career guidance is challenged by short-sightedly concentrating on its own immediate interest area. For instance, schools might prioritize such career guidance projects which bring publicity and help attract potential pupils. Businesses might only finance such guidance projects which, by serving as public relation events, help them to advertise their companies and to increase profits. In such a manner, the most valuable long-term outcomes of career guidance might be left unnoticed and not achieved. Thus all the stakeholders of career guidance are required to commence elaborating on common interest areas starting from the broadest and widest interest possible – Ideal Vision of society.

Summary

Development of an overall plan or concept of career guidance in each school is assumed to be a highly complex, multi-stakeholder collaborative task requiring the creation and application of complex logic models which include outcomes, outputs, results, and processes as well as inputs. Such complex logic models in the form of graphic representations originate in the minds of individuals as their mental model, which have to be brought to a conscious level, particularly in the context of collective processes of change creation and decision making. Strategic thinking is shaped by individual mental models. Therefore, to achieve strategic thinking, one has to investigate one's own mental models and re-assess whether they correspond to external reality or to the internal reality of others. Finne, Levin, and Nilssen (1995 p. 23) stated that each actor may have a different "chain of reasoning" or "cognitive map" which is dynamic and integrates their thoughts on the programme. The importance of exchanging initial assumptions and deep-rooted beliefs in order to create a shared vision among the authors of a programme and to build a logic model is also emphasized in the empirical study performed by Kaplan and Garret (2005). These authors noted that individuals and organizations may resent being asked to question long-held beliefs or to provide evidence to support their work. Reflection in a form of uncovering one's mental models is assumed to be crucial for creating a logic model of the program in the program design phase.

Kaufman offers the normative framework which defines successful strategic and systemic thinking as a model of 6 CSFs. Such a framework can serve as a tool for career guidance development and improvement because it incorporates ethical and normative frames for accomplishment-oriented school-based programmes and interventions addressing the entire system: societal (mega), organizational (macro), and individual (micro). It is believed that employing Kaufman's CSFs provides a vital framework of strategic thinking and planning in the area of school-based career guidance development in the multiple stakeholder context, particularly where the development of long-term coherent and measurable overall concepts of career guidance in schools is required by policymakers. Therefore, the CSFs framework was chosen a methodological normative

evaluative framework for the evaluation of school-based career guidance stakeholders' perceptions on the development of career guidance in their local context.

Conclusion

The analysis presented in the previous chapters provides a synthesis of empirical as well as theoretical findings related to normative career guidance development in the school context. There were three propositions (A, B, and C) related to the theoretical part of the research that were answered through the literature review: Proposition (A): A complex, open system approach to career guidance development is appropriate in the schools context. Proposition (B): The complex, open system of career guidance in schools requires systemic programme modelling and planning, which is related to peoples' ability to engage in systemic and strategic thinking and to their mental models. Proposition (C): Systemic and strategic (long-range) thinking as defined by Kaufman et al.'s (2003) 6 factors can be justified as a normative meta-tool or framework which can enable schools and related stakeholders to develop a systemic and sustainable program of career guidance.

Proposition (A) was generally supported not only through the synthesis and analysis of theoretical writings but also through the analysis of policy documents. Lifelong career guidance aims to facilitate lifelong learning while simultaneously ensuring that societal, organizational, and individual developmental needs are satisfied. It can be stated that the purpose of lifelong learning and its constituting part – lifelong guidance – is to ensure social, organizational, and individual development. Lifelong career guidance together with its constituting part – school-based career guidance – is perceived as an open-system, complex, dynamic intervention which is characterized by several integrated elements:

- Meso/Mega Level Elements – societal interest and initiatives.
- Macro Level Elements – organizational elements/organizational dynamics – private firms, schools, and other organizations working together in the field.
- Micro Elements – individuals, departments and sections.
- Intra-Individual Elements – psycho-physiological development of individuals
- Multiple processes and inputs at various levels.
- Real-time, non-simulated, not experimental settings.
- Aims and objectives are projected through the intertemporal perspective.

Such a holistic, complex view of school-based career guidance requires identification of multiple stakeholders from various sectors who are interested and involved in career guidance development and planning in schools. The term “stakeholder” in this research draws on the open-system perspective because it is believed that this term supports the holistic idea of one system and its interrelatedness, suggesting that people as well as organizations are not autonomous. The term “stakeholder” implies the notion of interdependency, motivation to act in collaboration with others, and transparency. In the context of school-based career guidance, *school-based career guidance stakeholders* are associated with particular local school or schools and, as officially stated by NRW policy, include but are not limited to: 1) the pupils themselves, 2) the pupil’s family or official custodians, 3) schools, 4) the career counselling services of the Federal Employment Agencies (Agenturen für Arbeit – Germ.), 5) the economy (business organizations, companies), 6) the local community (municipal initiatives), and 7) institutions of higher education.

Schools are the key stakeholders of school-based career guidance development. They are defined and characterized as open systems. Due to their interaction with the environment, schools are bound to constantly change. Schools are required to emphasize their identity based on values and aims reaching far beyond the school itself. Remaining resolute for the school would then mean to firmly sustain its main focus and purpose outside of itself by delivering value added to society. Autopoesis or constant self-(re)creation would result in the school’s willingness and ability to correctly or validly “read” and assess the needs of society (by inclusive democratic participation and deliberation of all interest groups) and to offer the necessary means (including sustainable, strategic, and systemic career guidance programmes) to close the gaps in such needs.

Particularly, the recent trends of decentralization, school autonomy, and increased accountability exert a pressure for career guidance development on each individual school, emphasizing the problem of engaging in a career guidance development that will incorporate and prove the desired long-term impact. Thus, the need arises to investigate how the educational institutions such as schools, which now have to bear the

weight of decentralized career guidance planning and demonstrating its long-term impact, together perceive this task with their external stakeholders, and whether such perceptions are compatible with strategic and systemic thinking.

Proposition (B) provided an initial assumption that the complex, open system of career guidance in schools requires systemic programme modelling and planning, which is related to peoples' ability to engage in systemic and strategic thinking and to their mental models. Indeed, the scientific literature analysis proved that complex logic models in the form of graphic representations used in the planning of complex educational programmes initially originate in the minds of individuals as mental models that have to be brought into the conscious level, particularly in the context of collective processes of change creation and decision making. Strategic thinking is shaped by individual mental models. Therefore, to achieve strategic thinking one has to investigate one's own mental models and re-assess whether they correspond to external reality or the internal reality of others. Finne, Levin, and Nilssen (1995 p. 23) stated that each actor may have a different "chain of reasoning" or "cognitive map" which is dynamic and integrates their thoughts on a programme. Reflection in a form of uncovering one's mental models is assumed to be crucial for creating a logic model of the programme in the programme design phase.

Proposition (C) initially stated that systemic and strategic (long-range) thinking as defined by the 6 factors (Kaufman, et al., 2003) can be justified as a normative meta-tool or framework which can enable schools and their stakeholders to develop a systemic and sustainable program of career guidance. This was supported by the introduction of normative modelling of career guidance in schools with the help of Kaufman's CSF framework. It is believed that employing Kaufman's CSFs could serve as a vital normative framework of strategic thinking and of Mega planning in the area of school-based career guidance development in the multiple stakeholder context where development of long-term coherent and measurable unit of interventions are required. Therefore, the CSFs framework was chosen as a methodological normative evaluative framework for the evaluation of school-based career guidance stakeholders' perceptions

on the development of career guidance in their local context. This supported the above-mentioned research propositions together with empirical research questions:

1. How do schools and their external stakeholders perceive the implementation and constant development of career guidance in the school context (particularly with emphasis on principals who have the official obligation and primary responsibility for career guidance services in schools)?

Supporting questions:

a) What perceived frameworks, models, or strategies for the development of career guidance may be traced in the perceptions of stakeholders?

b) To what extent do the perceived models and strategies for career guidance development correspond to the systemic and strategic thinking defined by Kaufman's (1997, 2005, 2006, 2010; Kaufman, et al., 2003) six success factors of strategic and systemic thinking?

c) What are the differences or similarities among different stakeholder perceptions in terms of career guidance development in schools?

These constitute the basis of the empirical study which is presented in the following chapters.

4 DESIGN OF THE EMPIRICAL STUDY

Educational research design has traditionally followed the empirical “objective scientific model” (Burns, 1997, p. 3) based on quantitative methods of data collection, analysis, and reporting modes (Mackenzie & Knipe, 2006). However, recently, educational research approaches have become more complex in design and more flexible in their applications of methods, with mixed methods becoming more acceptable and common (Mackenzie & Knipe, 2006). This study used a mixed-method design including the multiple case study defined as “N of One plus Some” by Mukhija (2010) and a quantitative survey as its primary methodology. This chapter provides an overview of the design of mixed method research including the methodologies of qualitative and quantitative studies constituting the overall research design.

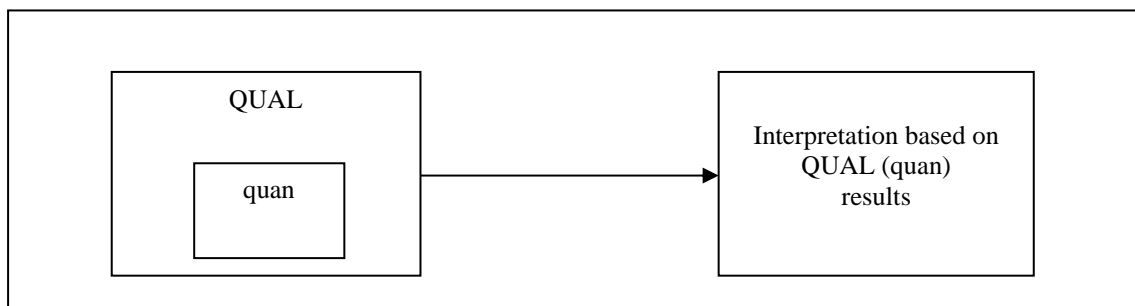
4.1 Embedded Mixed Method Design

It is argued that research methodology is determined not only by the ontological and epistemological stance adopted by the researcher but also by 1) the objective of the study, 2) the nature of the research problem, and 3) the theoretical frameworks that inform the study (Marschan-Piekkari & Welch, 2004). One of the main objectives of this research is to explore and to evaluate the perceptions of stakeholders related to school-based career guidance development which is considered to be a highly complex task requiring systemic and strategic thinking along with participatory and collaborative attitudes. Consequently a holistic, systemic, and participatory inquiry was required. The paradigm of mixed method research which includes combining both qualitative and quantitative methods to address the research problem is assumed to be an appropriate technique for such an investigation. Mixed methods research is defined as “research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study” (Tashakkori & Creswell, 2007, p. 4). As concluded by Cameron (2009), proponents of mixed methods research have been linked to those who identify with the pragmatic paradigm. Pragmatism advocates “a needs-based or contingency approach to

research method and concept selection” (Johnson & Onwuegbuzie, 2004, p. 17) and thus “the researchers are free to determine what works to answer the research questions” (Doyle, Brady & Byrne, 2009, p. 178).

Creswell et al. (2003, p. 219) note that one mixed method study may provide “extensive discussions about the qualitative data collection with minimal information about the quantitative instruments used in the study”, in this way conveying the priority of methodology in the overall research design. In this study, the research question and the research problem pragmatically dictated the use of both quantitative and qualitative methodologies. However, because the study was acknowledged to be a multiple case study of stakeholders’ perceptions, priority is given to the qualitative methodology, whereas the quantitative survey serves as complementary technique embedded in the larger, qualitative study. This approach ended in the overall *embedded mix method design* (Figure 12) described by Caracelli and Greene (1997) and Creswell and Plano Clark (2006). The embedded design is a mixed methods design in which one dataset provides a supportive, secondary role in a study based primarily on the other data type. It includes the collection of both quantitative and qualitative data, but one of the data types plays a supplemental role within the overall design (Creswell & Plano Clark, 2006). The qualitative and quantitative data in this research were collected simultaneously (concurrently). Therefore, this kind of design is distinguished from the sequential mixed methods approach (Doyle, Brady, & Byrne, 2009).

Figure 12: *The Embedded Mix Method Design*



Source: Creswell (2006)

Clarifying and reflecting on the reasons for applying the mixed methods design, although rarely implemented by researchers (Greene et al., 1989), is viewed as an

important step in avoiding confusion in the initial stage of designing the study (Bazeley, 2002). The rationales for utilizing mixed methods research are classified and described in detail by Bryman (2006, p. 107) as presented in Table 11.

Table 11: *Reasons for applying mixed methods design*

Triangulation	Quantitative and qualitative research might be combined to triangulate the research findings for greater validity.
Offset	Both quantitative and qualitative research have their own strengths and weaknesses; combining them allows the researcher to offset their weaknesses and draw on the strengths of both.
Completeness	Researcher can bring together a more comprehensive account of the area of enquiry in which he or she is interested.
Process	Quantitative research provides an account of structures in social life, but qualitative research provides sense of process.
Different research questions	Quantitative and qualitative research can each answer different research questions.
Explanation	One is used to help explain findings generated by the other.
Unexpected results	Quantitative and qualitative research can be fruitfully combined when one generates surprising results.
Instrument development	Refers to contexts in which qualitative research is employed to develop questionnaire and scale items.
Sampling	One approach is used to facilitate the sampling of respondents or cases.
Credibility	Employing both approaches enhances the integrity of findings.
Context	Qualitative research providing contextual understanding coupled with generalizable, externally valid findings among variables uncovered through a survey.
Illustration	The use of qualitative data to illustrate quantitative findings
Utility or improving the usefulness of findings	Combining the two approaches will be more useful to practitioners.
Confirm and discover	Using qualitative data to generate hypotheses and using quantitative research to test them within a single project.
Diversity of views	Combining researchers' and participants' perspectives through quantitative and qualitative research respectively.
Enhancement or building upon quantitative/qualitative findings	Making more of either quantitative or qualitative findings by gathering data using a qualitative or quantitative research approach.

Source: Bryman (2006)

The purpose of utilizing the mixed method technique in this research was to expand or broaden the data collected from one particular group of respondents as in the case of school principals, who have a disproportionately higher stake in the school-based career guidance development because they are assumed to be personally responsible for career guidance implementation and development in schools: “Notwendig ist, dass die Berufsorientierung als *Schulleiternaufgabe* wahrgenommen und in die konkrete Schulentwicklungs- und Unterrichtsarbeit überführt wird” (Schröder, 2011, p. 44, emphasis is mine). Therefore, the mixed method approach allows a balancing out by broadening (which is specific to this study) the sample of relevant, underrepresented, or interesting cases for research. This approach, however, is not mentioned in Bryman’s (2006) list. Additionally, the selection of the mixed methods approach was aimed to seek for triangulation, completeness, context, and credibility in line with Bryman’s (2006) list of rationales.

Qualitative data in this research is considered to be the dominant set for establishing the research results, whereas quantitative data is of secondary importance, helpful in providing broader, complementary findings as well as a broader insight into the perceptions of one particular group of respondents. Quantitative data also served as an additional tool to increase confidence or credibility in the results obtained from the qualitative multiple case study by triangulation and was particularly useful as additional validity and credibility tool due to the researcher’s, non-native, cross-cultural, and cross-language status.

The research design specifically avoided performing two independent studies: one qualitative and one quantitative, with separate research questions, analysis, interpretation and reports. It was assumed that this kind of study cannot be classified as mixed method research but rather as two independent studies. Thus, the idea was to have the same research questions for the qualitative study and for the quantitative survey, and to integrate the findings at the stage of interpretation and reporting, by using mainly the findings from the qualitative study, but also providing relevant illustrations from the quantitative survey at the stage of interpretation and presentation.

4.2 The Pilot Study

Pilot studies are assumed to be useful and helpful for conducting case studies (Yin, 1994). Survey questions may be dropped or added based on the outcome of the pilot study (Tellis, 1997). Yin provides an illustration where the researcher selects one additional case as a pilot case, and the investigators apply the data gathering tools to the pilot case to determine whether the planned timeline is feasible and whether or not the interview and survey questions are useful and appropriate (Yin, 1984).

Because the sampling procedure provided two schools willing to participate in the research, the pilot study was implemented in one of the schools selected by the criteria of convenience. The pilot study was necessary to pilot the quantitative survey items of concurrent quantitative study for face validity, qualitative study interview protocols as well as practical conducting of Focus groups. Not only the content but also the process of data collection was analysed and adjusted. The pilot study was implemented one month before the actual study (see the actual timetable of the research in Appendix I) and brought corrections into the research protocols and increased the awareness of the local schools culture. It helped the researcher to acquire additional experience of conducting individual interviews, considering the researcher's position as a non-native speaker with a limited knowledge of German language.

The items which were later included in the PARS quantitative instrument for the principals which served as the basis for quantitative data collection, were piloted in order to ensure face validity of the items. Muijs (2004) noted that "asking respondents whether the instrument or test looks valid to them is also important. This is called establishing face validity" (p. 66). Thus, during the pilot study, after the qualitative interviews, the pilot study participants were asked to read and to answer the quantitative items as well as provide their written feedback in relation with several criteria 1) if the item is understandable 2) if the item is well-formulated 3) if the item is relevant 4) if the whole set of items makes sense to them. A short discussion regarding the instrument quality followed the instrument completion and written feedback.

4.3 Multiple (Collective) Case Study Methodology “N of One plus Some”

According to Yin (2003), case study research is useful in answering one or more research questions which begin with “how” or “why”. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23). This research had an aim to present the voices of multiple stakeholders of career guidance in the school context to understand how they perceive implementation, constant development and planning of guidance and to what extent these perspectives draw on systemic and strategic thinking.

Therefore, the main purpose of this research is to create a knowledge base on the stakeholders’ perceptions regarding school-based career guidance development as well as to evaluate these perceptions regarding their compatibility with the main factors of successful strategic and systemic thinking by Kaufman, et al. (2003). The explorative and evaluative empirical exercise is grounded in mixed methods research paradigm: the analysis of data is obtained from the collective, qualitative collective case study with embedded quantitative survey of school principals due to their exceptional role and responsibility for career guidance in schools.

4.3.1 Multiple Case Study: The Primary and Secondary Cases

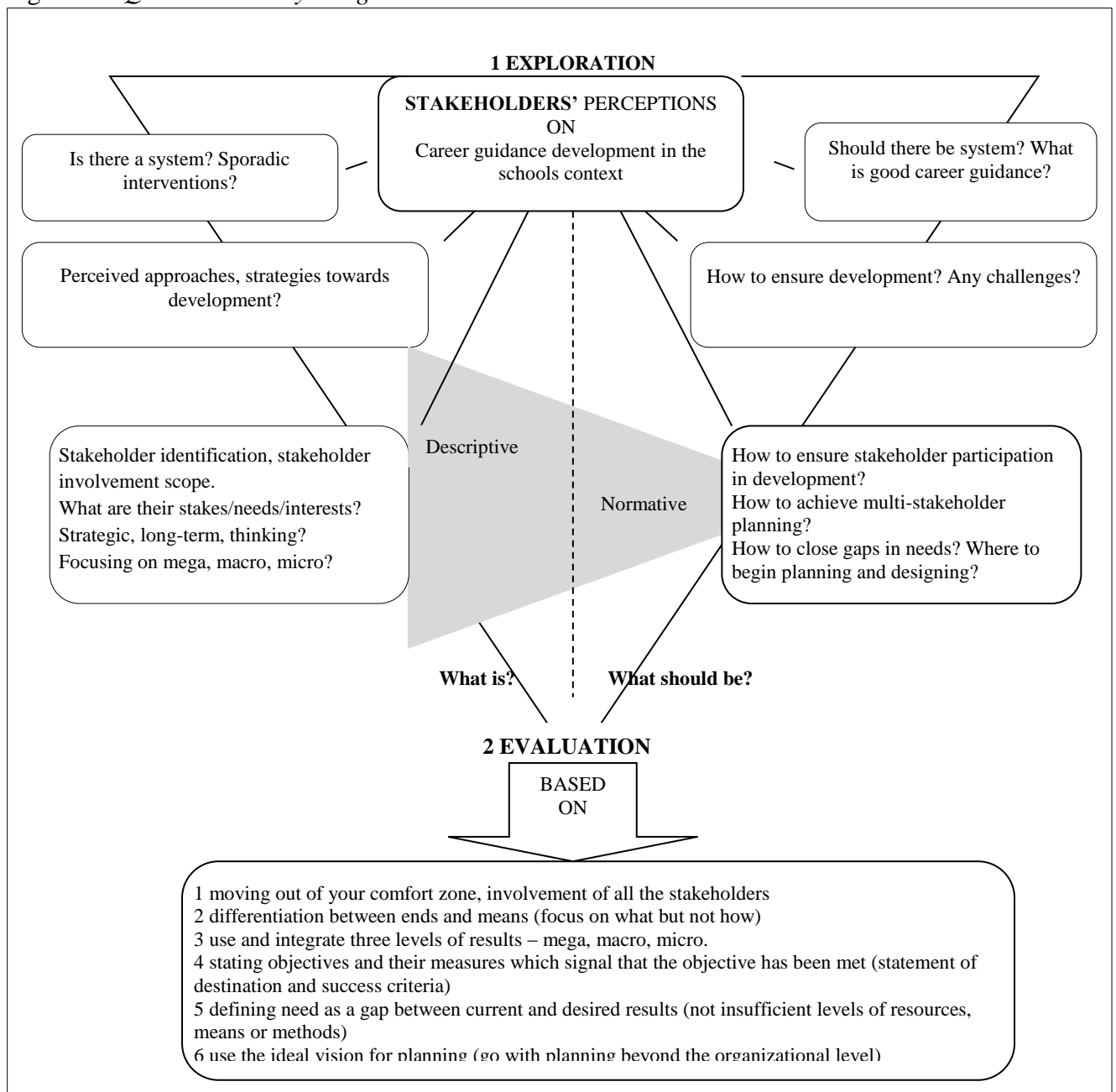
Conducting case study research with multiple cases is a strategy of adding breadth to the investigation; however multiple case studies often come at the cost of an in-depth exploration of the cases (Mukhija, 2010). The solution for the dilemma posed by Gerring (2007) “between knowing more about less or less about more” (p. 49) is offered by Mukhija (2010) in a form of alternative strategy of case selection – “N of One plus Some” where researchers can pursue secondary cases to better understand the primary case.

This research applied similar technique to the “N of One plus Some” by focusing on the primary case of one gymnasium in the Land of NRW. However, due to the theoretical

and policy arguments, it was evident that career guidance planning and development in the primary case is assumed to be a multi-stakeholder endeavour and requires multiple-case analysis in order to comprehend the problem in a holistic, systemic and inclusive manner. Therefore adding the perceptions of multiple stakeholders to the perceptions collected from the primary case school was crucial and absolutely necessary to obtain robust and valid research results.

Type of inquiry. Research design incorporates determining what kind of inquiry is to be conducted. This study presupposes both explorative and evaluative enquiry (Figure 13).

Figure 13: *Qualitative study design*



As indicated in the Figure 13 above, the study seeks to combine the aim of gathering evidence on uninvestigated assumptions to produce initial insight as well as provides evaluation of this evidence compared to the theoretical analytical framework. Thus, the study methods were designed purposefully to gather descriptive evidence on school-based career guidance as it is perceived now by different stakeholders, but in the later stages of interviewing slightly different type of “what should be” questions were aiming to evoke normative opinions on the appropriateness and adequacy of the present perceived situation. Lastly, the collected descriptive and normative evidence was evaluated on the basis on the six CSFs.

The exploratory mode was chosen because of: a) limited literature on schools based career guidance development as it is perceived by the stakeholders, b) uncertainty in who are the stakeholders involved in school career guidance development in real life, c) little scientific knowledge on the multi-stakeholder school-based career guidance development modelling. The research is evaluative because it involves identifying indicators and comparing them with criteria grounded in the prior theoretical analysis. The type of qualitative evaluation inquiry allows “*verstehen*”, understanding the subjective lived experiences of program stakeholders by discovering their truths through in-depth, detailed data collection in case studies (McDavid & Hawthorn, 2006). Qualitative enquiry for evaluation, emphasizes the uniqueness of human experiences, eschewing efforts to impose categories or structures on experiences, at least until they are fully rendered in their own terms (McDavid & Hawthorn, 2006, p. 175).

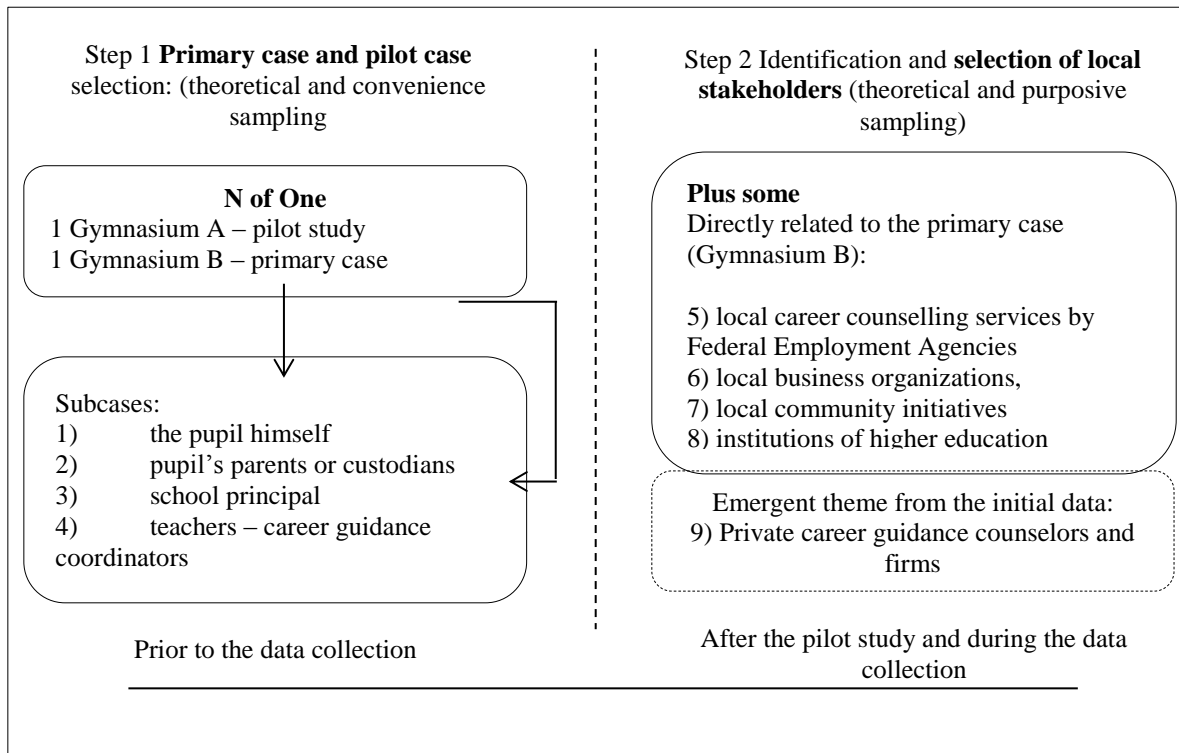
4.3.2 Sampling Procedure

It is argued by Stake (1994) that in collective case studies, “nothing is more important than making a proper selection of cases” (p. 243). According to VanWynsberghe and Khan (2007) “the researcher does not choose the case; rather, the research process, and specifically the interaction between case and unit of analysis, guides a “choice of what is to be studied”. Onwuegbuzie and Leech (2007, p. 250) propose three solutions for proper sampling in multiple cases studies: sampling scheme (e.g., random vs.

purposive), selecting an appropriate sample size, and selecting an appropriate sampling strategy (i.e., parallel, nested, and/or multilevel).

Sampling scheme. All sampling schemes are classified as representing either random sampling (i.e., probabilistic sampling) or non-random sampling (i.e., non-probabilistic

Figure 14: *Sampling technique “N of One plus Some”*



sampling) schemes (Onwuegbuzie & Leech, 2007). The study did not attempt to make statistical generalizations across the large units of analysis, but to identify and to investigate the emerging patterns from the in-depth data, therefore random (probabilistic methods) sampling was not appropriate. Instead, non-probabilistic, theoretical and purposive sampling techniques were applied (Figure 14). First, the theoretical analysis provided with theoretical sample prior to the data collection: the decision was made to analyse one school as a primary case without any preference for its type and according to the predefined general list of stakeholders, institutions and individuals to be involved in the career guidance development in schools, to locate local stakeholders in relation to the school serving as a primary case. From the general theoretical list of stakeholder groups, after the pilot study and during the initial data collection in the primary case, the

purposive, targeted sampling produced a list of local relevant stakeholders related to the primary case.

Sampling size. The choice to select one school as the primary case was made because the literature analysis revealed that in the German context of school-based career guidance the schools are rather autonomous and heterogeneous in their career guidance programmes and their development. Additionally, due to the heterogeneity and individuality of career guidance profiles in the schools, as indicated in the literature reviewed, it was not intended to provide comparative study but to support the theoretical idea of individual identity of schools, that each individual school must be analysed separately as unique organism or system which has to develop its own unique profile of career guidance corresponding the need of local stakeholders. Therefore, it was assumed that in-depth study of one particular (unique) case is necessary, rather than providing less-detailed overview type of comparative study of numerous cases. Individualization and uniqueness is assumed to be an advantage, and thus able to justify an alternative strategy of case selection – “N of One plus Some” where researchers can pursue secondary cases to better understand the primary case.

After the public invitation in the form of oral presentation of the study aims was delivered to a number of all types of schools participating in the PARS study (Panel Study at the Research School Education and Capabilities in North Rhine-Westphalia) (N=50) during the school representatives meeting; there were in total two gymnasium type of schools which applied to participate in the research. One gymnasium by convenience selection provided opportunity for pilot study, while the second one was chosen for the main study. The decision to focus on one primary case was based on the need to identify and to convince to participate in the study a number of specific local stakeholders related to the primary school. It was initially assumed that this task will be more time consuming than sampling of school as a primary case. Mukhija (2010) also emphasized that many stakeholders which are specifically targeted as potential sample of the study due to their relevance to the primary case, can be reluctant to participate or to share their experience with the researchers, particularly if the research is tackling a highly non-transparent, complex problems, particularly related to financing issues.

Thus, it is suggested to focus on one primary case, and its stakeholders instead of having several primary cases.

Sampling strategy. The sampling strategy utilized in the research is multilevel, because the sample demonstrates hierarchical characteristics: parents-pupils, principal-career guidance coordinator etc. According to Onwuegbuzie and Leech (2007) “the lower-level and upper level samples/sub-samples usually are very much related to each other...That is, once one level is selected (e.g., students), then the other is automatically selected (e.g., students’ teachers)” (p. 249). The sampling in this research utilized similar technique: once the primary case was selected, automatically the principal, the pupils, the parents and the teachers – career guidance coordinators of this particular school were selected. The same technique was applied for the selection of other stakeholders related to the primary case school.

By applying the abovementioned sampling schemes and strategies, based on the theoretical assumptions and the results of the pilot study and after the first stages of actual data collection the career guidance development stakeholders’ map in relation to the primary case was created and constantly extended (see Appendix E). The pilot study and initial data collection in the primary case gymnasium informed about another significant stakeholder – private career guidance counsellor added to the sample of stakeholders. It was crucial for the research to involve only particular stakeholders – the ones who have direct contact through various interventions or projects in the area of career guidance with the primary case gymnasium. Thus, it was not possible to “substitute” certain interest groups with similar representatives without a status of authentic stakeholder.

4.3.3 Data Collection Timeline and Place

The purpose of data gathering in qualitative research is to provide evidence for the experience it is investigating; the data serve as the ground on which the findings are based (Polkinghorne, 2005). The ideas and thoughts that have been expressed by the participants serve as evidence (Polkinghorne, 2005). The data was collected in the period of 6 months, from November, 2010 to April, 2011 (see Appendix I). It was

important to allocate certain time for the identification of stakeholder's premises as well as for negotiation and obtaining of their agreements to participate because it was known that stakeholders can be reluctant in sharing their experiences with the researchers (Mukhija, 2010), particularly if their involvement in career guidance is related to financial stakes and is non-transparent as discussed in the theoretical chapters. The participants of the study could not be substituted, because only authentic local stakeholders related to the primary case were targeted as study participants. This required careful and longer negotiations in order not to compromise the whole study.

Most data was collected by the researcher and the assistant entering the field: the sites were schools and offices in institutions and companies. However, some of the research participants were invited for interviews to the researcher's host university, where the researcher was provided with a special office specifically adjusted to accommodate individual and group interviews. One interview took place in the respondent's car during the extended trip, due to the respondent's busy schedule and preference.

4.3.4 Data Collection Methods and Instrumentation.

Qualitative methods: Focus groups, participant observation, case studies, and individual face-to-face interviews pay more attention to the original voices of actors in their everyday life, providing the possibility for researchers to observe and present a broader view of social reality within their research practices (Williams & Katz, 2001; Schratz, 1993). A key strength of the case study method involves using multiple sources and techniques in the data gathering process (Soy, 1997). Using multiple sources and techniques in the data gathering process in a form of triangulation allows strengthening final research assumptions or as argued by Eisenhardt (1989, p. 538) "the triangulation made possible by multiple data collection methods provides stronger substantiation of constructs and hypotheses". According to Yin (2003) there are six possible sources of evidence for case studies: documents, archival records, interviews, direct observation, participant-observation, and physical artefacts (p. 83, 85-96). Assuming the pragmatic stance taken by the researcher, the methods are treated as tools and the usefulness of the method for this study is treated not by the origins of the method, but rather whether it

will help to answer the research questions and solve the research problem (Kleiber, 2004). The instruments of data collection in the research were school internal and externally distributed documents analysis, information presented on the school's website, Focus groups, individual interviews and unstructured observation.

Written documents

One of the most important uses of documents is to corroborate evidence gathered from other sources (Tellis, 1997). Document analysis, according to Hodder (1994) is an "interpretation of mute evidence" which "can be separated across space and time from its author, producer, or user," thus it is utilized best "without the benefits of indigenous commentary" (p. 393). The gymnasium provided the folder with their career guidance implementation procedural documents. These included the schedule of FEA (Federal Employment Agency) counsellor's visits and type of events offered by the counsellor to the gymnasium. The gymnasium also provided with the other relevant documents of internal use related to career guidance provision as well as introduced to the documents used for the gymnasiums application for external evaluation project of career guidance – a Seal "Berufsberatung freundliche Schule" ("Career Guidance Friendly School" – Engl.). All these documents were systemically analysed and grouped; the data was entered and processed with the MAXQDA program in accordance to the themes relevant to this study.

Individual, face-to-face interviews

Interviews are one of the most important sources of case study information, they could take one of several forms: open-ended, focused, structured (Tellis, 1997) or semi-structured (Kvale, 1996). Gall, Gall, and Borg (2003) identified three types of interview design: informal conversational interview, general interview guide approach, and standardized open-ended interview. Interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic (Turner, 2010). Different types of interviews vary in their degree of structure from well-organized, closed interviews to opened interviews where specific themes are in focus but without predetermined sequence or formulation of questions (Kvale, 1996).

Semi structured interviews tend to be useful when the interviewer has already identified a number of aspects he wants to be sure of addressing, such interviews are not as time consuming as open ended interviews (Hancock, 1998). It also is assumed that in the collective case design, certain structuration of interviews is necessary in order to allow the same topics to be touched upon across the cases for further cross-case analysis. According to McNamara (2009), the strength of the guided interview is to ensure that the same areas of information are collected from each interviewee, providing more focus than the conversational approach, but still allowing a degree of freedom and adaptability. Additional argument in favour of guided interview was that certain degree of structuration and presence of interview protocol may increase confidence in the data, obtained in the cross-language, cross-cultural research, where the researcher is more an outsider and thus has less confidence in controlling of the interview situation as organically and instantly as the native researcher. However, the explorative enquiry of the study, as well as systemic and holistic approach did not allow the interview questions to be highly structured. It was important to allow openness in order to explore perceptions, and allow building emergent themes. Assuming the arguments stated above, the guided interview technique was used to extract data from the individual research participants: representatives of stakeholders, organizations and institutions. The research protocol containing broad questions was used only as a supportive tool, allowing the researcher to navigate further from it in cases when the interviewee shifted towards the areas of information which were not earlier defined. Such flexible use of interview protocol allowed documenting not only main themes, but also led to unanticipated findings. The interview protocol questions can be found in the Appendix R.

According to Kvale (1996, p. 126) “advance preparation is essential to the interaction and outcome of the interview”. The interview preparation in this study included translation of interview protocol in a form of a set of broad questions, into German language, by the native speaking research assistant, piloting of interviews allowed testing and adjusting interview protocols, interview timeline, sequence and focus. The

general recommendations by Kvale (1996) were followed for preparing and implementing interviews as well as for creating the interview questions.

All interviews were conducted in German language primarily by the researcher prior to explaining the researcher's non-native status, introducing linguistic support from the native speaker and after receiving permission from the participants to conduct interviews in such arrangement. Additional written consent to participate in the research and for audio recording, audio and transcribed data storage and analysis was obtained from the interviewees.

The interview session was divided into several segments. The first segment was used to create friendly atmosphere and to get acquainted to each other, thus at the beginning of the interviews the information about the interviewees background was collected. The second stage of the interview was directly related to the research theme and research questions. The sequence of the interview questions focused initially on more general descriptions and perceptions, only later aiming to extract beliefs, values and evaluative normative statements. Kvale defines such strategy as *openness of interview purpose* (Kvale, 1996). In the final part of the interviews the aim was to open the purpose of the interview more and to probe deeper into the mental models of the interviewees, as they were asked to speculate on the possible strategies for strategic career guidance development as open complex system. This part of the interview was especially designed for the evaluative analysis.

Focus Groups

Powell and Single (1996) describe a focus group as “a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (p. 499). Morgan (1997) emphasized that focus groups provide data which is not possible to obtain neither with the help of individual open-ended interviews, nor with participant observations. Agar (2004) noted that the strength of focus groups is interaction of participants which routinely results in the “cumulative development of a topic” (p. 108). William and Katz (2001) note the

advantage of focus groups in studying the issues from the perspective of different groups within a school community (parents, teachers, administrators, and students).

As stated by Kleiber (2004) “rather than providing short responses to structured questions, focus groups participants engage in thoughtful discussion and may actually influence one another” (p. 89). Motivation for interacting can usually be assumed when participation is voluntary; people generally give of their time – at least with serious research subjects - when they have more personal investment in the subject (Kleiber, 2004).

The focus groups participants in the group of teachers, pupils and pupil’s parents were invited through the school staff. One focus group in the group of Evaluation committee for the Seal “Career Guidance Friendly School” was invited by the researcher. The goal was to collect from 4 to 8 participants for each group. At the beginning of each focus group, each participant was given interview questions and had time to review these questions. The participants were asked to sign the consent forms (see Appendix Q), the sessions were audio recorded, transcribed and further processed with the computer based qualitative data analysis MAXQDA program.

The importance of power in focus groups as any social interaction should be addressed by the researchers. For minimization of asymmetric power within the research participants, the groups were selected taking into account occupational or other type of seniority with an aim to minimize possible discomfort and bias. Thus all the groups were selected from the same type of participants: teachers – career guidance coordinators, pupils and pupils’ parents were interviewed as separate focus groups.

Unstructured observation

In the research where the process of inquiry aims at understanding complexity of social processes and the need to acquire holistic understanding of real life situations, observations are considered. Observations are characterized as “fundamental bases of all research methods” in social and behavioural sciences (Adler & Adler, 1994. p. 398). There are a few ways to conduct observations in order to collect data – participant or

non-participant style (Savenye & Robinson, 2004) and structured and unstructured style (Pretzlik 1994).

Participant observation is a method of researcher taking part in the daily activities, rituals, interactions and events of a group of people as the means of learning (DeWalt & DeWalt, 2002). “The hallmark of participant observation is interaction among the researcher and the participants” (Sevenya & Robinson, p. 1051). In nonparticipant observation, the observer does not interact to a great degree with those he or she is observing. The researcher primarily observes and records and has no specific role as a participant. Usually, of course, the observer is “in” the scene and, thus, affects it in some way; this must be taken into account (Savenye & Robinson, 2004, p. 1053). It is considered that participant observations require lengthy preparations and can be biased due to the researchers’ higher degree of involvement (Kawulich, 2005), non-participant observations labelled by some scholars as “unobtrusive” along with such methods as documents and artefacts analysis (Savenye & Robinson, 2004).

In the unstructured observation the researchers act in “the field” without predetermined assumptions on the issues they might observe. Such unstructured style allows focusing on the larger patterns of behaviour or interaction more holistically and more macroscopically (Punch, 1998). Similarly, Seale and Barnard (1998) noted that in unstructured observations “researchers are usually trying to capture the whole picture. They are interested in the total situation, rather than specific, individual aspects of it (p. 71). Although the unstructured observation yields significantly larger amount of unorganized data, requiring more efforts in the recording and particularly in the analysis phase (Punch, 1998), it is more appropriate in the case when the situation to be observed is a new, undiscovered area for the researcher and thus, the predefined categories are not available. The possibilities for recording observational data include using video and audio-visual equipment or field notes (Punch, 1998). Field notes can be taken during or after the observation (Seale & Barnard, 1998).

In this study an unstructured, non-participant observation was used. The goal of the observation was to understand the main themes evolving during the final evaluation meeting of the Charity Foundation (Stiftung – Germ.) awarding the Seal

“Berufsberatung freundliche Schule” (“Career Guidance Friendly School” – Engl.) for the primary case gymnasium. The researcher did not have previous experience on how the charity foundations which in Germany are active in awarding schools for their career guidance development evaluate schools and make their decisions for granting the seal. The evaluation meeting is a rather closed school event, where only the school administration, career guidance coordinators, FEA counsellor working in the school, parents’ and pupils’ representatives participate and answer the questions asked by the evaluation committee. Due to the closeness of the meeting, video and audio recording was not considered, instead the permission was obtained for non-participant, unstructured observation and note taking.

After the participants consent was received for observation, and note taking, the researcher took the role of the passive observer and produced paper and pencil recording of the conversations among the participants. Each important utterance was matched with the particular speaker for further data analysis.

Researcher’s role

Kvale (1996) argued that in the postmodern understanding of knowledge construction, the interview is the conversation in which the data arise in an interpersonal relationship, co-authored and co-produced by the interviewer and interviewee. Thus researcher is him or herself a research instrument (Kvale, 1996, p. 147).

In this research the researcher had a many-fold role. First, in the phase of sampling and targeting of study participants, the researcher acted as an advocate, openly declaring her own ontological, epistemological beliefs and values in relation with the research and the research problem, and inviting the potential participants who acknowledge problem in the similar light to become research participants. In the data collection phase the explorative enquiry required being attentive listener and learner, attempting to understand the meaning behind the shared perspectives of research participants. Acting as a “learner” or a “foreign outsider” allowed collecting the data in less biased and thorough way, than acting as a “local expert” who might take many things for granted. It is argued by Angrosino (2007) that sometimes researchers who are outsiders are able

to do better research because people in the community will understand that the researchers really do need help figuring out what is going on. On the other hand, Angrosino (2007) assumes there is danger that the local researchers, particularly those familiar with the field will take too much for granted and will not be sufficiently careful in recording and analysing the data.

In the data processing and analysis phase the researcher had to be involved into evaluation of perceptions collected, acting as an “evaluator” or “expert”. “The expertise” of the researcher was related to the research problem of guidance development in schools and does not mean that the researcher was an expert or equally competent in other fields compared to the research participants.

These roles of being and advocate, a learner and evaluator or expert were all intermingled and did not follow each after another. In other words, the researcher had to “wear many hats” at the same time, particularly, due to the fact that data collection, data analysis and data processing were done constantly and simultaneously. Even in the frame of the same interview, the researcher could be seen as “a learner” and “novice” to the field and later posing evaluative and normative questions and arguments which reveal the “expert side” of the researcher. However the interview question sequence was designed in such way that explorative questions would not precede the normative, evaluative ones.

The qualities of the interviewer are important for collecting good quality data. Kvale (1996) emphasized such skills as the ability to listen, to interpret the data while listening, to be knowledgeable, clear and gentle. The researcher as a former EFL teacher had an extensive experience as well as international training in interviewing students for oral proficiency testing in English language, thus, although there was a barrier of being non-native, with limited knowledge of German this gap was compensated by the competency of experienced interviewer with well-developed skills in structuring the interview, interpreting as well as evaluating the meaning while interviewing, providing adequate probing questions, being sensitive, attentive to small details in utterances, remembering and referring to earlier statements and interview passages.

4.3.5 Data Analysis

Data qualitative analysis is aimed at retrieving information from the data which leads to the potential research results. Yin (2003, p. 109) defines data analysis as consisting of “examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study”.

The data collection phase provided with documents, observation notes and audio material obtained through various methods and from various sources. The audio material was transcribed by the native speaking language assistant using the transcribing rules according to Kallmeyer and Schütze (1976) provided in the Appendix H. The data was processed and analysed immediately after collection, thus allowing overlapping of data collection and analysis which is considered to be advantageous for flexible data collection and adjustment making in the data collection instruments e.g. interview protocols or adding additional cases in order to study the problem in more closely (Eisenhardt, 1989); initial research propositions formed on the basis of theoretical knowledge and basic understanding of the studied theme and the participants can be confirmed or denied.

This research relied on content analysis as described by Gillham (2000). The “essence of content analysis is identifying *substantive* statements—statements that really say something” (Gillham, 2000, p. 71, emphasis in original). Bogdan and Biklen (1982) define qualitative data analysis as “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others” (p. 145). The research relied on the computer assisted data analysis. MAXQDA software was used for data processing: developing coding strategies and for analysing qualitative research data. Transcripts in a form of the rich-text format files were used to work with this software application. The sample of the transcript (Appendix K) and a sample excerpt of data retrieval with MAXQDA (Appendices L and M) are provided.

The strategy for content analysis was to synthesize the existing data through in-depth analysis, adding and amending themes and categories, to relate it to the existing

theoretical themes and by looking at information patterns by matching similar information across the cases.

Data analysis in cross-language, cross-culture research.

In the light of globalized world, internationalization of research as well as international research teams working in the cross-cultural and cross-language context is inevitable and is due to increase. Thus it is not uncommon for the researchers to address the methodological as well as technical particularities of conducting this type of research. Gonzalez y Gonzalez and Lincoln (2006) argue that it is necessary to address five issues for conducting and reporting cross-cultural and cross-language qualitative data: working with bilingual data, considering non-Western cultural traditions, multiple perspectives, multi-vocal and multi-lingual texts, and technical issues.

Working with bilingual data. Conducting research in a foreign country leads to submerging into non-native cultural and linguistic contexts. Careful self-evaluation of

Table 12: *Researcher's linguistic competencies*

Language and mode of use (recently)	Competency level
LM Lithuanian (active)	Mother tongue
L1 Russian (active)	Fluent (acquired in childhood)
L2 Polish (passive)	Independent user (acquired in childhood and adulthood)
L3 English (active)	Fluent (acquired in puberty and adulthood), formal qualification: BA in English Language and Literature
L4 German (mostly passive/currently active)	Independent user (acquired in adulthood)

my own linguistic competencies summarized (Table 12) lead to the decision to 1) to receive support in the form of language assistant for data collection, processing and analysis and 2) to conduct a pilot study in order to assess my own skills (including linguistic skills) to conduct data collection in cross-language and cross-cultural settings;

Data collection language and language assistant. The data collected by the researcher was in German, the native language of the research participants. Such decision was made after the interviews and focus groups were piloted. The pilot study led the researcher to believe that there was a sufficient knowledge of German to conduct the

interviews and to fully comprehend and participate in the spoken spontaneous interaction in German. However, linguistic as well as technical support by the native speaker who is well-informed about the research aims and context was necessary in order: 1) to add to the comfort of the participants, 2) to prevent any possible misunderstandings between the researcher and the participants and 3) to protect the validity and reliability of the findings.

The language assistant, who is a Master's degree student in Philosophy, a native speaker of German, was specifically selected for the data collection and processing phase of this study through the official process of employment at the researcher's host university. The researcher was present in the selection process and had a possibility to influence the final decision. The selection criteria included the knowledge of both German and English language, translation and transcribing skills, ability to control the situation in unpredictable settings, experience in conducting or assisting in conducting qualitative data collection, knowledge and experience of working in/with schools, flexibility, openness, friendliness and other similar skills.

Following the suggestion by Temple and Edwards (2002), the language assistant was treated as an active partner in the research as "key informant" who participated in arranging data collection sessions during the preparation stage (Table 13). The language assistant took part in the interview sessions as well as debriefing sessions on the data collected during the interviews. He was instructed to actively participate in the interviews whenever the situation required. In terms of initial training, the language assistant was instructed on the research aims and research questions, and received a briefing on the theoretical part of the dissertation as well. He was introduced to the research protocols, data collection surveys and the participating schools. The training was provided for applying particular transcribing rules.

Table 13: *Language assistant's roles in the research*

Language assistant's roles in the research	Types of involvement
Translator	Translation: of invitations, interview guidelines survey questions
Trancriber	Transcribed the audio material into text
Interview assistant/passive interviewer	Linguistic, technical and logistic support during the qualitative data collection in the field, was also allowed and encouraged to interact with the research participants during the interviews
Key informant	Participated in the 1 -1.5 h informal de-briefings immediately after the data collection sessions. These debriefings helped to verify and to saturate the first impressions on the data
Networker	Helped in locating the target cases, helped to negotiate the agreement to participate in the interviews, served as a network builder between the researcher and the participants

Analysis of German data. In this study the decision was made to avoid the translations of data as much as possible to protect the holism and purity of data and to avoid losing its authenticity after translation. González y González and Lincoln (2006) note that “in translation, literal equivalency in wording often conveys meanings that are not parallel across languages and cultures”, thus the researcher acknowledged the need to sustain the data in the original language and avoid translations as much as possible in order to increase objectivity and overall validity of the research findings. Thus, after each interview the audio files were transcribed into the texts in original (German) language. During the data analysis, the German text was coded in English language, while the researcher was acting as a translator and a researcher at the same time. Identifying an initial coding frame requires skill “in pinpointing recurring themes and concepts, and developing meaningful labels for the data” (Smith, Chen & Liu, 2008). When data are collected in a local language, it is assumed that those researchers who are not confident or fluent in the original language are not able to perform the task of initial coding (Smith, Chen & Liu, 2008). However, using English labels or codes for data passages kept in original language in the MAXQDA programme, allows better access of the data and codes to the both audiences – independent expert reviewers who have English as their native language as well as those native experts and scholars who require accessing

the coded passages in the original language. Similarly, in their Chinese study Smith, Chen and Liu (2008) emphasized the advantage of having Mandarin texts coded in English, for the information to be accessed by the whole international team of researchers. Similarly, Sinkovics and Penz (2011) note that cross-language coding of not translated, local data with English codes is influenced by the fact that 1) theory, literature and exploratory interviews with experts provide categories in English prior to actual data collection, 2) study depends on the orchestrating institution behind the research which supports one or the other language, 3) coding and analysis performed in English language allow comparability of multilingual data sets. However, the authors report they retaining idiosyncratic aspects of codes might be useful.

In this study, the data in the original (German) language was coded in English. This allowed better access and review possibilities for international experts, it also allowed better matching between the theory, research questions, research propositions and the data and increased transparency and validity of the study. The coding was done from researcher's passive (German) into active (English) language, thus simplifying the task for the researcher and enhancing credibility because from the researcher's experience in translating and interpretation, 1) it is easier to translate from passive into active language mostly because 2) comprehension of a foreign language is easier than production (the researcher was able to fully comprehend the written text in German, however the production of language –producing the code names was more comfortable in English than in German. In the opposite situation, i.e. if the researcher had to write codes in German for English language passages or German codes for analysed text in German, the task would have required more effort and time. As suggested by Sinkovics and Penz (2011) some passages were coded using German terms and by sustaining original phrases after “in vivo” coding was applied.

The decision to analyse the data in original language without translation of entire transcripts was related to the idea that translations into foreign language more often than not fail to represent local life “as it is”. Most problematic are translations of colloquialisms, figurative phrases, humour, professional slang etc. which were present throughout the interviews. Most importantly, the data analysis in German allowed more

accurate and more confident tying of data to the local scientific literature context since the literature analysis included scientific literature also in German.

Advantage of bilingual texts. Avoiding translations of entire transcripts into English, allowed creating bilingual texts for the presentation of the data analysis. Presenting the results of data analysis in the multiple languages is considered beneficial because it provides the readers with a possibility of the original language of the data along with the “presentation’ language” (Gonzalez y Gonzalez & Lincoln, 2006). Thus, in the data analysis chapter the illustrative excerpts are presented in German together with their interpretations in English, protecting validity and credibility of the research results.

Technical issues to insure accessibility. The technical issues related to the bilingual data technique used in the research, include longer texts and reporting and publishing the results of the study (Gonzalez y Gonzalez & Lincoln, 2006). Longer than average texts in the data analysis chapters of this study occurred due to the repetition of illustrative statements in the original language and in English. The dissemination of research results to the participants of the study as well as to the wider scientific audience can also cause the need for additional linguistic adjustments. The researcher acknowledged these tasks with careful considerations in order to produce the research report accessible and acceptable in various contexts.

4.3.6 Case-By-Case, Within Case Analysis

Within case analysis can help investigators cope with this huge amount of data and typically involves detailed case study write-ups for each site (Eisenhardt, 1989). The overall idea of detailed case-by-case, within case analysis is to become intimately familiar with each case as a stand-alone entity. This process allows the unique patterns of each case to emerge before investigators push to generalize patterns across cases (Eisenhardt, 1989). The data analysis method utilized in this study was qualitative content analysis.

Coding. After each transcript and data containing document was imported into the qualitative data analysis software MAXQDA, the codes were assigned to segments of text based upon similar key words, phrases, and issues identified. Coding consists of

assigning “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldaña, 2009, p. 3). The function of qualitative categorization (coding) is to not so much to count instances or aggregating measurements of some variables but rather to collect all instances in relation to one aspect for further qualitative comparison and investigation. The goal of this strategy is to identify key themes and properties and to generate understanding (Maxwell & Loomis, 2003).

Both deductive and inductive approaches to coding texts were applied. The data analysis began with open and axial coding and continued with selective coding to allow pattern and theme building in relation to the research questions and propositions. In first level coding, the researcher identified codes for emergent themes and text segments that related to each code. Due to the specificity of cross-language research where the data is in original (German) language and the data analysis and results report is conducted in “presentation language” – English, the researcher did not use “in vivo” codes frequently but rather immediately assigned the emerging themes variable names in English. However, some figurative language, idiosyncratic terms, key statements directly related to pattern building across the cases and research propositions was coded “in vivo” by participants’ actual wording in order to sustain the authenticity and depth of the data.

Building categories and patterns. After several levels of coding and recoding and assigning codes into categories, the researcher conducted pattern coding in order to group initial codes into a smaller number of themes (Merriam, 1998; Miles & Huberman, 1994; Hatch, 2002). Hatch (2002) believes that a pattern can be characterized by:

- similarity (things happen the same way)
- difference (they happen in predictably different ways)
- frequency (they happen often or seldom)
- sequence (they happen in a certain order)
- correspondence (they happen in relation to other activities or events)
- causation (one appears to cause another) (p. 155).

Pattern coding was particularly important for this multiple-case study, as it led to the development of key themes, which laid the groundwork for cross-case analysis. For the case study analysis it is recommended to use a pattern-matching logic because such logic compares an empirically based pattern with a predicted one (or with several alternative predictions). Yin (2003) believes that pattern-matching logic as “one of the most desirable techniques” for case study analysis (p. 116). If the patterns coincide, the results can help a case study to strengthen its internal validity. This study had several initial propositions which enabled the researcher to establish and to demonstrate the links between the data collected across the cases and the theoretical propositions. Pattern models which emerged from single cases during within-case, case-by-case analysis were compared to each other for literal and theoretical replication across cases, and to pattern models described in the literature for analytic generalization.

4.3.7 Cross-Case Analysis

In the cross-case analysis phase, patterns were built across cases to generate a theory that fit the cases examined, although the cases varied in individual details (Merriam, 1998; Yin, 1994). Khan and VanWynsberghe (2008) define cross-case analysis as a research method that facilitates the comparison of commonalities and differences in the events, activities, and processes that are the units of analyses in case studies. Analysis which includes comparing and contrasting across the cases provokes the researcher's imagination, prompts new questions, reveals new dimensions, produces alternatives, generates models, and constructs ideals and utopias (Stretton, 1969 in Khan & VanWynsberghe, 2008). Miles and Huberman (1994) argue that the fundamental reason for doing cross-case analysis is “to deepen exploration and understanding” (p. 173).

To analyse data across cases, the researcher first relied upon the data collected and organized in the within-case analysis. By conducting “pattern clarification” (Miles & Huberman, 1994, p. 175), comparisons and contrasts across the cases were applied. Ragin (1997) distinguishes between variable and case-oriented approaches to cross-case applications. In variable-oriented cross-case analysis, the variables are investigated across the cases, while in the case-based cross case analytic techniques, the central

question is in what ways the cases are alike (Khan & VanWynsberghe, 2008). Similarly, Eisenhardt (1989) proposed two tactics: to select categories or dimensions, and then to look for within-group similarities coupled with intergroup differences, or the second tactic is to select pairs of cases and then to list the similarities and differences between each pair. A third strategy is to divide each type of data and analyse it separately looking for evidence Eisenhardt (1989). This study applied both techniques by looking for similar codes, categories and patterns which either unite the cases or make them distinct, but also looking at the cases as holistic units producing their own unique context and content. The main idea was to saturate the key themes which run parallel across the cases, as well as to double check in how far one emphasized theme is reflected in other cases.

Miles and Huberman (1994) suggested visualization techniques, for a mixture of variable and case-oriented approaches. This study used the *stacking comparable cases technique*, a series of cases are displayed in a matrix by fields of interest (Miles & Huberman, 1994). This technique requires writing up cases using identifiable pattern of set of variables which appear across the cases. After each case is understood, the case level data is stacked in a meta-matrix, “which is then further condensed, permitting systemic comparison” (Miles & Huberman, 1994, p. 176). First a large meta-matrix of descriptive data related to each case, called by Miles & Huberman (1994) “mega-matrix” or “monster dog” was created which included all cases and themes with original illustrations from coded units and categories. In the further stages of cross-case analysis the cases were refined, summarized and reduced by the use of abbreviations, ratings, summarizing phrases, headings or short quotes instead of full authentic illustrations and descriptions (Miles & Huberman, 1994). This kind of shrinking of mega-matrix into partially ordered, clustered meta-matrix was used in order to produce a cross-case analysis presentation which can be adequately displayed.

4.3.8 Study’s Logic Model and Alignment with Propositions

Yin (1994) emphasized logic linking of the data to the propositions by matching pieces of information to patterns that can be derived from the propositions. The study’s logic

model was created (Table 14) in order to align each research question, the propositions, the logical data leading to each proposition, the data sources and the specific questions incorporated in the survey research (Chow, 2008). For case studies, five components of a research design are especially important: 1) study's questions; 2) its propositions, 3) its units of analysis; 4) the logic linking the data to the propositions; and 5) the criteria for interpreting the findings. Table 14 provides an excerpt from the logic table created as a result of logical linking of the data to the propositions by matching pieces of information to patterns that can be derived from the propositions process. It includes questions and specific data collected and the methods which were used to address each research question and research propositions. The complete table indicating study's logic model is attached as Appendix J.

Table 14: *Excerpt from study's logic model*

Systemic and Strategic Development of School-based Career Guidance through the Perspectives of Stakeholders

THEORETICAL SYNTHESIS AND ANALYSIS: LITERATURE REVIEW

Proposition	Data Logic	Data Source	Questions to be answered
Proposition (A): A complex, open system approach to career guidance development is appropriate in the schools context.	Justify open systems approach to career guidance in schools and define its main parameters.	Scientific theory, synthesis and analysis of policy and legislative documents	Can career guidance in schools be defined as complex, open system intervention? What are the factors influencing its complexity?

EMPIRICAL WORK: MIXED METHODS STUDY

Research Q 1: How schools and their external stakeholders perceive the implementation and constant development of career guidance in the schools context?

Proposition	Data Logic	Data Source	Questions to be answered	Survey
Proposition 1 (Q1): Schools their external stakeholders will experience a certain degree of need and pressure to provide and to participate in career guidance development.	To investigate whether stakeholders perceive pressure to provide career guidance in schools	Individual interviews, focus groups, survey	Is career guidance offered in schools? Why schools are offering career guidance? Why other stakeholders invest their resources in school-based career guidance development?	Q 18 Q 19.2

4.4 Quantitative Survey Methodology

The qualitative multiple case study, was supplemented by embedded quantitative on-line survey of school principals in the framework of larger, longitudinal PARS (Panel

Study at the Research School Education and Capabilities in North Rhine-Westphalia) study in order to provide additional width to the perspectives of the school principal views representing the primary case. School principals' perceptions in this research were given additional weight because they as stakeholders of school-based career guidance have to take personal professional responsibility for school-based career guidance development and thus the school principal's stake is disproportionately higher than the stakes of other stakeholders who participate in the school career guidance development on less formal basis. The survey was designed on the basis of research questions and case study protocols and pilot tested for face validity during the pilot study.

As noted by Creswell et al. (2003) that one mixed method study can provide extensive discussions about the qualitative data methodology with minimal information about the quantitative instruments used in the study and vice versa, depending on the priority of methodology in the overall research design. This study used qualitative collective case study "N of One plus Some" as the main methodology to answer the research questions. The quantitative survey in this research was of secondary importance as the "complementary part of a jigsaw puzzle" as argued by (Erzberger & Prein, 1997). The quantitative survey of different type of schools principals' perceptions in relation to career guidance development provided a broader level of analysis and complemented the qualitative "N of one plus some" study with broader contextual information which allowed building more holistic picture and added confidence to the research results. For instance, for testing the proposition that stakeholders perceive school-based career guidance as multi-stakeholder activity, the researcher's confidence was much greater if not only one school principal of the primary case school but also the majority of principals who participated in the survey provided data in relation to this proposition. However, the survey findings, although helped to increase confidence in the case study results were not used to generalize across the bigger sample.

The quantitative on-line survey was embedded in the overall research at the design level, thus it allows merging of different types of data and using the same research questions for data collection. The quantitative survey was conducted simultaneously to

the collective case study, and should not be treated as a separate study addressing different research questions. The alignment of the research questions with survey questions can be seen in the study's logic model in the Attachment J.

The quantitative survey of school principals was carried out in the frames of PARS (Panel Study at the Research School Education and Capabilities in North Rhine-Westphalia) longitudinal study in the German federal state (Land) North Rhine-Westphalia. The study was implemented by the Institute for School Development Research (IFS) in cooperation with the Research School "Education and Capabilities". In total, 50 secondary schools in North Rhine-Westphalia participated in PARS survey: 8 lower secondary schools (Hauptschulen), 10 intermediate secondary schools (Realschulen), 15 upper secondary schools (Gymnasien), 4 comprehensive schools (Gesamtschulen) and 13 special schools (Förderschulen). On-line questionnaire for principals (see Appendix O) was created in order to obtain information about the attitude of principals and to investigate background as well as teaching characteristics of schools. The principals' questionnaire consisted of 34 items and included 7 items and sub-items (18-20) related to career guidance development and implementation in schools (see Appendix O). Additionally, there were questions which included more general themes of school development and curriculum planning as well as those providing numerical and factual school characteristic: school size, school type and similar data.

4.5 Validation

As argued by Bazeley (2004), mixed methods studies are inherently neither more nor less valid than specific approaches to research. Therefore it can be assumed that validity issues pertinent to the case study and quantitative survey methodologies are applicable and have to be addressed in the mixed method research.

Traditionally, validity in qualitative research involved determining the degree to which researchers' claims about knowledge corresponded to the reality (or research

participants' construction of reality) being studied. Yin (2003) proposed a few tests to ensure validity and reliability of case study results (Table 15).

Table 15: *Reliability and validity in case research*

Test	Case study tactic	Phase of research in which tactic occurs
Construct validity	Use multiple sources of evidence	Data collection
	Establish chain of evidence	Data collection
	Have key informants review draft case study report	Composition
Internal validity	Pattern matching/Explanation building	Data analysis
External Validity	Address rival explanations Use logic models	Research Design
Reliability	Use case study protocol	Data collection
	Develop case study database	Data collection

Source: Yin (2003)

According to Glesne (2006, p. 36) the use of multiple data-collection methods, multiple data-collection sources, multiple investigators, and multiple theoretical perspectives influences to the trustworthiness and research validity. Additional strategies commonly integrated into qualitative studies to establish credibility include the use of reflection or the maintenance of field notes and peer examination of the data. All of these recommendations were followed and in this study together with additional techniques such as reflection upon the key issues which evolved during the research and intra-coder reliability testing.

Multiple sources of evidence. This study used multiple sources of evidence from a group of school-based career guidance stakeholders representing different sectors: education, social security and labour market, business and community (non-profit charity foundation) initiatives; it aimed to triangulate the findings by applying versatile research techniques and methods: interviews, document analysis, focus groups and observation. Additionally, it used an illustrative instrumental quantitative embedded survey to provide a deeper understanding of the research context and to achieve width of some aspects in data, related to the research questions. By the means of such integrated multiple approaches, methods and data collection sources, a chain of evidence was built. The multiple sources of data allowed creation of patterns during the data analysis provided the grounds to the extensive cross-case analysis. The overlapping patterns and repeatedly occurring phrases in in-vivo codes as well as numerical data

from the quantitative survey, helped to refine the concepts, and to increase validity as well as provided confidence in the results obtained in different contexts. According to Stake (2010) “we triangulate to increase the confidence that we will have in our evidence” (p. 126).

Key informants and peer reviews. In order to ensure smooth data processing, the transcript accuracy was additionally reviewed and approved by two more informants, native speakers. The accuracy testing procedure included revision of some blindly selected parts from the entire pool of transcribed text by comparing the transcribed material to the authentic audio data, to ensure accuracy and authenticity of transcripts.

Internal validity. To protect the internal validity of the study, the extensive theoretical analysis of key themes in relation to the research problem and research questions was performed. The translation of data was avoided as much as possible. The coding of German transcripts and documents was done in English; this allowed better integration of data, successful explanation building and testing theoretical propositions. In the phase of presentation of the data analysis the German language excerpts from the original interview transcripts were used to illustrate the patterns.

External validity. In order to ensure the fit between theoretical findings and the data as well as the possibility to make generalizations of the research findings that can be applied in different situations. The study’s logic model was created to achieve integrity and alignment between the research questions, sources of data, questions and methods. This study is focused on multi-stakeholder career guidance development in the context of one school, a Gymnasium in the Land of NRW. Thus it relies on analytical generalizations: career guidance development as it is perceived in the particular bounded context. Therefore, the research does not aim to associate the findings with the larger sample, but rather seeks to explore and to define the problem in its depth and to propose the directions for further studies employing large samples and statistical analysis.

Reliability. The case study protocol was used for better organization of research design and field work and to ensure reliability of the research. The research protocol has been changing throughout the study it was used as guidelines and as a draft for conducting

the study. It included a brief overview of the research project and the case research method, some general description of the procedures for conducting each case, interview protocols and questionnaires.

Intra-coder reliability. All coding was performed by the author of the study, therefore the intra-coder reliability test was performed with a randomly selected portion of coding units in order to measure the extent to which the same coder repeatedly assigns the same code to the same data unit at two different points of time. The researcher re-coded randomly selected retrieved data sets which consisted of coding units which constituting approximately 40% of the entire coding sample under test-retest condition in order to assess intra-coder reliability over two months period (Table 16).

Table 16: *Intra-coder consistency test*

	Initial coding MaxQDA	After re-coding MaxQDA		N	%	
DS1	N=109	N=116	Same code (Consistent)	Exact	87	75%
				Phrasing different	18	16%
				TOTAL:	105	91%
			Deviation (Non – consistent)	<i>Different code</i>	4	3%
				<i>New (additional) segments coded</i>	7	6%
Total			116	100%		
Total consistency	109	116			91%	

Note: DS = Data set

The intra-coder consistency was measured by the percentage of agreement for assigning the same codes to the same retrieved items during the re-coding. The difference in phrasing was additionally indicated (i.e. “interest” or “gain” was re-coded as “stake” or “interest group” was re-coded as “stakeholder”) where the semantic meaning of the initial coding unit was retained by using synonymous code during the re-coding. If initially one coding unit was spilt into two separate codes by assigning additional coding unit, such instances were also identified as “New (additional) segments coded”. If a coding unit was given no code or different code during the re-coding, this type of re-coded unit was considered as “Different code” and was counted as non-consistency factor. The intra-coder consistency for the three data sets was 91%, 89% and 81%,

which indicated a sufficient overlap between the two separate codings in time and indicates high intra-coder consistency. The complete table indicating the values of intra-coder consistency test is attached in the Appendix N.

4.6 Ethical Considerations

During the whole research the research participants' protection principles were followed. As reported by (Fraenkel & Wallen, 2003, p. 57) "the protection of the participants from harm, the ensuring of confidentiality of research data, and the question of deception of subjects should be avoided. Hammersley and Traianou (2007) report five commonly recognized ethical principles for the educational research, including: causing no harm, sustaining participants' autonomy and privacy (anonymity), working on the basis of reciprocity and ensuring equity.

All participants of this study participated voluntarily and agreed to sign consent forms (see Appendix Q). The forms provided general information about the study, the rights of the study participants, including the right to quit the study at any time and description of how study data is likely to be utilized. The respondents who participated in the pupils' focus group and who were younger than 18 years old at the time of data collection were asked in advance to provide the written consent to participate in the study signed also by their parents.

All names of individuals, the names of the events, titles of the career guidance projects and places have been changed, so that no follow up identification of persons or organizations is possible. Participant anonymity was secured at all times. During the focus groups the participants were asked to write down their invented names on the piece of paper and to place these paper cards in front of them for better group facilitation and for ensuring more active interaction between the participants. During the data collection outside the school with external stakeholders, the researcher did not disclose the name of the school as the primary case as long as the stakeholders were not informed by the school in advance. Data security was protected by granting access to the data only to the researcher and the language assistant.

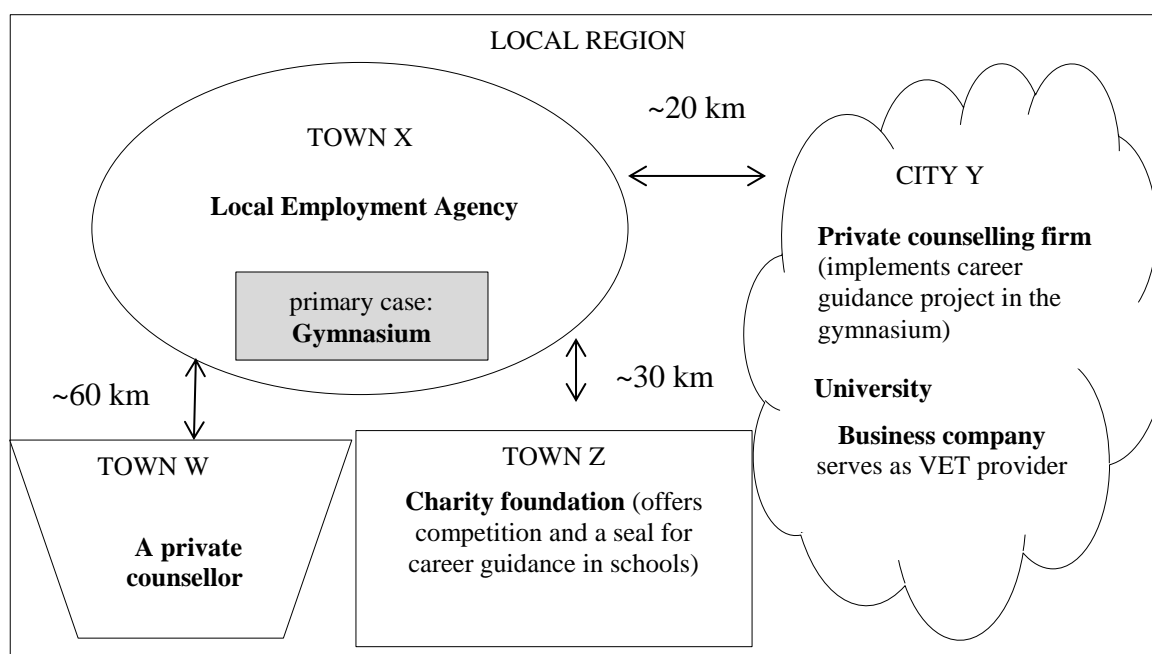
Additionally, an extended debriefing was applied at the end of each interview in order to ensure comfort and well-being of participants. During the debriefing participants were encouraged to state the questions they have anticipated to hear but which were overlooked by the researcher and to provide their general opinions about their interview experience. The mutual trust between the participants and the researcher has been achieved and sustained throughout the study.

The researcher acknowledged the need for reciprocity in the research. Thus, the participants were never treated as means but always as an end. The study was completed with the informal round table discussion and presentation, initiated by the researcher and the research participants, in order to disseminate the research results, to provide extensive feedback, and to enhance trust in the utility of the scientific research. The equity among the groups was encouraged by providing equal opportunities for voice, by treating pupils' opinions and perceptions equally important as those of the adults, by kindly encouraging introverted people and women in the mixed gender focus groups to be active in the discussions.

5 DESCRIPTION OF CASES

Miles and Huberman (1994) suggest that researchers should provide a brief case outline before collecting their data. A detailed description of cases makes it possible to replicate research if necessary and provides contextual information which adds to the richness of findings. This study focused on one primary case: a gymnasium in the Land of NRW plus some stakeholders who have stakes in the career guidance development in the primary case gymnasium (Figure 15).

Figure 15: *Case study N of One plus Some: the primary case and the secondary cases of stakeholders.*



The groups of relevant stakeholders who are held to be responsible for the school-based career guidance were identified during the literature and policy documents analysis. The initial list of relevant stakeholder groups was extended after the pilot study and the initial data collection in the primary case with one extra group – the private counselling firms and private freelance counsellors. The stakeholders named by the local policy documents included both individuals and organizations. Organizations as stakeholders were represented by the professionals who deal with school-based career guidance

development in their work. The entire list of individuals who were chosen to represent the stakeholder groups is provided in Table 17.

Table 17: *Stakeholder groups and their representatives*

Stakeholder group	Organization or individual	Represented in the research	How related to the primary case
1) Pupils themselves	Individual	Pupils ($N = 6$)	Study in the primary case gymnasium: Grades 11, 12, and 13. Participate in the project "Mein Weg nach dem Abitur".
2) Pupil's family or official custodians	Individual	Parents ($N = 5$)	Pupils' parents make the decision through the parents' representatives about co-financing the "Mein Weg nach dem Abitur" by contributing approx. 20 Euros per child.
3) Schools	Gymnasium	Principal ($N = 1$) and teachers-career guidance coordinators ($N = 3$)	Are employed in the primary case gymnasium, occupy the relevant roles, make the decision about participating in the project "Mein Weg nach dem Abitur".
	Gymnasium	Career guidance evaluation meeting ($N = 10$)	A formal meeting at the gymnasium between the jury and the school representatives who are involved in career guidance implementation and development.
4) Career counselling services by Federal Employment Agencies	Employment Agency	Head of the U25 (under 25 years) department ($N = 1$)	Head of the team of counsellors who work in schools, including those who work in the primary case gymnasium; supervises and makes the co-financing decision for the project "Mein Weg nach dem Abitur".
5) Business	Business company	The chief of the apprenticeship department ($N = 1$)	The company co-finances the project "Mein Weg nach dem Abitur" in local schools together with other business organizations and the Employment Agency.
6) Community initiatives	Charity foundation	Jury for the seal "Career Guidance Friendly school" ($N = 4$)	Because the primary school applied for the competition, the jury had to evaluate career guidance concept in the school and to make the decision about granting the award.
7) Institutions of higher education	University	Head of career guidance department ($N = 1$)	Partner university as indicated in the interview with the primary case principal. It has a separate department which coordinates work with schools by providing information and guidance for pupils.
8) Private counselling firm	Business company	Marketing specialist and training/counselling course manager ($N = 2$)	Have been managing and implementing the project in the primary case gymnasium "Mein Weg nach dem Abitur" which is the source of financial profit for the company.
9) Private counsellor	Freelancer	Self-employed counsellor ($N = 1$)	Works with schools in the region by providing counselling services for groups of pupils

All stakeholder groups who participated in the research were representing institutions closely related to the primary case through already commonly implemented career guidance interventions. There was no single case of stakeholders included in the study who would not have had a career-guidance-related encounter with the primary case gymnasium. As a result, apart from the primary case gymnasium represented by the gymnasium principal, teachers, pupils, and pupil's parents, the research was also able to identify and to focus on the external career guidance stakeholder groups.

The research was implemented in compliance with ethical and legal requirements for scientific studies. All names of individuals and places have been changed, so that no follow-up identification of persons or organizations is possible in order to protect the research participants' anonymity.

5.1. Primary Case Profile: Gymnasium

The multiple case study examined stakeholders' perceptions related to career guidance development situated around the primary case – one gymnasium in NRW. This school is a part of public system of education in the Federal Republic of Germany. Historically, more than a hundred years ago, the school was established as a single-gender private school, and later changed its names, status, and educational contingent several times.

In its present form, this secondary school provides secondary education at the lower secondary level (Sekundarstufe 1 – Germ.) and upper-secondary level (Sekundarstufe 2 – Germ.). At the highest level, on completion of Grade 12, the school offers a general university entrance qualification (Abitur – Germ.) which allows studying at all universities and colleges in Germany. Table 18 provides a more detailed profile of the school which was selected as the primary case of the study.

Table 18: *A brief overview of the primary case*

Grades served	Secondary level (Grades 5–9) and the three-year upper secondary school with a 1 year introductory phase and 2 years qualification phase (Grades 10–12)
Type of institution	Public secondary school
Size	~ 900 pupils
Number of teachers	~ 70
Number of classes for each grade	4
Percentage of pupils with migration background	~ 3%

5.1.1 Environment

The school is located in one of the middle-sized towns with a medieval history in the German Land of North Rhine Westphalia. The school has a reputation of serving pupils mostly belonging to middle and higher class families. In total, there are three gymnasiums in the same town, all are attended by the biggest number of pupils (around 37%) compared with other types of secondary school. Almost the same amounts of pupils in the town (around 34%) attend intermediate secondary schools, the smallest number of pupils are affiliated with general secondary schools (6.6%) and special needs schools (2.2%). The town has a relatively small percentage of inhabitants with a migrant background (around 7.8% of the total population), but has negative demographic trends related to low birth rates as well as negative settlement trends. This results in a growing number of elderly inhabitants.

The majority of the working population is employed in the industrial (production) and retail service sectors. According to the FEA statistics (2011, March), the town has a lower unemployment rate (6.8%) than the average unemployment rate on Federal (8.4%) and Land levels (8.9%).

5.1.2 Distinctive Features of the Primary Case

The school can be regarded as a gymnasium with old traditions, having more than a hundred years old heritage, situated in the old and monumental building which still has exterior details dating back to the times when the school was a single-gender school. The

school interior is a mixture of old and new; there are black and white historical photographs on the walls in the school corridors. However, the classrooms are modern and well-equipped.

The school is involved in promoting its services; it has an Internet website which offers an extensive overview of the school's history, school personnel, extra-curricular services, information on counselling and other types of services, and opportunities for pupils and parents. The photographs represent school achievements – competitions won by the pupils, foreign language certification, and international events: pupils' exchange in foreign countries as well as sports and other outdoor events. The homepage has a classical structure and is not modern in form and style. It displays multiple banners dominating the page and signifying the competitions and seals and awards granted to the school. There is a variety of awards advertised: "Movement Friendly School", "Healthy School", "School Without Racism", and so forth.

5.1.3 Aspects Related to Career Guidance

The school offers different counselling opportunities for pupils: 1) educational, learning counselling related to school achievement and curricular activities; 2) career guidance and counselling starting in 5th grade; 3) conflict prevention counselling; and 4) individualized counselling in cases of various types of addiction and behavioural problem.

In the area of career guidance, the school provides a list of activities aimed at preparing pupils for career choice and university studies. The career guidance interventions are offered in cooperation with the employment office and other external partners to allow pupils a more accurate and comprehensive insight into the working world. In Grades 9, 11, and 12, the following career guidance interventions are officially declared as offered by the school:

- information sessions on policies and projects for vocational education and career choice,
- individual career guidance in the upper secondary level,
- work traineeship for pupils in Grade 11 (including preparation),

- voluntary holiday work placements in Grades 9 to 13,
- job application training,
- cooperation with the employment agency,
- information session on occupational areas with the Lions and Rotary Club,
- University/College Day for Grades 12 and 13,
- cooperation with the working groups and “Youth-Economy” and “School-Economy”,
- student companies as part of the project JUNO,
- participation in the Girls’ Day.

There are no less than two members of school personnel who take part in career guidance provision and development: the school principal and the school’s career guidance coordinator. The school principal has primary responsibility for career guidance provided by the school by appointing the career guidance coordinator and supporting her in her tasks. The career guidance coordinator’s essential tasks include providing information to pupils as well as organizing work traineeships and job application trainings for pupils. She has a working team for career guidance implementation consisting of three further gymnasium teachers who are involved in teaching relevant subjects in the school curriculum: social science (Sozialwissenschaften – Germ., SoWi – colloq. Germ.) and economics (Gesellschaftswissenschaften – Germ.).

The gymnasium has close ties with other career guidance stakeholders. Pupils’ parents are represented through parent representation (Elternvertretung – Germ.). Pupils have their own pupils’ council (Schülervertretung – Germ.) of 20 pupils and two liaison teachers (Vertrauenslehrer – Germ.). School conferences are held regularly and include 18 members of the school community: teachers, pupils, and parents. Among other stakeholders involved in career guidance, the school cooperates with the local branch of the FEA, the local university, private firms offering career guidance projects, local business units for pupils’ traineeship organization, and business organizations and community leaders such as Lions and Rotary Club for information sessions and financial support for pupils’ educational and guidance projects.

Before the study, the school applied for the competition for the seal award “Career Guidance Friendly School” initiated and offered by one of the charity foundations in NRW. At the time of the study, the school was awaiting to be evaluated by the jury of the seal. The evaluation procedure was included in the data of the study.

Altogether, the primary case gymnasium serves as a suitable representation for investigating career guidance development in a multi-stakeholder context. The primary case therefore allows both exploration and normative evaluation of career guidance development.

5.1.4 Subcases: Internal Career Guidance Stakeholders

There are a number of internal stakeholders who are officially admitted to have interest in career guidance implementation and development in the primary case gymnasium. According to recent local legislation, the school-based career guidance interest groups incorporate schools, pupils themselves, and pupils’ parents. The researcher assumed that the school as an organization is best represented by the teachers (involved in career guidance implementation and development) and the school principal. In combination, all these internal stakeholders constitute the primary case.

5.2 Brief Overview of Secondary Supportive Cases

The literature review demonstrated that other external stakeholders including local business organizations, higher educational institutions, community representatives or institutions, FEA and institutions of higher education are responsible for school-based career guidance development. However, the pilot study and the initial data analysis for actual data collected in the primary case revealed one more interest group – private counselling firms. These firms are also actively involved in school-based career guidance implementation, thus they are also considered stakeholders. There was a general requirement to ensure the anonymity of the research participants. Particularly, all the names, geographical places and titles have been replaced in order to ensure the

anonymity of research participants. Therefore, the research allows only a brief overview of the research settings, participants as well as research procedures.

5.2.1 Representative of the Local Business Company

The firm is one of the biggest training companies, providers of apprenticeship type VET (Ausbildungsbetriebe – Germ.) in the region. It offers apprenticeship placing for around 60 pupils every year to be trained in around 12 commercial and industrial occupations ranging from industrial mechanic and industrial sales assistant to Bachelor of Arts and Bachelor in Engineering. At the moment of the study in 2011, there were around 150 apprentices in the company of 2000 employees in total. The company has a stake to attract motivated, high-achievers willing to be trained and later work for the company and thus cooperates with various local secondary schools through a variety of career guidance projects, for instance “The Day of Open Doors”, when the company invites pupils and parents to visit the apprenticeship training sites at the company, through “Career Fair” and through cooperation with the local university. The cooperation with the university includes the seminars and workshops as well as site visits for students who study pedagogics and will eventually become teachers involved in career guidance for their pupils. The company also co-finances the career guidance project “Mein Weg nach dem Abitur” initiated and executed by the local counselling firm in different secondary schools in the region, including the primary case school for the higher grade pupils. The representative of the company who participated in the study was the chief of the apprenticeship department in the company.

5.2.2 Local FEA Representative

The participant represented the local employment agency which is a local a branch of the FEA in the same town where the primary case gymnasium is situated. The participant was employed as a chief of the U25 (under 25 years – Engl.) career guidance department. This particular person also is entitled through his professional occupation to make final decisions about FEA’s co-financing of the local project “Mein Weg nach dem Abitur” by granting 50% support from the total project budget to the parties which implement career guidance projects in local schools.

5.2.3 Local University Career Guidance Representative

The local university lies within 20 km distance from the town where the primary case gymnasium is situated. The university was established in the 1970s and is considered a medium sized, interdisciplinary university hosting around 20000 students.

The university career service provides career guidance and counselling for the students as well as organizes seminars, events and meetings for the external partners e.g. business organizations, schools and FEA. A university Student Advise and Counselling (ZSB) department is an independent department not attached to the faculties or other offices.

The schools are offered a separate package of services for pupils from grade 1 to 13, for pupils' parents as well as for school teachers. The package includes regularly offered site visits and university excursions, study trials and tasting for pupils as well as counselling, information and support services. Additionally separate services are offered for pupils in grades 11-13 who have interest in natural sciences in a form of laboratory visits, short term lectures and information about study possibilities. The university career services cooperate with foundation which issues award "Berufsberatung freundliche Schule" ("Career Guidance Friendly School" – Engl.) which was granted to the primary case gymnasium at the time of the study. Some students from the university conducted research on the effects of the project "Mein Weg nach dem Abitur" for pupils' motivation.

The research participant as the chief of the career services at the university coordinates and administrates both career services for internal students as well as cooperation with external stakeholders: schools, business institutions and foundations.

5.2.4 Representatives of the Local Private Counselling Firm: Gmbh Y

The counselling firm has a broad specialization in occupational training and organizational development. It offers seminars, in-service trainings, counselling and personnel training development. The company Gmbh Y works in promoting and providing competencies and counselling for small and large business units, institutions as well as for individuals. The firm is one of initiators of the project "Mein Weg nach

dem Abitur” for high school senior grades pupils in numerous secondary schools of the region, including the primary case gymnasium. It currently implements the project “Mein Weg nach dem Abitur” in the primary case gymnasium. The project is partially funded by the local business and local FEA which contributes by 50% toward the budget of the project.

One research participant is the shareholder at the company, while the second participant is employed in the marketing and projects department. Both participants have worked previously as employed trainers and consultants of the firm, specializing in career guidance and school development.

5.2.5 Local Private Career Counsellor

The research participant is a freelance counsellor (Berufsberater – Germ.). He often employs other staff in order to work on the regular basis with around 200 local schools in total, in the region where the primary case gymnasium is located. As an independent businessman, the research participant is responsible for establishing new career guidance projects and contracts with schools and employs various marketing techniques including by regularly contacting schools administration offering his services. In the area of school-based career guidance the firm offers individual career counselling, group career counselling sessions as well as help in finding sponsors for school-based career guidance projects. In the presence of large scale contracts the businessman is able to hire temporary staff of other career guidance freelancers on the honorarium basis.

5.2.6 Evaluation Committee (Jury – Germ.) Representing Local Charity Foundation (Stiftung) Offering the Seal “Career Guidance Friendly School”

The foundation is a stakeholder in the school-based career guidance because it supports career guidance implementation and development by offering competition and award for the seal “Berufsberatung freundliche Schule” (“Career Guidance Friendly School” – Engl.) which was granted to the primary case gymnasium at the time of the study.

The organization is an independent, non-profit foundation specializing in support and implementation of innovative educational approaches, from kindergarten to university

in the region. The foundation promotes the sustainability and long term impact of the educational projects as well as of individual potential.

In the secondary school context the foundation offers two projects, the competition award for the seal “Berufsberatung freundliche Schule” (“Career Guidance Friendly School” – Engl.) as well as the completion “Best Achiever Award” for the excellent performance of pupils.

The seal “Berufsberatung freundliche Schule” (“Career Guidance Friendly School” – Engl.) is awarded to secondary schools providing general education, for the exemplary preparation of pupils for the transition into the world of work and further studies. The foundation accepts written applications in the form of catalogue criteria from all types of secondary schools in the region.

Provided the application receives positive result the project jury visits the applicant school for an on-site audit. The audit of schools’ career guidance is conducted by gathering data from students and school principals, teachers, parents and other cooperation partners. The discussions are on the various career guidance interventions and their practical implementation. After the data is collected and after the discussion, the schools receive feedback that the individual strengths and areas for improvement within area of career guidance, the feedback can be developed and utilized for later recertification after the period of three years. The school receiving an award may announce the award in the local community and the media.

The research participants included the jury of for the seal “Berufsberatung freundliche Schule” (“Career Guidance Friendly School” – Engl.) which consisted of 4 members who were visiting the primary case gymnasium at the time of the study with an aim to perform an audit and provide their decision on the seal award.

6 PRESENTATION OF THE QUALITATIVE DATA ANALYSIS

Eine Schule steht sehr unter Druck von allen Seiten...

(Individual interview: Gymnasium principal)

Introduction

This chapter presents the data from the qualitative case study of one gymnasium in the German land of NRW plus some of its external stakeholders. The selected cases were bound together by one factor – they are all involved or should theoretically and by policy mandate be involved as stakeholders of career guidance development in the school which serves as the primary case.

This research aimed to investigate the stakeholder voices in order to understand how they perceive career guidance development as a systemic and strategic endeavour. The principal question guiding research was: How do schools and their external stakeholders perceive the implementation and constant development of career guidance in the school context? Particular emphasis was placed on principals who have the official obligation and primary responsibility for career guidance delivery in schools. Supporting questions were: What perceived frameworks, models, or strategies for development of career guidance may be traced in the perceptions of stakeholders? To what extent do the perceived models and strategies for career guidance development correspond to or are distant from the systemic and strategic thinking defined by the six success factors (CSFs) of strategic and systemic thinking by Kaufman (1997, 2005, 2006, 2010; Kaufman et al., 2003)? What are the differences or similarities among different stakeholder perceptions in terms of career guidance development in schools? How do schools and their external stakeholders perceive the implementation and constant development of career guidance?

This instrumental case study is based on data collected during a 5-month period in 2010 from October 2010 to April, 2011. The data collection phases included the pilot study and the qualitative data collection through the use of individual interviews, focus groups, documents analysis, and observation. The separate sections of this chapter will describe each case separately case by case, in order to understand the unique perspectives of each case, before applying pattern matching across cases.

Case by Case Analysis

To ensure a better representation of different perspectives the primary case of gymnasium has been divided into four sub-cases: 1) the pupils' sub-case, 2) the pupils' parents' sub-case, 3) the principal's sub-case, and 4) the teachers/career guidance coordinators' sub-case.

The aim of this presentation is to provide an insight into how the schools and other stakeholders perceive the task of career guidance development.

Primary Case: Gymnasium

Subcase: Gymnasium Principal

6.1. Individual Interview: Gymnasium Principal (N=1)

6.1.1 Pressure from Environment: Need for Change and Constant Development

The interviewed gymnasium principal indicated the importance of career guidance development by emphasizing the stake the school has in career guidance. He emphasized several times during the entire interview that schools are facing challenges from the environment and the importance to sustain the positive image of the school:

“Also neben dieser praktischen Anwendung von Unterrichtsinhalten steht da auch das Image einer Schule enorm”. [“So, in addition to this practical application of course content, also the image of the school is enormously at stake”.]

The competition between schools and parents demanding certain additional subjects to be added to the curriculum, the pressure from the societal and economic changes, were mentioned as the interest or stake zones of the school as institution, which are directly related to the career guidance profile development in the gymnasium. The respondent noted that society presses schools, which in turn have to participate in the projects related to provision of individual support to pupils and deliver the maximum, in order to eliminate any kind of frustration for the government:

“Also Gesellschaft übt Druck auf Schulen aus. Hinzu kommt dann noch individuelle Förderung, das ist etwas was wir sicherlich in drei bis fünf Jahren komplett umsetzen müssen, nach dem Motto mhm "Komm mit", gibt's ja extra dieses Projekt, dass keiner mehr sitzen bleibt, das will dann auch die Regierung, um jeden Frust abzubauen". [*“So, society puts pressure on schools. Additionally, there is also individual support, that's something we certainly have to implement fully within three to five years, according to the motto mhm "Komm mit", there's even extra project, that no one is left behind (to repeat the grade – auth.) also the government wants to eliminate any frustrations.”*]

It was reported that the industry across the country had taken influence on schools to “do grading of pupils for their social behaviour” and “we as a school would be forced”:

“Also auf diese Art und Weise hat die Industrie, bundesweit, Einfluss auf die Schulen genommen "Macht mal diese Kopfnoten für uns"! Das aber Bundes – oder landesweit, wir als Schule gezwungen würden (..)." [*“So, in this way, the industry, nationwide, had an influence on schools, "Do the Kopfnoten (social behaviour grading - auth.) for us!" And on the federal - or state-level, we as a school would be forced (..)”*]

Also parents were mentioned as the ones who openly state their wishes to the school administration. Particularly, one incident was mentioned when the parents requested more technical subjects included into the school curriculum, and the school reacted by fulfilling this request:

“...die Eltern tatsächlich auf dem Tag der offenen Tür gesagt haben, letztes Jahr, "Wir möchten das Technik mehr überhaupt hier unterrichtet wird und mehr in den Vordergrund kommt". Unsere Gegenfrage: "Warum?" und dann kam es: "Die Industrie und die Gesellschaft braucht mehr Techniker" und die Schule reagiert dann". [*“The parents actually said at the Day of Open Doors last year, "We want that generally the Technology is*

taught here more and that it comes into forefront". Our counter-question was: "Why?" and then it came: "The industry and the society need more technicians" and the school reacts then".]

Societal changes and developments also influence the schools. The respondents illustrated this pressure by saying that in all German newspapers the need for engineers and natural science specialists in the coming years is emphasized, thus schools are required to close this gap in this need:

"Und wenn Sie gucken, überall stand doch in der Zeitung: Deutschland braucht in den nächsten Jahren extrem viel Ingenieure und Naturwissenschaftler, Schulen, bildet mal aus, ne!?" ["And if you look, everywhere was in the newspaper: Germany needs in the next few years very many engineers and scientists, schools, provide the necessary education, ne!?"]

In general, it was noted that "the school is under much pressure from all sides":

"Also eine Schule steht sehr unter Druck von allen Seiten!" ["Well, the school is under much pressure from all sides!"]

In the times of great pressure to deliver quality and accountability the school at the same time is trying to sustain the highest possible level of pupils achievement and to ensure that the level of pupils' performance remains as high as possible, since neither universities nor the industry or society will not be satisfied if schools deliver people who are not able to write in German correctly:

"Und da muss man dann gucken, wie weit geht das, dass die Schule, als Vision, nicht unter ein gewisses Niveau sinkt, was fachliches angeht und das man da immer noch sagt: "Es können nicht alle Abitur machen", es geht nun mal nicht, wäre auch nicht gut für die Gesellschaft und Industrie, denn die Uni sagt ja heute auch schon: "Was bringt ihr Leute zu uns, die noch nicht einmal richtig Deutsch schreiben können", ne!?" ["And then you have to look how far it all goes, so that the school as a vision does not fall below a certain level when it comes to the key competencies, and that one can still say "Not all can make it to the high school diploma", it is not possible, would also not be good for the society and industry, because the university says even today: "Who do you bring to us, people, those who cannot even write correct German" ne!?"]

The respondent's views on the environmental pressure towards school as institution which has to react to the challenges and needs on societal level, organizational level (industry, business) and on the individual level (to provide pupils and parents with evidence of high quality education leading to high level of performance and competencies) are compatible with the descriptive views expressed by Lunenburg and

Ornstein (2008) who defend the idea of school as open dynamic system and also the ideas by Morrison (2008) who stated that “schools both shape and adapt to macro- and micro-societal change, organizing themselves, responding to, and shaping their communities and society” (ibid.). On the normative side, Kaufman and Stakenas (1981) argued that “schools have been created to serve society” and “they are means to societal ends” (p. 614). Therefore, they urge the schools efforts and results to be oriented towards societal outcomes, which are outside of school organization. In general, it is more and more common to perceive schools as contributing towards long-term societal needs and answering the challenges faced by the local communities and business organizations, than solely focused on pupils’ diplomas and their immediate achievement.

However, there is a risk, mentioned by Nir (2001) that schools becoming more autonomous and more opened to change, will operate in quasi-market circumstances in which competition is critical for survival. According to Nir (2001) this would mean that schools are likely to become more consumer-oriented and pedagogical values will be replaced by market-oriented behaviours such as marketing, aiming at the immediate satisfaction of clients’ wishes and needs. Such “marketization” of schools in the area of career guidance development can be traced if the principal is acting and thinking as entrepreneur, trying to satisfy the “customers” at all times and at any cost, even when their wishes are not in line with his own pedagogical values, beliefs or even with strategic aims of the entire education system. The most important goal becomes immediate satisfaction demonstrated by local interest groups or sponsors.

6.1.2 School Autonomy in Career Guidance Development

Parallel to the notion of school as open system which is required to respond to the environmental pressures, the interviewee confirmed the tendency of decentralization of educational sector, schools having more autonomy to develop their own individualized career guidance profiles. More specifically, there are only few specific career guidance related activities which must be provided on the compulsory basis:

“Aber wie weit man jetzt Berufsberatung intensiviert, ob es da wirklich gesetzliche Vorgaben gibt, so wie wir das hier machen, also so intensiv müsste man es sicherlich nicht machen.” [“But how far one now intensifies career guidance, and whether there are really legal requirements, so as we do it here, certainly, one does not have to do it so intensively.”]

“Eine Zusammenarbeit mit Organisation xxx ist nicht vorgeschrieben, klar. Vorgeschrieben ist eben Praktikum, Kopfnote und das ich eine Stelle vorhalte für Berufsberatung, also bei der Kollegin. Wenn Sie so wollen ist das natürlich nicht nur regional bezogen, sondern mindestens Nordrhein Westfalen so...” [“Collaboration with the organization xxx is not required, that’s clear. Required are internship, grading for social behaviour and that I keep one (employment – auth.) position for career guidance, that is for the colleague here. If you will, this is so not only regionally, but at least in North Rhine-Westphalia, so...”]

Such statements strengthened the belief that every school has a substantial space to design their own, uniquely adjusted models for career guidance provision just as observed by Niemeyer and Frey-Huppert (2009) every school has a great space for action for their work in the area of career guidance: “Dennoch hat jede Schule einen großen Gestaltungsspielraum hinsichtlich ihrer Arbeit zur Berufsorientierung” (p. 35). Indeed, as indicated by the respondent some schools do career guidance “intensively”, however, assuming the variety of school types and different communities, there is little doubt that there might be a number of schools which are more “passive” career guidance providers. On the other hand, working intensively may not necessarily mean effectively. Strategic and systemic thinking which according to Kaufman is a prerequisite for successful planning of mega interventions including those offered in schools, does not state “intensive work” as an important factor among the six CSFs. Therefore, the need exists to further investigate the school strategies in the area of career guidance development.

6.1.3 Career Guidance as a System: Stakeholders

Although the respondent was able to name a number of stakeholders who have interest in career guidance development in the schools context, by referring to multiple career guidance projects regularly implemented in the gymnasium, he was much less certain and specific while speculating about the specific stakes or aims these stakeholders are

targeting when they initiate such projects. This confirms the assumption stated earlier in the theory chapters that career guidance provision in Germany is not transparent as earlier indicated by BMBF (2007), Deeken and Butz (2010) and Lippegaus-Grünau, Mahl and Stolz (2010). Thus the questions related to other stakeholders' stakes and provided answers of speculative character not only in the case of school principal but through the entire sample:

“Aber tritt nicht auch die Agentur für Arbeit oft erst dann ein, wenn es wirklich um Arbeitslosigkeit ja gibt? Und eigentlich ist deren Ziel ja, gerade in unserem Bereich hier bei den Schülern, die irgendetwas nachher machen zu verhindern und dann kann ich natürlich auch die ARGE auch verstehen, dass die ja z.B. die Hälfte des Geldes für dieses GmbH Y Projekt investiert”. [“But isn't it so, that the Employment Agency often steps in only if indeed it is really about unemployment? And in fact their goal is yes, especially in our area here with the pupils who do something afterwards, to prevent. Then I can also understand the ARGE (Employment Agencies – auth.), so that they e. i. half of the money invested into this GmbH Y project (project “Mein Weg nach dem Abitur” – auth.).”]

At different stages of the entire interview the principal identified the following stakeholder groups having interest in career guidance development: pupils, business, FEA, teachers, parents, universities, NGOs and non-profit organizations, society and economy which is in line with the results of earlier presented theoretical and policy document analysis. The stakes were mentioned as resulting in one-party as well as collaborative, multiple parties initiatives.

In general, the interview with the principle revealed that different stakeholders are well-established in the gymnasium through long-term career guidance projects and through sponsoring single career guidance events. However, such important stakeholders as pupil's parents and pupils themselves although without undermining their substantial stakes, are considered rather target groups (pupils) or the sponsors and consent providers (in case of parents) than stakeholders who not only have the stake but also whose voice should be included into the career guidance development processes. Pupils are consulted about career guidance interventions only retrospectively by providing post-intervention feedback on the perceived utility of the career guidance offer. Prospectively, that is in the planning stage, pupils' and their parents' opinions are rather

marginally represented through the pupils' representatives at the School conference (Schulkonferenz – Germ.) meetings. According to the principal there are 5 parents' representatives and 5 pupils' representatives at the Schulkonferenz who are able to express their likes and dislikes and preferences:

“Schulkonferenz sind bei uns zurzeit zehn Lehrer, fünf Eltern, fünf Schüler und die tragen natürlich schon vor, was ihnen gefallen hat und was nicht.” [“In our school conference there are currently ten teachers, five parents, five students and they, of course, bring forward what they liked and what they didn't.”]

Also the teachers according to the principle's statement do not fall into the category of career guidance stakeholders but are rather considered as those participants who provide consent for career guidance interventions in terms of sparing their teaching hours to career guidance interventions:

“Mit dem Kollegium müssen wir ab und zu sprechen, dass die bereitwillig auf ihre Stunden verzichten, denn wenn Sie Gmbh Y Projekt machen, fallen ja Stunden aus und davon muss man das Kollegium auch überzeugen, das Gmbh Y Projekt in dem Falle wichtiger ist als eine Stunde Philosophie oder Mathe. Und da gehörte zu Anfang erst ein bisschen Überzeugungsarbeit zu.” [“We have to speak from time to time with the teaching staff, so that they willingly spare their teaching time, because if you do Gmbh Y Project (project “Mein Weg nach dem Abitur” – auth.), there are classes which are cancelled so, one has to convince the staff that the Gmbh Y Project in that case is more important than one hour of philosophy or math. And that required a bit of persuasion skill at the beginning”.]

Indeed, if the goals and objective of the career guidance programme as any other intervention or complex activity is not owned by those who participate in, according to Drucker (1973); Kaufman, Guerra and Platt (2006); Stanat, (2008) and Blair and Tett (1988) this can become an obstacle in achieving necessary change. Kaufman, Guerra and Platt (2006) argue that it is vital to establish the “ownership” of education by those who receive and deliver it in a form of “lasting partnership for success”. Blair and Tett (1988) emphasize that the involvement of different stakeholders will help to spread awareness, focus attention on the improvement of collaboration as well as help to increase commitment of all concerned. The Factor One among the 6 CSFs includes involvement of all the stakeholders as part of systemic and strategic thinking.

Therefore, all teachers, not only those who serve as career guidance coordinators in the school, should be considered as important stakeholders in the career guidance development as well as invited to fully participate and to collaborate in the career guidance programme decision making and development processes and not only be perceived as instruments of time allocation for career guidance activities. The teachers' negative attitudes towards guidance as unneeded obstacle preventing everyday curriculum activities might have direct influence on pupils' participation in career guidance activities and to have impact on the failure of even well-designed interventions.

6.1.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

While speaking about career guidance development strategies in the school, the principal mentioned post-intervention strategies mainly based on retrospective evaluation as a factor which allows improvement. Such evaluations are focused mostly on "likes and dislikes" type of data collection from pupils:

"in dem Sie wirklich diese Evaluationen machen, bezogen auf Schüler und denen, das haben wir auch gemacht, denen auf einer Konferenz vorstellen, wie positiv das angekommen ist." [*"that they really make these evaluations based on pupils, we have also made it, these have been introduced at a (school – auth.) conference, how positively it (career guidance – auth.) has been received."*]

The interviewee further specified that the same person responsible for the career guidance in the gymnasium also has the task of implementing evaluations. The evaluation, as repeatedly stated by the respondent focuses on the collection on soft data feedback from pupils.

"Also dieselbe Kollegin die diese Berufsberatung macht, ist bei uns auch die Evaluationsbeauftragte. Sie hat dann, gleich im Anschluss an den letzten Durchgang, den Ersten, eine Evaluation durchgeführt und hat die Schüler dann gefragt, mit welchen Vorstellungen sind sie darein gegangen, was ist für sie dabei rausgekommen?" [*"So, the same colleague that does this career guidance is also our evaluation supervisor. Right after the last round of the first group she then conducted an evaluation and asked the students then with what aims they have begun it, and what came out of that?"*]

Such evaluations are the only strategy mentioned by the principal for the career guidance development. Moreover the evaluations are based on the “soft data” when value of career guidance interventions is measured through pupils’ perceptions of utility by asking the “what expectations did you have before the intervention” and “what did it bring to you”.

6.1.5 Differentiate between Ends (what) and Means (how) (Input, Process or Outcome Orientation)

The principal provided clear definitions on what ends the school is pursuing with career guidance. Such ends or long term vision of what school aims to deliver can be referred as strategic due to their future orientation, since in principal’s words “we do not just deliver the content, a curriculum based on scientific content, but we really and very concretely prepare for life”:

“Damit wir nicht nur Inhalt, wissenschaftlichen inhaltlichen Unterricht machen, sondern die Schüler wirklich da ganz konkret aufs Leben vorbereiten”. [“We do not just deliver the content, a curriculum based on scientific content, but we really and very concretely prepare for life.”]

The respondent also mentioned that he is aware of the long-term vision of their school and specified “independent learning” which is always grounded in the school programme and is presented as the key aim:

“Und wenn sie denn Visionen haben wollen, gut, das eine ist das was dann immer im Schulprogramm steht... also immer noch im Vordergrund dieses selbstständige völlig selbstständige Lernen”. [“And if you want to have visions well, that's what always stands in the school program... still in the forefront this independent, really independent learning.”]

It was stated by the principle that the school has an aim to specifically make pupils fit for life by ensuring them with the skill of continuous and independent learning. However, although school has strategic goals of preparing pupils for life and ensuring they become independent learners in the long-term it is obvious that these are more declarative statements, as long as they are not supported with a more specified objectives integrated into career guidance development strategies. Particularly if the evaluation only provides “soft data” based on the pupils’ immediate perceptions on the

past inputs – previously implemented career guidance interventions and fails to provide other type of “hard data” on the long-term accomplishments of pupils in real life, as declared in the school programme, such mission statements are vague.

While such likes-dislike or smiley-sheets based input rather than output evaluations of previously implemented single career guidance interventions is the common career guidance development strategy in the school, more complex evaluations focusing on pupils accomplishments and thus having output orientation is reported by the principle as difficult. The school which has a strategic aim to provide a valuable “Mega” output in terms of pupils’ competencies and their accomplishments in real life faces difficulties on how to evaluate and to provide proof of the fulfilment of such aim:

“Schwieriger zu überprüfen ist das, was sich die Schule zur Aufgabe gesetzt hat: Selbstbewusste, teamfähige Schüler hier bis zum Abitur zu bringen, die auch jeder Zeit in der Lage sind, sich mit einem wissenschaftlichem Problem, alleine oder im Team, auseinander zu setzen und dieses Problem zu lösen. Wie will ich das evaluieren?” [“It is more difficult to verify the task which has been set by the school: To prepare graduates who are self-confident, team-oriented pupils who are also ready to deal with a scientific problem at any time, alone or in teams, and are able to solve this problem. How should I evaluate that?”]

On the other hand, when asked to speculate on how the school can provide a proof that it is outcome and not input oriented and that it is adding value, the principle admits that school grades are not sufficient to serve as proof in evaluating pupils’ accomplishments in real life. However he admitted of having limited knowledge about proving long-term impact through some kind of measurement:

“Und auch wenn ich nur einen Schüler habe mit eins, eins plus, weiß ich nicht, ob er im Endeffekt teamfähig ist, ob er bereit ist, sein Wissen an alle weiter zu geben. Das ist schwierig dieses Ziel zu evaluieren, ne?! Also da müsste es vielleicht irgendwelche Fragestellungen geben, wo man das noch rauskriegte, aber wäre ich völlig überfragt, kann ich nicht.” [“And also when I have only one pupil with one, one plus, I do not know if he is at the end a team player, whether he is ready to pass on his knowledge to all. It is difficult to evaluate this goal, ne? So, maybe there I should provide them with certain questions, where you could find that out, but I am completely stumped for an answer, I cannot (answer- auth.).”]

It seems that this particular school has no other strategy or meta-model which can be utilized for planning multi-stakeholder interventions. The school uses the post-intervention type of evaluation in the form of pupils' feedback to decide whether the intervention should be continued or dropped.

Summary

The interviewee provided vivid data on career guidance development challenges in the specific gymnasium which was chosen as a primary case for this study. First, the respondent confirmed the idea, that schools are open systems which are actively influenced by the external pressures from the surrounding environment. The interviewee emphasized that the school experiences pressure from all sides. Society, business organizations, pupils' parents and universities require from the school to deliver exemplary performance which meets the needs of all stakeholders. Even more so, in the times of decentralization, the school has significant freedom to implement various initiatives, particularly in the low regulated field of school-based career guidance, which again requires a high degree of commitment from the designated school staff.

In terms of career guidance stakeholders, the interviewee was able to name the most important external and internal interest groups which are dependent on school-based career guidance adequate delivery, however he employed speculative statements when asked about the specific stakes and aims that each of these stakeholders have in the area of career guidance in schools. Such hesitation and lack of specificity may be explained by the idea emphasized in the introductory chapter, that school-based career guidance in Germany is non-transparent due to the overflow of career guidance providers who come to schools with their career guidance offers. Schools tend to accept these offers in order to collect a certain profile of career guidance products for pupils. However, the question on the effectiveness of the entire profile can hardly be verified, because it has no specific objectives. The only development strategy for career guidance development in the school is retrospective evaluation of single career guidance activities provided. The evaluation is based on likes/dislikes type of feedback about the implemented activities collected from pupils by the same trainers who implement the activity. Such feedback is

later used to determine whether the intervention should be continued or dropped. The systemic thinking ideas in the form of long-term oriented career guidance strategy similar to the CSFs by Kaufman, with specified ideal vision statement, concrete objectives, focusing on ends before specifying means was not found in the ideas expressed by the respondent.

Subcase: Teachers – Career Guidance Coordinators

6.2 Focus group: Teachers – Career Guidance Coordinators (N=3)

6.2.1 School Autonomy in Career Guidance Development

Similarly to the school principal the career guidance coordinator and her team of teachers who work together as small internal team for career guidance development also emphasized the space for development of individualized career guidance profiles that policy leaves to each school:

“... nur mhm an Schulen ist rechtlich vorgesehen relativ wenig, was Berufsberatung betrifft.” [“...but mhm in schools there is relatively little legal requirements in terms of career guidance.”]

The respondents believed that apart from pupils’ work traineeship (Praktikum – Germ.), other career guidance interventions do not fall under explicit regulations and the school is involved in “sketching its own system of career guidance round this traineeship”:

“...soweit ich das weiß ist das Praktikum das einzige was in irgendeiner Weise reglementiert ist und mhm und dann bastelt sich jede Schule ihr eigenes System der Berufsberatung um dieses Praktikum herum.” [“...as far as I know this work traineeship for pupils is the only thing that is regulated in some way, and mhm and then each school is sketching its own system of career guidance around this traineeship.”]

Such perception confirms the results of documents and literature analysis, and the statement that in the present era the schools are required to develop their own separate career guidance profiles: “Bezüglich der praktischen Umsetzung erscheint Berufsorientierung überwiegend als schuleigene Entwicklungsaufgabe, deren Ausgestaltung in die Hände der jeweiligen Schule gelegt ist” (Niemeyer & Frey-

Hupper, 2009, p. 7). It is perceived by the teachers that in the light of “scarce requirements” or top-to-bottom regulations, the task of every school from the bottom-level to build its own system of career guidance:

“Ja gut, es ist ja jetzt so wirklich das von oben da nur sehr spärliche Vorgaben sind und das es ja dann eigentlich schon Aufgabe der Schule ist, also dann wieder von unten, daraus das anzunehmen und eigentlich da dann ein eigenes System auch aufzubauen.”

[“Yeah, well, it's now really so, there are only very sparse instructions from the top, and then it is really up to the school then again to take that from the bottom and actually to build our own system.”]

The limited regulations and school autonomy is based on the belief that the local institutions can be more flexible to adjust to the local context and the local needs of the stakeholders, however, such flexibility requires certain systemic thinking and modelling competencies from those staff, who are in charge of delivery and implementation, since they are required to design highly complex educational and career guidance programmes in the context of uncertainty and multiple stakeholders. Thus, it can be rather hard to work “at the bottom” level in creating systems of interventions, as indicated by the respondents.

6.2.2 Career Guidance as System: Stakeholders

The interviewees shared the previously interviewed respondent’s view on the presence of numerous career guidance stakeholders in the school context. The respondents identified the following career guidance stakeholders: parents, pupils, teachers, FEA, business and former pupils. It was agreed that all stakeholders have interest in career guidance development in the school and thus contribute their financial and other type of resources towards career guidance interventions:

“Zum einen natürlich Eltern und Schüler, dann natürlich mhm, alle Eltern und alle Schüler, da würde ich niemanden von ausnehmen, mhm wir Lehrer haben auch ein Interesse an Berufsberatung, mhm ja und wer dann noch als handelnder Akteur auftritt sind natürlich die Agenturen für Arbeit, bei uns ist das der Ansprechpartner Herr xxx, mit(k) zum dem wir auch regelmäßigen Kontakt haben und unsere Schule auch wirklich sehr sehr regelmäßig besucht, mhm und letztendlich auch die Wirtschaftsvertreter...” [“For one thing, of course, parents and pupils, then, of course, mhm, every

parent and every pupil, because I would not exclude anyone, we mhm teachers also have interest in career guidance, mhm yes and who else is there are as a working actor, of course the employment agencies, with us the contact person is Mr xxx with whom we have regular contact and who visits our school really very regularly, mhm, and ultimately, also the business community...”]

“Und ehemalige Schüler auch, die mhm daran teilnehmen und auch, auch regelmäßig an Informationsveranstaltungen teilnehmen, ne?!” [“And also former pupils who participate and mhm also participate in the information sessions on a regular basis, ne?”]

The most involved stakeholders of career guidance in school, according to the respondents, is a small number of the school staff who have to bear the weight of taking care of the “whole design” of career guidance in school:

“und mhm die ganze Ausgestaltung der Berufsorientierung in der Schule obliegt dann eigentlich mhm, ja denjenigen die sich in der Schule darum kümmern” [“the whole design of career guidance in school is laid on those who take care about it in the school”]

The respondents, having close contacts with the stakeholders in career guidance development work, were quite specific in naming their stakes. For instance, it was clearly described that the businesses, apart from doing a good deed with its charitable aspect also have their own pragmatic interest of attracting pupils to their organizations:

“die haben natürlich auch ein eigenes Interesse daran, also die haben nicht nur (k)die verfolgen nicht nur sozusagen diesen wohltätigen Zweck oder Aspekt, sondern sind natürlich auch daran interessiert möglichst qualifizierte Schüler, später, in ihren eigenen Unternehmen zu haben, die dann dort eine Ausbildung machen zum Beispiel.” [“they of course, have also their own interest, that is not only (k) not only so to speak, this charitable purpose or aspect, but are also interested in having possibly qualified students in their own businesses, who will come to do a VET training for example.”]

Although the teachers perceive career guidance as a system of various stakeholders ranging from individuals: parents, teachers, pupils; to organizations: schools, business organizations and institutions such as FEA, the question on how to develop schools career guidance profile so that the needs of all stakeholders are met, did not receive an immediate answer.

6.2.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

Some statements presented by the respondents revealed the school did not pay sufficient attention towards planning of career guidance. It was obvious there was no planning as a strategy to ensure adequate career guidance development. The absence of specific goals and overall strategy of career guidance development can be observed in one respondent's statement:

“Also ich würde sagen, wenn mhm (k) was sollte die Planungsstrategie sein, also wenn ich ne Planungsstrategie hätte, dann wäre das (k) oder (..),(...) dann wäre das sowas wie die Kreativität der Schüler zu entwickeln oder zu fördern, ne und soetwas in dem Bereich und eben Fähigkeiten der Schüler zu entwickeln, dass sie auf alle möglichen Wechselfälle oder Risiken des Arbeitsmarktes eingestellt sind, also mehr mhm mehr an Planungen, in Anführungszeichen, würde ich kaum mir vorstellen können”. [“So I would say if mhm (k) what should be the planning strategy, so if I had the planning strategy, the outcome would be (k) or (..),(...) then would be something like to develop or promote the creativity of pupils, you know, and something in this area and developing pupils' skills reporting that they are prepared for all kinds of changes and risks in the job market, more mhm more in relation to planning, I can hardly imagine.”]

By stating “if I had the planning strategy” the respondents who represented the career guidance coordinators, revealed that there is no such strategy at the time of the research. Moreover, by speculatively noting “the outcome would be something like” they also led to believe that the school does not have clearly identified outcomes, which are related to the career guidance offers they are providing for pupils.

The interviewees emphasized the retrospective evaluation as the only tool to improve their school's career guidance profile. The main strategy for career guidance implementation and evaluation defined by the respondents can be titled “trying out to see what comes out of it”. There are so many career guidance offers, according to the respondents, that they seem to have a task to try them out and to evaluate whether these offers have advanced pupils any further:

“...also es gibt ganz viele verschiedene Angebote im Bereich Berufsorientierung, die wir dann mhm teilweise auch ausprobieren und die wir dann nachher evaluieren, um herauszufinden, in diesem Fall betrifft die Evaluation meistens die Schüler, mhm ob sie

die Schüler weitergebracht hat...” [“Actually, there are so many different offers in the field of career guidance, which we mhm then partially try out and afterwards evaluate in order to find out in this case, the evaluation concerns mostly students, mhm whether these (offers – auth.) have taken the students a step forward...”]

The importance of post-intervention evaluation in the form of feedback from pupils and the parents who participate in the school conference (Schulkonferenz – Germ.) were the only factors stated explicitly as the means to provide adequate career guidance. Such evaluations are utilized for the purpose of decision making leading to the intervention to be abolished, changed or continued in future:

“...es halt unsere Aufgabe zu gucken, wie die Maßnahmen, vor allem bei den Schülern, angekommen sind und ob die für sich daraus einen Sinn erkennen und dann abzuwägen: Können wir die Maßnahme weiter durchführen oder sollen wir die zugunsten einer anderen, beispielsweise, abschaffen?” [“... It is our task to see how the activities are received particularly by the pupils, and whether they make sense for them and then to consider: Can we continue implementing the activity or should we be benefiting from another, for example, by abolishing?”]

How helpful are such evaluations which are based on the questionnaires provided by the same parties which offer external career guidance interventions for school is in question. For instance a large scale long-term project “Mein Weg nach dem Abitur” implemented by the private counselling company Gmbh Y, was evaluated by the survey containing 10 different questions. The survey was implemented after the career guidance session and was created by the same company, Gmbh Y, which is responsible and paid for the implementation of the project in schools:

“Zu diesem Projekt (“Mein Weg nach dem Abitur”- auth.) hat jeder Schüler einen Fragebogen mit, ich weiß nicht, vielleicht 10 verschiedenen Fragen bekommen und das wurde dann ausgewertet.” [“For this project (“Mein Weg nach dem Abitur”- auth.), each student had a questionnaire, I do not know, maybe consisting of 10 different questions and this was then evaluated.”]

The respondents agreed on the importance of more in-depth and long-term evidence collection which could prove the long term effect of career guidance, however it is speculated that collecting and processing such data might be beyond schools’ competence and capability area:

“...im Prinzip wäre es ja wünschenswert, wenn man eine Langzeitstudie hätte, aber das können wir als Schule überhaupt nicht leisten, ne?! Also eigentlich müsste man ja fragen so, meinetwegen nachdem (k) nach dem Abitur: "Was macht ihr jetzt? In wie weit haben euch die berufsorientierenden Maßnahmen an der Schule geholfen?" Und dann vielleicht nochmal in einem längeren Abstand von 10 Jahren, mhm, aber das ist für uns persönlich als Schule nicht leistbar.” [“... In principle it would be desirable if we had a long-term study, but we absolutely cannot afford it as a school, ne? So, you really should ask yes, after (k) after the graduation: "What do you do? In how far you the career guidance activities at school have helped you?" And then, maybe again after a longer interval of 10 years, mhm, but we personally as a school cannot afford it.”]

When probed more extensively into the value of evaluations which reflect short term likes and dislikes of pupils, the respondents did provide dissatisfaction of their existing career guidance evaluative practices in the school. The evaluation is being done only for separate career guidance interventions of activities rather than for the entire career guidance model or concept of the school:

“...da evaluieren wir wirklich immer nur diese einzelnen Maßnahmen, um zu, ja (..), um zumindest zu versuchen zu überprüfen, ob das eine geeignete Maßnahme ist.” ... [“there we really only evaluate these individual activities, yes (..), to at least try to verify whether this is an appropriate activity.”]

The interviewees reflected on low sustainability of such evaluations, by admitting that even though the pupils tend to provide positive feedback on the career guidance projects they experienced a short while ago, a few months after the interventions the pupils demonstrate different attitudes:

“Wobei das auch so ist, wenn die das gerade gemacht haben, die dann häufig noch sehr begeistert sind und dann noch so ein bisschen euphorisch, weil sie sich auch gerade mit diesem Thema auseinander gesetzt haben, aber man schon teilweise das Gefühl hat oder das halt aus Einzelgesprächen erfährt, dass dann drei Monate später die Nachhaltigkeit dieser Methode eigentlich nichtmehr unbedingt da ist.” [“Although, it is also true that immediately after they (the pupils - auth.) have done it, they are often still very excited, and still a bit euphoric because they have recently dealt with this very topic, but one also has the feeling or learns from the individual conversations that three months later the sustainability of this method is actually not necessarily there.”]

It is admitted by the respondents that similar tactics of evaluations cannot trace the long-term effects of career guidance interventions:

“In wie weit solche Projekte dann letztendlich, über einen längeren Zeitraum, sozusagen das Bewusstsein bei Schülern verändert haben, das können wir gar nicht nachhalten, ...” [“In how far such projects then eventually, over a longer period, perhaps have changed the self-confidence among students, we cannot follow at all...”]

6.2.4 Differentiate Between Ends (what) and Means (how) (Input, Process or Output Orientation)

The interviewees’ responses revealed a strong input and process orientation in the career guidance development. Their idea of successful career guidance was grounded in their belief of the importance in continuous flow or provision of multiple and diverse “Angebote” (“offers” – Engl.) of career guidance products and services which serve as stimulation or suggestions for the pupils:

L2: “wie im Prinzip verstehe ich unser System an Berufsorientierung so, dass wir denen verschiedene Angebote machen und versuchen denen so einen mhm...”

L1: “Anregungen”

L2: “Genau, Anregungen zu geben...”

[“L2: “In principle, as I understand our system of career guidance, that we offer then different offers to them and try to give them...””

L1: “Suggestions”

L2: “Exactly, give suggestions...”]

Such perception of career guidance purpose indicates a crucial aspect of the research which contributes to the overall research result, particularly when confirmed by cross-case analysis. Career guidance is perceived as “offer” where the school is taking the passive role of the supplier, similar in its functioning scheme to the “supermarket”. It becomes a sole responsibility of the “buyers” to choose the most useful career guidance “products” depending on their taste: their likes and dislikes or sense of perceived utility. The “supermarket” scheme is strengthened by the fact that certain career guidance activities require financial resources from “clients”, that is at least one career guidance project requires that not only pupils like and are excited (*“begeistert sind”* – Germ.)

about the offered career guidance project but also their parents' are, since their consent and financial contribution is also necessary:

"...und bei den Berufsangeboten oder bei den berufsorientierenden Maßnahmen, die wir anbieten, ist es dann häufig so, dass die Eltern davon begeistert sind...dass die dann überrascht sind, dass das auch ein Ziel ist, das Schule verfolgt, weil sie es einfach aus ihrem eigenen Schulleben nicht unbedingt kennen mhm und letztendlich werden die auch durch die Schulkonferenz mhm da mit eingebunden, da über diese Angebote zu entscheiden, also beispielsweise dieses Projekt "Mein Weg nach dem Abitur" mhm zieht auch Kosten nach sich, worüber dann die Eltern entscheiden mussten, die dann aber ja, denen ich die Evaluation dann vorgestellt habe und die dann gesagt haben: "Das ist (k) finden wir das das eine sinnvolle Maßnahme für unsere Kinder ist." [... And regarding career guidance offers or career guidance activities, which we offer, it is often so, that the parents are excited about it ... that they are surprised that such a goal is pursued by the school because they simply do not know it from their own school life mhm and finally, they (the parents – auth.) mhm are integrated through the School Conference to make decisions regarding these offers, so for example the project "Mein Weg nach dem Abitur" mhm also bears expenses on them, on which the parents had to decide, but then yes, I have introduced the evaluation (created by the same company who implements the project – auth.) then and they said: "We find that (k) is a useful activity for our children.""]

In such case, marketing strategies are playing a great role in “pushing forward” the projects in such way that these look *attractive* to both parents and pupils. Nir (2001) mentioned the risk of school marketization in case the schools become more consumer-oriented refusing or partially sacrificing pedagogical values and aiming instead at the immediate satisfaction of clients' wishes rather than long-term needs.

Summary

The respondents echoed earlier interviewed study participant by noting the relative freedom that the school has in career guidance provision and further development. They specified that only several career guidance activities are defined as compulsory by the local legislation, otherwise every school is left to “sketching its own system of career guidance round this traineeship.” The interviewees also emphasized the decentralization tendencies also stated in the theoretical part of the study, which allows limited central

guidelines delivered from top-down, whereas the task of designing career guidance models is left to be implemented locally. This creates a challenge for those school staff, who are appointed by the principal to develop and to coordinate career guidance profiles of the school. The respondents noted that “the whole design of career guidance in school is laid on those who take care about in the school”. Among other stakeholders who are involved in the school-based career guidance development, the respondents noted several groups: pupils, their parents, teachers, former pupils, Employment Agency and businesses. Assuming the complexity of career guidance and its multi-stakeholder context, the respondents were not very competent in systemic and strategic thinking while trying to contemplate how to develop such complex intervention. Among career guidance development strategies, they emphasized retrospective evaluations, which are based on collecting likes/dislikes type of feedback from pupils usually surveyed immediately after the event. The main strategy for career guidance implementation and evaluation defined by the respondents can be titled “trying out to see what comes out of it.” There are so many career guidance offers, according to the respondents, that they seem to have the main task of trying them out and later evaluating whether these offers have advanced pupils any further. Such tactics, however do not seem to satisfy the respondents because they admitted, that immediately after the guidance sessions, the pupils are often still very excited and three months later the sustainability of this method is actually not necessarily there.

The overall scheme of responses revealed strong input and process orientation in the career guidance development. Their idea of successful career guidance is grounded in their belief of the importance in providing continuous flow of multiple and diverse “Angebote” (“offers” – Engl.) of career guidance products and services which primarily aim at pupils’ stimulation or raising their motivation. Career guidance is perceived as “offer” where the school is taking the passive role of the supplier, similar in its functioning scheme to the “supermarket”. It becomes a sole responsibility of the “buyers” (pupils and pupils’ parents) to choose the most useful career guidance “products” depending on their taste: their likes and dislikes. The “supermarket” scheme is strengthened by the fact that certain career guidance activities require financial

resources from “clients”, that is at least one career guidance project requires that not only pupils like and are excited (“begeistert sind” – Germ.) about the offered career guidance project but also their parents’ are, since their consent and financial contribution is also necessary. Assuming this kind of thinking, there is a risk of school marketization in case the schools become more consumer-oriented refusing or partially sacrificing pedagogical values and aiming instead at the immediate satisfaction of clients’ wishes rather than long-term needs.

Subcase: Pupils

6.3 Focus Group: Pupils (N = 6)

6.3.1 School as Central Career Guidance Provider

Pupils’ initial responses confirm the theoretical belief that school is the main provider of career guidance for young people. Schools are correctly stated in the introductory chapter by Cambell and Miller (1988) as having the greatest emphasis in the career development of people, since the schools are most easily accessible for the pupils. It was earlier noted that schools are the only type of institutions through which all individuals in their life have to pass through (die einzige Institution dar, die alle Individuen in ihrem Leben durchlaufen (BMBF, 2007).

“Ja es gibt mit Sicherheit noch andere Angebote für Berufsberatung, nur das wird fast gar nicht angenommen, also hauptsächlich macht man die Sachen mit, die in der Schule angeboten werden und ansonsten, mhm, ich hab außerhalb der Schule noch nicht an einer Berufsberatung oder so teilgenommen.” [“Yes, certainly there are other offers for career guidance, only these are hardly used. So, one mainly participates in those things which are offered at school, otherwise, mhm, I have not participated in career guidance or something outside the school.”]

The interviewees noted their lack of knowledge of career guidance interventions offered outside the school:

“Das ist auch nicht so bekannt, also man erfährt da eher selten, wenn irgendwas stattfindet.” [“This is not so well known, actually, one rarely finds out, if something is taking place.”]

The pupils had difficulties to provide response on how systemic the whole organization of career guidance is, thus career guidance is perceived as multiple projects and products offered by the school to the pupils:

“Ich bin mir nicht mal sicher, ob das mhm zentral geregelt ist, also unsere Schule bemüht sich um Aktionen, z.B. das GmbH Y Projekt oder so, aber das wird halt von Frau x alles organisiert und die holt dann diese Aktionen ins Haus, sozusagen.” [“I’m not sure if that is centrally regulated mhm, but our school puts effort into such activities as the GmbH Y Project or something, but that is all organized by Mrs x and she then brings these activities into the house, so to speak.”]

This particular response was indicative of pupils seeing themselves as more passive receivers of what is “being ordered” for them by Frau x, and lands “on the shelves” of the “house” i.e. school. Again, the pupils do not seem to be actively involved in the career guidance programme design, but rather occupied in acknowledging and later hopefully “buying” and appreciating the career guidance offer which has been arranged for them by the designated school staff.

6.3.2 School and Its Environment: Need for Change and Constant Development

Echoing schools principal’s opinion on the pressure the school is experiencing in the delivery and development of their own career guidance profile, the respondents in the pupils’ Focus group also noted similar interest areas that school has in the area of career guidance. They expressed their awareness of the need of the school to sustain a good image:

“Vielleicht gehört das im gewissen Teil mit zur Prestige, dass die Schule dann sagen kann: "Der und der Anteil von unserer Schule übt den und den Berufs aus, geht studieren und nur ein ganz kleiner Prozentsatz hat später keine Arbeit." [“Maybe this is partially related to the prestige, so that the school can then say: “Such and such proportion of our school are studying and practicing such and such profession and there is only a very small percentage, of those who have no work later”.”]

However, such pragmatic and somehow idealistic expectation, which is in line with several factors of strategic and systemic thinking by Kaufman: factor 2: Focus on ends rather than means; Factor 3: Use and integrate three levels of results – mega, macro,

micro and Factor 4: Stating measurable objectives, are unrealistic in the context of earlier statements produced by the previous respondents. The expectation that their school is oriented towards collecting long-term, societal value oriented, externally verifiable hard data on the working life success of their former pupils remains naïve and hardly attainable in the light of earlier statements made by the principle and career guidance staff of the school, who claimed their school does not aim at systemic, long-term impact evaluation on their pupils success after school for such aims are outside their school system, are not affordable and difficult to verify.

Among other aims pursued by the school through career guidance means, another respondent noted one more factor of external pressure, the competition among schools:

S6: "Ja wie so ein Wettkampf, dass die beste Schule halt die ist, die die Schüler am meisten voran bringt in der Gesellschaft."

S2w: "Da gibt's bestimmt auch irgendwann Statistiken drüber oder so, wo das verglichen wird in NRW oder so."

S3: "Wenn die Schnitte gut sind, dann wird die Schule wohl auch gut sein."

[*"S6: "Yes, like a competition, that the best school is the one, which pupils bring the most advancement to the society."*

S2w: "There must be at some point statistics, or something, where that is compared in NRW or so."

S3: "If the statistics are good, then the school will probably be also good."]

Again, the respondents' perceptions in relation to career guidance implementation and development by the school were focused on the hard data and societal ends. The emphasis in describing the "winning school" in the competition among schools, corresponds to the idea that "schools have been created to serve society" (Kaufman and Stakenas, 1981, p. 614) and that schools are means towards societal ends, thus in career guidance it is expected that career guidance success as well as the entire school success would be measured just as described by one respondent above "the best school is the one, which pupils bring the most advancement to the society."

Among the stakeholders who create pressure for schools to further developing the respondents shared that their parents also influence the school performance by choosing schools which prove long term success of their pupils rather than concentrating on less important factors like school exterior:

“Mhm, für unsere Eltern bestimmt, weil ich meine man sucht ja nicht Schulen aus, weil es von außen schön aussieht, sondern man schaut sich schon die Geschichte von der Schule an, die Erfolge, die die Schule erreicht hat und deswegen meldet man sein Kind ja auch hier an, weil man hofft, dass das eigene Kind sozusagen die gleichen Erfolge erreicht. Ich mein wenn man später auch mal selber Kinder hat, denke ich mal (k) also ich speziell würde dann auch erstmals schauen, welche Schule mhm ich sach mal jetzt hier in Stadt XXXX die beste ist, also was (k) welche am meisten erreicht hat und mhm welche die Kinder am meisten fördert, so dass die halt mehr Erfolge haben.” [“Mhm, for our parents for sure, because I mean, you search for schools not because they look nice from outside, instead you look into the history of the school, the success that the school has achieved and that is why you register your child here, because you hope that your child, so to speak, will achieve the same result. I mean when you yourself have kids later, I guess (k) I would first look specifically what school is mhm here in town XXXX is the best, so which (k), has achieved most mhm and which offers the best support for children, so they become more successful.”]

In general, the pupils demonstrated very strong awareness of the recent tendencies in the educational sector and their understanding that the schools are not isolated institutions, but rather dynamic organizations, which are open towards different pressures from the environment corresponds the theoretical literature analysis presented earlier. Moreover, it appears from the interview, that respondents from the pupils’ group demonstrated the ability to think strategically and to offer solutions to the problems related to the school development: they were generally focused on the societal aims, when talking about the aims the school pursues and they were also more oriented towards hard facts, long-term sustainable development which signals success.

6.3.3 Career Guidance as a System: Stakeholders and Their Interest Areas

In specifying their own interest areas and stakes, the respondents in the pupils’ group provided a variety of answers: they speculated that the school might be willing to offer them “overview” of possibilities for life after school:

“Die wollen uns dann wahrscheinlich so eine Art Überblick, mhm, zeigen, halt schon, was man mit seinem Leben so anfangen kann nach der Schule, weil die Meisten hier haben ja bis zur 13 gar keine Ahnung was die mit ihrem Leben sozusagen anfangen

wollen und ich denk mal, durch diese Berufsberatung mhm bekommen halt die Schüler so eine Art Überblick, was sie halt machen können und ob es sie vielleicht interessiert oder nicht.” [“They probably want to give us some kind of overview, to show, just how you can start with your life after school, because most people here until 13th (grade – auth.) do not know what to do with their life, so to speak, and I guess by this career guidance, the students get mhm just a kind of overview of what they can do and whether or not they might be interested in something.”]

The other respondent had similar opinion:

“Ja, einfach fördern!” [“Yes, simply to support!”]

The respondents also speculated on the school-based career guidance aiming at change in their motivation:

“Vielleicht eine gewisse Motivation geben, dass die Schüler sich hinsetzen und denken (k)also die halt hingehen und denen auch die Anforderungen da erzählt werden und dann denken: “Oh wow, den Beruf will ich jetzt ausüben und dafür muss ich die und die Noten haben in den Fächern” und sich da vielleicht auch nochmal hinsetzen und sich anstrengen.” [“Maybe to raise motivation, so that the pupils sit down and think for themselves, so, that they go in there and hear about the requirement and then think, “Oh wow, I want to practice this profession and so, I must have such and such grades in these subjects” and then sit down again and maybe also study harder.”]

Apart from micro, individual level immediate stakes, what is important to pupils while they are still at school, the respondents were rather quick to name the societal, long-term stake which is related to school-based career guidance:

“Hat bestimmt auch was mit der Politik zu tun, dass mhm ja, wir nicht arbeitslos später sind, wenn wir mit der Schule fertig sind, damit wir wissen was wir machen können, das wir studieren gehen, das wir arbeiten, ja weil sonst, wenn wir arbeitslos wäre, müsste der Staat uns ja finanzieren und ja, das will der Staat und damit die Schule ja auch nicht.” [“This has certainly something to do with politics, that mhm yes, we are not out of work later, after we are done with school, so that we know what we can do, that we study, we work, yes, because otherwise if we were unemployed, the state would have to finance us, yes and that is what the state and thus also the school do not want.”]

Apart from naming the societal stake and the stake that the school has in career guidance the respondents speculated that their parents also have interest in school-based

career guidance. They expressed the belief that the parents seek “impartial counselling” which does not aim to advertise one or the other company or business:

“Eine unabhängige Beratung! Also nicht von einer (k) von einem bestimmten Unternehmen, die vielleicht jetzt für ihr Unternehmen werben wollen.” [“Impartial counselling! Not (k) provided by some company that might want to promote their business.”]

Among other parental stakes, the respondents expressed an opinion that parents might be interested in seeing their children attracted to a certain profession, they have chosen at least the area which they want to continue exploring or studying after school. Next to their parents, the pupils surprisingly mentioned their grandparents as important partners in career guidance.

Another important stakeholder, whose stake was rather obvious to the respondents, was business which seeks to strengthen its positions and to have a great variety of graduates in order to select the most talented ones:

“...die ihre Berufszweige auch stärken wollen, also wenn es viele Ingenieure gibt, dann ist das natürlich gut für die entsprechende Industrie, weil die dann eben eine große Auswahl haben, wenn sie dann einstellen und dann sind eben oft auch bessere Leute dabei.” [“they want to strengthen their professional fields, so if there are many engineers, that's obviously good for that industry, because then they just have a great selection from which they can hire and often also to have better people there.”]

Although all interviewees were united in agreeing on identified business stakes, however, they also replied that businesses who offer career guidance do not declare their interest openly or directly to pupils:

“Ja die Unternehmen sagen, dass sie uns helfen wollen, unseren Beruf zu finden, was vielleicht auch einen Grund ist, dass die das machen, aber in erster Linie geht es ja darum, den eigenen ja Bereich zu stärken.” [“Yes, the companies say that they want to help us to find our profession, that is perhaps one reason why do they do that, but yes, it is primarily a question of strengthening their own field.”]

Such perspective confirms the beliefs about non-transparency of career guidance. In general the respondents in the pupils group as well as other interviewees were more speculative than certain about the stakes which are targeted by school base career guidance. The interviewees frequently used the terms “maybe”, “perhaps” or

“probably”. Such attempts to guess the stake indicate the need for acknowledging the 1 factor of systemic thinking by Kaufman, which states that all stakeholders should be openly involved in career guidance development, by sharing their needs and objectives and trying to unite the stakes in seeking for common good.

6.3.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

The question how different stakeholders who are responsible for career guidance development should work on the improvement of career guidance in school, the respondents in the pupils’ focus group mentioned that it is important to get all the stakeholders to the planning table. One respondent noted that “different interest groups” should be sitting at the planning table, “also parents”, “businesses, schools, people from schools and maybe also pupils, who themselves can tell add something to that and themselves can say how they imagine that”:

“Verschiedene Menschen, also ist ja klar, dass da nicht nur einer sitzen sollte, auch verschiedene Interessengruppen denke ich mal, mhm dass nicht nur Leute vom Staat da sitzen, mhm sondern das alle diese Interessengruppen zusammenkommen vielleicht. Das auch Eltern dabeisitzen oder ja Unternehmen, Schulen, Leute aus den Schulen und vielleicht sogar Schüler, die selbst was dazu sagen können und selbst sagen können wie sie sich das vorstellen.” [“Different people, it is quite clear that not only one should sit there, also different stakeholders, I guess, mhm that not only people from the state sit there, mhm but all these stakeholder groups together, perhaps. Also the parents should sit there or companies, schools and people from the schools and perhaps even pupils who can themselves share how they imagine it (career guidance development – auth.).”]

When asked why it is important that all the stakeholders are collected at the “planning table”, the pupils responded that not only individual interest of doing the work well should be represented but other interests as well. All the occupational fields should be covered, for if there is difficult to recruit specialist in one area, this occupational branch is at risk to eventually die out:

“Ja weil im Endeffekt alle Bereiche wichtig sind, also erstens ist wichtig das man selbst eben zufrieden ist, weil man seinen Job sonst nicht gut macht und außerdem ist aber

auch wichtig, dass eben alle Berufszweige sozusagen abgedeckt sind, also wenn jetzt in hoher Markt in mhm(k)eine hohe Nachfrage auf einem bestimmten Arbeitsmarkt herrscht, dann muss die auch befriedigt werden, sonst stirbt dieser Bereich einfach ab.”
 [“Yes, because in the end, all areas are important, so first it is important that you yourself are happy because otherwise a man cannot do the job well, and in addition it is also important that all the professional fields are covered, so if now in high market mhm (k) there is no high demand for the specific type of labour, these areas also must be satisfied, otherwise this branch will simply die out.”]

The belief expressed by the respondents that all levels are important, not only micro individual but also the societal needs and the needs of some specific industry areas is in line with Kaufman’s argument, that “there is a value chain that links everything we use, do, produce, and deliver to results and consequences outside of ourselves: our organizations (and families), society, and the communities in which we all live” (Kaufman, 2006, p. 71). Thus CSFs number three urges integration three levels of results – mega, macro, micro for the development of educational programmes.

One of the final questions, were on the level of planning, aiming to distinguish the planning on the individual, organizational or societal level. One respondent provided opinion which confirms Kaufman’s idea of Mega planning, when the societal ends are determined before organizational and individual goals are set. One respondent noted that it is important to start the system development and planning from the common good and later move into more specific, because starting planning from the individual level it is more difficult due to the fact that everyone might have different perceptions of career guidance, career paths and thus it is difficult to put these perceptions “under one hat”, unlike if we start from universal or more general aims:

“Also ich denke auch man sollte vielleicht mit dem Allgemeinen anfangen und mhm dann immer genauer werden mit den, mit dem System und mhm mit den Planungen auch, weil wenn man von Individuum ausgeht ist es glaube ich schwieriger, weil jeder eine andere Vorstellung hat. Jetzt sitzen wir zu fünft oder zu siebt am Tisch und jeder wahrscheinlich eine andere Vorstellung mhm von der Berufsorientierung und auch von dem Berufsweg im späteren Leben und mhm das dann unter einen Hut zu bringen ist dann schwieriger, als wenn man von dem Allgemeinen ausgeht.” [“I also think we should perhaps start with the general and mhm then become more and more specific with the, with the system

and mhm with the planning, also because if one starts from an individual I think it is more difficult because everyone has a different idea. Now we are sitting here five or seven at the table and each probably mhm has a different idea of the career guidance and also of the career path later in life and mhm it is more difficult to reconcile all interests, than if one starts from the universal.”]

The respondents’ ideas above supported the belief that “at the basic level, we have many common desires and interests that should be driving us at the societal level, at the organizational level, and at the individual level” (Kaufman, Guerra, & Platt, 2006, p. 42). Focusing on common good as valuable end at the societal level allows designing of career guidance to be both systemic and strategic.

Summary

Based on the interviewees’ ideas, it can be stated that career guidance offered by their school is the only formally organized source of career guidance activities available and used by the respondents. This confirms the theoretical assumption that schools are central institutions which may have influence on the entire life of individual, in terms of preparing him or her for the future challenges and accomplishments.

In the career guidance development context it was assumed that the respondent from the pupils focus group see themselves as the more passive receivers of what is “being ordered” for them by their school, their career guidance coordinator Frau x. Again, the respondents did not seem to be actively involved in the career guidance programme design, but rather occupied tasting and later hopefully “buying” and appreciating the career guidance offer which has been arranged for them.

Surprisingly in discussing and reporting their own stakes in school-based career guidance, the respondents were focused on long-term outcomes which can be assessed by hard data and societal ends. Without being able to provide specific ends which career guidance is trying to achieve in their school, the respondents speculated that maybe school-based career guidance aims to ensure that the pupils are not out of work after they are done with school, that they know what they can, that they study and work. Such expectations from school-based career guidance are certainly not compatible with those objectives which are stated by earlier interviewed respondents, that career guidance models in the school are aiming at stimulating the pupils.

In general, the respondents demonstrated awareness of career guidance being a complex, multi-stakeholder interest area. However, when asked to name the stakes of specific stakeholder groups, the respondents were hesitant and speculative. Nevertheless, at the end of the interview the study participants demonstrated confidence when they provided normative assumptions related to career guidance development in the school. They also demonstrated a great deal of systemic and strategic thinking by arguing that all the stakeholders should be involved in the career guidance development by forming a collaborative “planning table”. They also approved the idea of Ideal Vision, stating that for collaborative planning to be affective, one should start from universal aims, which are important for everyone, only later moving to addressing specific objectives. The respondents also supported Kaufman’s argument, that “there is a value chain that links everything we use, do, produce, and deliver to results and consequences outside of ourselves: our organizations (and families), society, and the communities in which we all live” (Kaufman, 2006, p. 71) by expressing a belief that all levels are important, not only micro individual but also the societal needs and the needs of some specific industry areas.

Subcase: Pupils’ Parents

6.4 Focus Group: Pupils’ Parents (N=5)

6.4.1 School and Its Environment: Need for Change and Constant Development

When probed into the interest of school as stakeholder in the system of career guidance, the respondents were providing very similar perceptions as the other focus groups’ participants. The parents group noted the existing “competition among schools” due to “decreasing numbers of pupils”:

Em1: “...das wird sich vielleicht in Zukunft auch noch ein bisschen mehr verschärfen, weil es immer weniger Schüler gibt.”

Em2: “Wettbewerb unter Schulen!”

Em1: "Da werden Schulen übrig sein und dann werden sie ein bisschen buhlen um die Schüler, ne!? So und dann können sie damit auch so eine gewisse Werbung dann treiben."

[“Em1: ... this will probably worsen in the future a little bit more, while there are fewer and fewer pupils.

Em2: Competition among schools!

Em1: The schools will be left and then they will be touting for pupils, ne!? So, and then they can also push certain advertisement.”]

While speculating on the stakes of different stakeholders, the respondents confirmed that school’s stake and the pupils’ stake can be perceived as integrated, because it is the interest of school that its pupils are on a good career path:

“Also die hat schon starkes Interesse daran, dass die mhm(..) auch gut auf den Weg kommen. Im eigene Interesse!” [“So it (the school – auth.) has a strong interest in ensuring that they (the pupils – auth.) mhm (..) are also well on the way, also for its own sake!”]

Such belief supports the idea of possible integration of valued ends, in a form of “value chain” emphasized by (Kaufman, 2006, p. 71), which crosses different levels of functioning: micro or individual level positive functioning is perceived as beneficial not only for the individuals themselves but also for the organizations which they attend or belong to, for instance schools. However, the statement is quite contradictory to the beliefs expressed in the teacher focus group and in the in interview with the principle. These respondents were not so eager to admit that school has a genuine interest in ensuring the pupils are successful on their career path, because this would mean long-term follow up and investigations “outside the school system”. Instead the school seems to focus on less challenging attempt: providing “suggestions” and trying out of different offers with their career guidance interventions.

By continuing the theme of career guidance purpose in schools, the respondents expressed the belief that school is so much under pressure that by offering career guidance it might also aim at its own “survival”:

“Ein bisschen Überlebenswillen haben die Schulen ja wahrscheinlich auch.” [“A little wish to survive, schools probably also have.”]

The respondents emphasized that the school seeks gaining positive feedback from its former pupils, from the parents or from the town, in order to know they are delivering

positive impact, however if some pupils end up with unemployment benefits or 50% of young people cannot find jobs after they finish school, then there is a risk that such school can be abolished:

“...Also hat die Schule dir, sozusagen, den Weg geebnet, ist es der Schule gelungen dich auf den richtigen Weg zu bringen? Also das wird schon irgendwie zurückgespiegelt. Und die die Schule möchte ja auch eigentlich ein positives Feedback haben, von den mhm ehemaligen Schüler oder von den Eltern oder von der Stadt und sagt: "Ihr macht nen guten Job", wenn die alle irgendwo auf Hartz IV nachher landen, auf gut Deutsch und sagen 50% der Leute finden kein Job von der Schule, dann kann man sagen: "Die Schule kannst du abschaffen, ne?!" Oder dicht machen.” [“... Has the school paved the way for you, has it managed to bring you on the right track? That is being reflected somehow. And yes, the school also wants to have positive feedback, mhm from former pupils or from parents or from the city: "You are doing a good job", if all end up with the Hartz IV (unemployment benefits – auth.) afterwards, or speaking in good German, 50% of people from that school cannot find a job, then you can say: "The school can be abolished", ne, or shut down?"]

The respondents’ perspectives on the existing pressure, which is faced by the schools, were compatible with those from previously interviewed groups. The interviewees in the parents’ group perceived schools which do not exist in vacuum, but interact with the environment and are influenced by the societal transformations or subsystems of the entire system of social, economic and ecological complexity of reciprocity, which in turn require schools to be flexible and to be ready to change.

6.4.2 Each School Has Its Own Career Guidance Profile

The respondents in the parents’ focus group have emphasized the theoretical assumption that career guidance profile is different in different schools. According to the respondents, one school’s career guidance profile or model depends on the type of school. They stated, that career guidance model offered in the gymnasium is different from the one in general secondary school (Hauptschule – Germ.) or the intermediate secondary school (Realschule – Germ.):

“...am Gymnasium ja nochmal anderes als an einer Realschule oder Hauptschule, dass dieses “eigenverantwortliche Lernen” hier sehr früh anfängt und das eben natürlich

auch in diese Bereich Berufsfindung geht.” [“...at the gymnasium, it is again different than at an intermediate secondary school or general secondary school, this "independent learning" starts here very early and it can also be traced in the field of career exploration.”]

In particular, the focus group participants emphasized that career guidance is well established for those who leave school after the 10th grade, however they also believed that particularly in Gymnasium type of schools, career guidance is yet very undeveloped:

“Heute ist es so, dass es sehr wohl einen gutes System gibt, aber mhm, was ich eben schon ansprach, eher für diejenigen, die nach der 10. Klasse abgehen, aber so für die Gymnasien, die sind da noch sehr jungfräulich.” [“Today, it is so that there is probably very good (career guidance – auth.) system, but mhm, I only meant, for those who leave (the educational system – auth.) after the 10th grade, regarding gymnasiums they are still very fresh in the field.”]

One respondent expressed the notion of injustice and educational inequality regarding career guidance implementation in the particular type of schools. There is a perceived sense of advantage of guidance delivered in the intermediate secondary school (Realschule) if compared with gymnasium type of schools. The respondent noted that career guidance in gymnasiums is offered only in the late stages of schooling, because of the predisposition, that the majority of pupils from the gymnasium will continue with the university studies. However, the respondent doubted if such assumption is valid, i.e. if it still matches today’s reality of gymnasium graduates:

“...was der Vorteil bei der Realschule, weil die viel früher anfangen auf den Berufsweg vorzubereiten, als es hier am Gymnasium ist, weil da immer noch davon ausgegangen wird, dass die meisten an die Hochschule weitergehen. Was der Realität aber, weiß ich nicht, wirklich noch entspricht.” [“...there is an advantage of the intermediate secondary school, because they start much earlier with their career preparation than here at the gymnasium, because they still expect here (at the gymnasium – auth.) that the majority (of pupils – auth.) will continue to the university. But I do not know if such belief still corresponds the reality.”]

The interviewees expressed the need to question the long-held belief that career guidance being unnecessary for gymnasium type of school. In such way supported the necessity to move out of the comfort zone, as illustrated in the CSFs (Factor 1), and to

acknowledge new realities which require different perspective and new ways of implementation and development of school-based career guidance.

6.4.3 Career Guidance as a System: Stakeholders and Their Interest Areas

The respondents emphasized that they do not feel part of the career guidance in the school, due to lack of transparency and information exchange. The respondents emphasized that for them it is not transparent what happens during the classes, and they are not getting any information or only very small amounts of it. The respondents attempted to blame their own children for the lack of information on career guidance at their school:

“...es liegt immer auch an den Kindern, ob sie es an die Eltern weitergeben oder nicht, also es passiert sehr viel im Unterricht, was für uns als Eltern nicht transparent ist und wenn wir nicht so in der Schule mitarbeiten würden, würden die wenigsten gar nichts mitkriegen (k) oder kriegen die wenigsten.” [“... it always depends also on the children, if they pass it on to the parents or not, there happens a lot in class, which for us as parents is not transparent, and if we did not cooperate with the school, we would not be able to get any information (k) or get the least of it.”]

The belief that the main source of information about career guidance past, present and future interventions are their children who are not willing to provide it or only share very limited amount of information with their parents was expressed several times:

“Es wird ja auch relativ wenig von den Kindern weitergegeben.” [“There is very little, indeed, of what is shared by the children.”]

The respondent’s claims about their children being the only “channel” of information related to career guidance development in their school, demonstrated the limited status of parents as stakeholders in the school-based career guidance planning. As indicated in the earlier interview reports, parents are rather perceived as those who finance career guidance projects and give their consent only through the voices of very few representatives at the School Conference. In reality, parents seem to be have almost no information and being “voiceless” or not being involved in shaping their children’s school-based career guidance.

Apart from complaining about not receiving enough information the respondents also expressed lack of confidence, feeling that it is easy “to lose the sight” of what is happening in the world of work, particularly in the area of professions. One participant emphasized that the number of professions has incredibly risen and there are many professions that the respondent has never heard about:

“...ob man selber so breit gefächert ist und auch die Zeit und Möglichkeit überhaupt hat, sich damit zu beschäftigen und die Vielfalt der Berufe ist so wahnsinnig angestiegen, dass mhm man da schon den Überblick verliert. Ich habe neulich das erste Mal von der Bundesagentur für Arbeit dieses Buch gelesen, wo alle Berufs irgendwie vorgestellt werden und ich, also mindestens zwei Drittel habe ich noch nie gehört.”

[“...whether one can be so broadly educated, and can have time and opportunity to deal with it and the variety of occupations has increased so madly that you mhm even lose sight. I recently read for the first time the book by the Federal Employment Agency where all occupations were presented and somehow, so there were at least two thirds I've never heard of.”]

Despite existing obstacles and challenges the respondents face in becoming more active stakeholders in career guidance development in their school, all participants were united that they as pupil's parents have a large stake in school-based career guidance. They all expressed similar ideas when asked what kind of interest parents have in in career guidance. The respondents mentioned such interest areas as „that the children are happy in their profession and earn their living”, the children find their vocation in accordance to their aptitudes, become self-sufficient or “stand on their own feet”:

“Dass die Kinder in ihrem Beruf glücklich werden und ihr Auskommen finden.” [*“That the children are happy in their profession and earn their living.”*]

“Nach ihren Neigungen ihren Beruf finden.” [*“Find their job according to their inclinations.”*]

“Die Eltern...haben natürlich auch ein Interesse daran, dass die Kinder auf eigene Füße kommen.” [*“Of course parents have interest that their children stand on their feet.”*]

It is important to emphasize here, that the respondents in the parents' focus group as well as earlier interviewed pupils expressed long-term or “outside of the school” oriented Mega level outcomes and visions in relation with school-based career guidance. Their interest clearly was not immediate results oriented, because they did not mention grades, achievement in class, increased motivation in their expectations. The

respondents also somehow ignored the means: popular and entertaining career guidance activities, great variety of career guidance offers as their interest zone. By focusing on strategic outcomes or ends related to self-sufficiency of their children after they finish school and by refraining to speculate about means the respondents demonstrated strategic thinking.

In further elaboration on their own stakes in school-based career guidance, the respondents emphasized their role not only as receivers of gain or stake in terms of their children future success, but also expressed the view about the responsibility of parents in guiding their children, claiming that parents play a great role in sharing the responsibility of supporting their child and in guiding a little bit, and this task belongs not solely to the school. They claimed that as parents they surely have the main responsibility:

“Ja und ich finde, da haben die Eltern eine ganz wichtige Rolle diese Verantwortung auch mit zu übernehmen, ihr Kind zu unterstützen und auch ein bisschen zu lenken, mhm und das nicht nur Aufgabe der Schule ist. Also da haben wir schon die Hauptverantwortung und wir können...” [“Yes and I think that parents play a very important role to take over this responsibility in order to support their child and also to steer a bit, mhm, it is not only the task of the school. We have the main responsibility and we can ...”]

When asked about the stake of teachers in the school-based career guidance, the respondents provided agreement on the importance of teachers in career guidance in many aspects. The respondents emphasized that the teachers are „primarily contact persons for the children”, they are the closest to the children, and that “a teacher who has a good relationship with pupils can achieve much”. The participants also mentioned career guidance in school being the „pedagogical task” of the teachers, according to which “the teachers are willing to teach the children to deal with certain things, and of course also to shape their lives, to take responsibility for themselves”:

“Ich glaube das ist einfach so diese pädagogische Aufgabe die man als Lehrer hat, also die man möchte die die Kinder lehren mit bestimmten Stoffen umzugehen und natürlich auch ihr Leben zu gestalten mhm Verantwortung für sich zu übernehmen.” [“I believe it is just this pedagogical task that a teacher has, they want to teach the children to deal with certain things, and of course to create their own lives mhm to take responsibility for themselves.”]

The belief expressed by the respondents that teachers have a “pedagogical task” or value in career guidance is somehow contradictory to the principal’s statements, according to which, the teachers of the school hardly feel any pedagogical need to have career guidance activities, particularly if guidance sessions are scheduled instead of regular classes, and that it requires a great deal of persuasion from the principal, for the teachers to acknowledge the pedagogical benefit of guidance. This might be related to the earlier expressed idea, that the teachers, just as the parents feel as “outsiders” in the career guidance development, only invited to express consent when their classes are cancelled in favour of career guidance activities (teachers), or when their financial support is necessary to implement career guidance projects (parents).

Among other stakeholders that the participants agreed on, it was industry and business stake in the area of school-based career guidance. All participants expressed similar view that industry has a stake in career guidance, since it requires qualified people and young professionals:

Em2: “Würd ich auch sehen, die haben ja ein Interesse an Fachkräften.”

Ew2: “Die wollen ja die Kinder nachher haben.”

Em2: “Und die brauchen ja qualifizierte Leute, also auch die sollten sich engagieren.”

Em2: “Die muss auch ein bisschen was tun, wenn sie Nachwuchs will!”

Em1: “Die wollen überwiegend fertige Fachkräfte haben.”

[“Em2: I would also say that indeed they have interest in professionals.

Ew2: They want to have the kids close.

Em2: And yes, they need qualified people, so they should be involved.

Em2: They must do little something if they want to get young employees!

Em1: The majority wants to have readymade professionals.”]

When asked if the institutions of higher education: universities or colleges can also be considered as stakeholders in the school-based career guidance some respondents expressed positive reply without hesitation. However, one respondent contradicted by saying that institutions of higher education at this particular moment cannot be wishing to accept even more students:

“Wobei die Hochschulen sich im Moment eigentlich nicht wünschen können noch mehr Studenten zu kriegen!” [“However, it is unlikely that the universities at the moment really want to get even more students!”]

Many respondents further noted that there are not enough places in the universities or in vocational training with some exceptions in special, so called MINT (Mathematics, Informatics, Natural science und Technical science) areas. Thus, such situation confirms the belief that institutions of higher education are more passive stakeholders in the school-based career guidance at least at present time. Their interest lies in getting the best of the most, rather than getting enough students to survive.

6.4.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

One of the most important themes of the focus group, after interests areas of multiple stakeholders were discussed, was the question on career guidance development strategies. The question was raised about the effectiveness of the career guidance, particularly when the emphasis is on the products and processes and not on the outcomes of career guidance. Some respondents noted that such problem of ineffective career guidance exists in real life. One participant provided an illustration from her own experience with her child and stated, that in terms of career guidance results often the response comes from the child “it was quite nice, but it was not useful for me”:

“...das stimmt schon, dass häufig die Antwort kommt: "Naja, war jetzt ganz nett, aber hat mir nichts gebracht".” [“...It's true that often there comes the reply: "Well, it was quite nice, but it was not useful for me.”]

The same participant further noticed that after such negative feedback, it is possible that the whole idea of career guidance concept brakes apart and as a result it could be made evident that career guidance does not deliver any positive result:

“...dass es sein könnte, dass ein ganzes Konstrukt zusammenbricht, denn dann könnte dabei rauskommen, dass diese Beratung, so wie sie im Moment läuft, überhaupt gar nichts bringt. Das könnte dabei rauskommen!” [“It could be that the entire construct collapses, because then it could come out that such career guidance, as it is delivered at the moment, brings nothing. That could come out!”]

Thus, it was emphasized that parents have a great expectation that the school can make the goals for career guidance more specific by addressing pupils' needs. For instance it was noted by one participant that "I wish from the school, that there is much support for the needs of my child and not above all this neutral position that they have" and the school should use this chance to reach the children and to put them on the right path. That doesn't always work, but it should be the goal":

"...da wünsche ich mir von Schule, dass da viel Unterstützung für die Bedürfnisse meines Kindes und nicht das vor allen Dingen diese neutrale Position die sie haben, die die Kinder ja auch nutzen, weil sie sich in Schule ganz anders verhalten als zuhause im Gespräch und im Miteinander, dass sie da (k) das Schule die Chance nutzt die Kinder da zu erreichen und einfach auf einen guten Weg zu bringen! Das klappt nicht immer, aber (..) das sollte Ziel sein." [*"...I wish from the school, that there is much support for the needs of my child and not above all this neutral position, that they have and which is also used by the children too, because they behave very differently when they are in school and at home and in conversations with each other, so that (k) the school uses the chance to reach the children and to get them on the right track! That does not always work, but (..) it should be the goal."*]

Parents expectations that school should actively plan its goals which targets the needs of pupils suggests that it is no longer possible to hide under the veil of neutrality and for schools to blame parents for failing young people and vice versa. The parents statement that one should set the direction "that does not always work", but still "it should be the goal" reminds the idea of "practical dreaming" by Kaufman and Stakenas (1981), Kaufman et al. (2003) as idealistic approach for defining where we ideally want to be. According to this idea of Basic Ideal Vision embodies "practical dreaming" without which we cannot begin to continuously move forward.

When asked how to develop and plan career guidance interventions for the school in the light of such a broad area of interests, needs and stakeholders, the parents agreed on the importance of the "career guidance planning table", where many interest groups could create commonly shared goals. The respondents mentioned "school representatives from all departments", "pupils", "FEA", "industry representatives", "business", "pupils' parents", "higher educational institutions" should sit at the collaborative planning table for school-based career guidance:

“Ew2: Also am Planungstisch sollten sitzen: Schule, die Verantwortlichen der Schule für den Bereich, Schüler, weil die es direkt betrifft.”

Em1: “Agentur für Arbeit und hier jemand aus der Industrie.”

Em2: “Unternehmen auch.”

Ew2: “Eltern könnte man letztendlich, aber die sind eigentlich zweitrangig.”

[“EW2: So, at the planning table should sit: the school, those from the school staff who are responsible for the area, pupils because they are directly affected.

Em1: Employment Agency and someone from the industry.

Em2: Companies too.

EW2: Eventually parents could also, but they are of secondary importance.”]

One respondent summarized the idea of common planning and common responsibility as positive by stating “to get many on board, I think is a very good idea for developing a good construct and for achieving something useful for the pupils, which is also future-oriented”:

“...da möglichst viele in das Boot zu holen finde ich ist eine sehr gute Idee um ein gutes Konstrukt um was sinnvolles für die Schüler zu erreichen, was ja auch zukunftsorientiert.” [“...to get many on board, I think is a very good idea for developing a good construct and for achieving something useful for the pupils, which is also future-oriented.”]

Kaufman similarly argues that systemic and strategic thinking involves thinking about all the stakeholders who will benefit from what is being created. Kaufman, Guerra and Platt (2006) argue that it is vital to establish the “ownership” of education by those who receive and deliver it in a form of “lasting partnership for success” (p. 5). The first of six CSFs states that understanding and agreement on a common destination of what results are to be achieved are keys to successful educational endeavour. Those who have interest or stake in educational or career guidance interventions, have to “own” the goals they intend to pursue.

It was important to probe where such multi-stakeholder career guidance planning should begin, in terms of levels of planning and whether such interventions should concentrate around with individual wishes, industrial demands or societal aims. One respondent expressed opinion that there is a common interest for all stakeholders. The interviewee

stated that societal needs dictate common interest in the area of career development: that work which must be done, is being done:

“für alle das Ziel ist ja, eine Arbeit auszuführen, die gemacht werden muss und dieses Interesse haben sowohl Schüler, Lehrer haben im Prinzip alle Bereiche, die Industrie, Agentur für Arbeit, dass die Arbeit, die getan werden muss, auch getan wird, in welchem Bereich auch immer. So funktioniert unsere Gesellschaft.” [*“For all there is one aim: that work which must be done is being done and both pupils and teachers have this interest, and in principle, all sectors: industry, employment agency; that the work that needs to be done is done, in any area. So functions our society.”*]

When asked more specifically about the interest of society being the primary goal, at the mega level, which provides satisfaction for all other areas, the focus group participant responded that if societal goals are met, “we all gain profit”:

Ew2: “Da profitieren alle von!” [*“Ew2: There we all benefit!”*]

Em2: “Dann wird die Gesellschaft entlastet!” [*“Em2: Then the society is unburdened!”*]

“Ew2: ...wenn die Gemeinschaft funktioniert ist auch das Individuum zufrieden, weil es dann individuell ja handeln kann! Wenn ich in einer Gemeinschaft lebe, dann gibt es einfach Regeln und Konstrukte an(k) die für alle gelten und wenn die Gemeinschaft funktioniert, dann kann auch das Individuum.”

Em2: Es kann seinen Weg dann da finden!

Ew2: Dann bleibt ausreichend Freiraum!”

[*“EW2: ... if the community functions, the individual is also happy, because then it can act individually, yes! If I live in a community, then there are just rules and constructs which (k) apply to all, and if the community works, then also the individual.*

Em2: Then one can find ones path!

EW2: Then there remains enough space!”]

When provoked to express their thoughts about planning which starts with goals at the level of business and organizations or at the macro level, the respondents emphasized their doubts about the sustainability of such planning. One participant responded “but that can change very quickly! Today they need this and in two years something very different”:

“Das kann sich auch sehr schnell ändern! Heute brauchen sie das und in zwei Jahren was ganz anderes.” [“It can change very quickly! Today they (business – auth.) need this and in two years, they need something very different.”]

Some respondents expressed doubts if such career guidance multi-stakeholder planning can begin at the level of pupils, individual wishes and perceptions of what is necessary or micro level. In the respondent’s words “young people don’t yet have this vision and this view of how society actually works”, thus the pupils can influence career guidance development and planning but their ideas cannot serve as the ultimate reason for guidance:

“Also ich glaube nicht, dass das der oberste Baustein sein kann oder der erste Baustein, weil die Jugendlichen noch nicht diese Zukunftsperspektive haben und diesen Überblick, wie Gesellschaft tatsächlich funktioniert oder (...) ja, Gesellschaft, ja doch Gesellschaft und aus dem Grunde kann es mit einfließen, aber nicht erster Grund sein.”

[“Actually, I do not think that this can be the ultimate building block or the first block, since young people don’t yet have this vision and this view of how society actually works (...) yes, society, and indeed for that reason they can influence but not serve as the ultimate reason.”]

Such belief corresponds to Kaufman’s view of systemic and strategic thinking. According to Kaufman and Stakenas (1981) “it does not make sense to begin and end educational planning at the doorstep of the schoolhouse”, because “learners do not stop there so why should our planning”? The sixth factor among CSFs requires abandoning short-sighted focus on immediate likes or dislikes of every stakeholder of career guidance system. For instance schools might prioritize such career guidance projects which bring publicity and help attract potential pupils. Businesses might only finance such guidance projects which helps them to advertise their companies. In such manner, the most valuable long term outcomes of career guidance might be left unnoticed and not achieved. Thus, all the stakeholders of career guidance are required to start elaborating on common interest areas starting from the broadest and widest interest possible – Basic Ideal Vision of society.

Summary

The respondents confirmed the existing pressure and need to schools to develop their own career guidance models. According to the perceptions of respondents the schools are competing for pupils, particularly in the times, when the number of pupils is decreasing due to the demographical changes. The interviewees expressed the opinion that schools are interested in receiving positive feedback from the environment: the local municipality, government, parents etc. in such way the schools aim that their pupils are successful, in order to protect their own interest. In such way the “value chain” (Kaufman, 2006, p. 71) is created: the school can only be valued if it adds value to its pupils, parents and other stakeholders. Nevertheless, the interviewees stated that different schools are heterogeneous in terms of their career guidance development levels. Particularly career guidance in gymnasium type of school was seen as rather new idea, which has never received significant attention, due to long-held belief which is nowadays admitted as inadequate: that gymnasium pupils are supposed to semi-automatically enter the higher education studies and thus their transition should not be problematic or cause burden to the society, industry or to graduates themselves.

While speculating on different stakeholders of school-based career guidance, the interviewees specified that they themselves feel responsibility to provide support to their children in their career decisions. However, the respondents felt more as outsiders of the system rather than equal interest group. They complained about receiving almost no information on school-based career guidance and expressed willingness for closer collaboration.

In terms of career guidance development the respondents were ready to question the existing strategies of career guidance development and stated, that in terms of career guidance results often the response comes from their children “it was quite nice, but it was not useful for me.” Due to vaguely stated objectives and gaps in planning the respondent expressed the concern that it could be that the entire construct of career guidance in their school could collapse, because then it could come out that such career guidance, as it is delivered at the moment, brings nothing. Following the normative inquiry about the “should be” situation of career guidance development in their school,

the respondents agreed on the importance of the “career guidance planning table”, where many interest groups could create commonly shared goals. They expressed the view that career guidance planning in school should start from focusing on societal goals, on the societal common vision, rather than the goals of business or pupils which are often not sustainable and not specific enough. Such view supports the 6th Factor among CSFs which requires abandoning short-sighted focus on immediate likes or dislikes of every stakeholder of career guidance system and urges focusing on what is valued by all.

Supporting Case: Private Counselling Sector

6.5 Individual Interview: Career Guidance Counsellor (N=1)

6.5.1 School and Its Environment: Need for Change and Constant Development

The private career counsellor confirmed the view expressed in the previous interviews about schools experiencing pressure from the environment and thus having an obligation to provide career guidance. He noted, that “the pressure from the parents is so big that one must do something”:

“...der Druck der Eltern ist sowieso so groß, dass man was machen muss...” [“...the pressure from parents is so great, that one must do something...”]

“...teilweise gedrängt durch die Eltern, dass Eltern an die Schule herantragen: "Macht bitte eine gute Berufsberatung"; und manche Lehrer können das und manche können das nicht...” [“...partially forced by the parents, that parents approach the school saying "Would you provide good career guidance", and some teachers can do it and some cannot...”]

The interviewee also provided information that schools compete among each other in the area of career guidance in order to win the awards or seals. He noted that „from 200 schools that we work with, 40, 50, 60 provide excellent career guidance, and all of these have already been awarded with various seals”:

“...von den 200 Schulen die wir haben 40, 50, 60 gibt die hervorragend aufgestellt sind in der Berufsberatung, Berufsorientierung und auch alle schon diese diversen Siegel

bekommen haben...” [“...from 200 schools that we have there are 40, 50, 60 which are in the excellent position in career guidance and all have already received different seals...”]

According to the respondent, particularly the school principals tend to be involved in advertising school in front of the parents and potential pupils by attending public events. The respondent noted that the school principals tend to advertise French language classes, “MINT classes” that are offered in schools:

“Wenn ein Schulleiter heute, ich hab das in der Stadt gesehen, abends in eine Stadthalle geht und da kommen die Eltern der Schülerinnen und Schüler die von der Grundschule zur Schule gehen, so. Jetzt sind unterschiedliche Schulleiter da, mit manchmal machen die das zusammen und dann geht es los, dann wird geworben! "Wir haben ein Fremdsprachenprofil Französisch", "Wir haben eine MINT-Klasse".” [“If a school principal nowadays, I've seen it in the city, goes to a city hall in the evening and there are parents of pupils who transfer from elementary school to secondary school. Now, there are different principals there, sometimes they make it together, and then it all starts, then they advertise! "We have a French language profile" or "We have a MINT-class.”]

Not only the principals but also the teachers are involved in spreading good image of the school by “positioning themselves” that “here (in our school) is everything great, everything is good here”:

“...wenn man dann mal genauer hingehet und auch zu den Lehrern geht, dass die natürlich sich positionieren: "Bei uns ist alles toll, bei uns ist alles gut!" [“...more precisely, when one goes to the teachers, they surely position themselves: "With us everything is great, everything here is good!"]

Among the reasons which cause the need for such advertising, the interviewee mentioned, that some gymnasiums have to be closed due to the demographic problems, he noted that this causes teachers to compete for working places and naturally leads to pressure for schools to advertise their career guidance programmes and other additional services:

“...in Stadt xxx gibt es vier Gymnasien, eins soll geschlossen werden, (.) so, weil es, es gibt zu wenig Schüler, eins muss geschlossen werden. (.) Ist doch ganz klar, dass ist (k) da geht es um Arbeitsplätze... und der Markt der Schüler wird kleiner, geburtenschwache Jahrgänge kommen (..) und natürlich kann ich mich dann auch über

eine gute Differenzierung, Unterricht und auch ein gutes Berufsberatung mhm -projekt, -programm, kann ich mich positionieren.” [“...in town xxx, there are four gymnasiums, one has to be closed, (.) because there are not enough pupils, one must be closed. (.) It is quite clear that (k) it is all about jobs ... and pupils’ market is getting smaller, low birth years are approaching (..) and then of course I can position myself by telling about good differentiation, teaching, and also about good guidance mhm project and program.”]

In general the respondent confirmed the theoretical assumption about schools being responsible for career guidance provision and development. School is under pressure to constantly update their career guidance profiles due to various factors mentioned by the respondent. It plays a key or steering role in the processes and the development of career guidance among other stakeholders

“...die Schule ist für die Qualität der Berufsorientierung verantwortlich!” [“...the school is responsible for the quality of vocational orientation!”]

“... die Schule steuert es, die Schule muss es ja auch steuern...” [“...the school steers it, the school must be able to steer it...”]

In general the respondent’s ideas confirmed the theoretical idea of school facing pressure from environment and they are required to change by responding to the pressure from outside. This leads to the “marketization” of schools as in the example about school principals who initiate advertisement and marketing campaigns by emphasizing the offer or “products” the school can provide.

6.5.2 Every School Has Its Own Career Guidance Profile

According to the respondent, there is no integrated system of career guidance planned centrally and thus, career guidance remains an individual task of every school, so that every school must determine for themselves what they do and what they don’t do in career guidance:

“...dass es individuell pro Schule bleibt, dass jede Schule für sich selbst bestimmen muss was machen wir und was machen wir nicht...” [“...It remains individual for every school, so that every school must determine for themselves: What we do and what we don’t do.”]

The interviewee believed that schools differ extremely in their career guidance provision. In the respondent’s words, “every school must do its own thing” and for

instance Max-Planck and integrated schools (Gesamtschulen – Germ.) in terms of schooling and parenting can be as different as “day and night”:

“weil jede Schule muss da ihr eigenes Ding machen oder von mir auch jede Kommune, wobei wenn ich allein Stadt xxx sehe (.) Max-Planck und Gesamtschulen vergleiche das ist in der Schülerschaft und in der Elternschaft ein Unterschied wie Tag und Nacht, das geht nicht.” [“Because every school must do their own thing, or maybe also every community, however, if I look only at one city xxx (.) and compare Max-Planck and comprehensive schools, they are different as day and night in terms of student body and the parental involvement, that does not work.”]

In the development of career guidance, particularly the role of teachers was emphasized and it was stated that “everything begins and ends with the teachers” and “the communities can wish whatever they want, but in any case it must be done in school, and if they (schools) are not successful, career guidance provision suffers:

“Welche Akteure spielen welche Rolle bei der Berufsberatung? Es steht und fällt mit den Lehrern!” [“Which actors play the role of career guidance? It begins and ends with the teachers!”]

“Nur es steht und fällt mit Lehrern, die Kommune kann noch so viel wollen, irgendeiner muss es in der Schule machen und wenn sie da eine Pfeife haben wird es nicht oder wird es schlecht gemacht! Das ist mein Berufsalltag!” [“Only it begins and ends with the teachers, the community may want a lot, but somehow it has to be made in school and if they are not successful at that point, it (career guidance – auth.) will not be implemented or poorly implemented! This is my everyday professional life!”]

In addition to the teachers, the respondent stressed the role of the principal in career guidance development. He expressed an opinion that the teachers require leadership, a principal who is „a decision maker”:

“...dann brauchen sie auch einen Schulleiter... sie brauchen einen Macher, (.)...Und wenn sie den nicht haben wird es schwierig, ganz, ganz schwierig.” [“...Then they (the teachers – auth.) need a principal... they need a decision maker, (.) ... And if they do not have one, it will be difficult, very, very difficult.”]

The assumption that school principals play a key role in school-based career guidance development was introduced in the theoretical chapters where based on the local policy document it is was stated that in the Land of NRW school principals take personal responsibility for implementation and coordination of career guidance. Similarly,

Schröder (2011, p. 44) emphasized the need to perceive career guidance as the task of principals in schools with its concrete integration into school development and educational programmes. It was also further elaborated by the respondent, that school teachers-career guidance coordinators and principals have a final say, for instance, when it comes to the agreement whether to let private counselling business into the school:

“Und ich also ich sehe da schon das Wirtschaft ganz massiv sogar mit eingreift, aber immer in engster Abstimmung mit den StuBo-Koordinatoren und vor allem letztendlich mit der Schulleitung.” [“And then I see it clearly, that there is a massive involvement of business (in career guidance in schools – auth.) but always in close coordination by the StuBo-coordinators (teachers – career guidance coordinators working in schools) and finally by the school principals.”]

In general the respondent demonstrated perspective of an expert towards career guidance in different types of school. He confirmed the idea expressed in the parents focus group that school-based career guidance delivery and implementation is extremely diverse in its quality and scope dependent on the school type, teachers’ and principals’ involvement.

6.5.3 Career Guidance as a System: Stakeholders and Their Interest Areas

When asked about his perceptions of career guidance as a system, the respondent mentioned that there is no state-wide system, but rather separate programmes, interventions and products (such as Gefa-Test) from which the school “can use”:

“...nein, das staatliche System in dem Sinne gibt es nicht! Es gibt Programme, die kann eine Schule nutzen, dazu gehört die Firma xxx, dazu gehört Uni Trainees, dazu gehört der Gefa-Test und was es alles so gibt und das muss die Schule letztendlich entscheiden.” [“...no, there is no state-wide system, in that sense! There are programmes that can be used by the school, which include also the xxx company, which include the programme “Uni Trainees”, includes Gefa-Test and that is all what there is, ultimately the school must decide.”]

Thus, according to the respondent’s perception, it can be assumed that schools are facing the problem of integrating a wide range of available “products” into one coherent school career guidance system. As a reaction to the large supply, the schools are trying to get use of third-party offers (Angebote – Germ.) which are “readymade” for them and flow from outside and are initiated by different stakeholders: business, community

initiatives. It is a problem of choice or ordering from what is available but not so much a problem of creating or designing their own career guidance activities. However, even when single career guidance “products” are supplied from outside, on the meta-level, the schools are not able to produce coherent career guidance programmes or models which could include every single intervention logically related to the overall mission of the school with very specific objectives and aims.

When asked about his own stake in the system of career guidance in the schools context, the respondent mentioned that there is a niche or *market* which is used by the private counsellors and counselling firms, because the capabilities of other institutions which are responsible for career guidance provision in schools, such as FEA are not sufficient:

“Deswegen glaube ich, dass wir schneller in der Lage sind zu reagieren, es gibt ein Projekt in Stadt xxx, da arbeiten wir in eine Woche mit 1000 Schülern zusammen. Das würde die Agentur für Arbeit in der Woche nicht schaffen, sie haben die Ressourcen nicht, das ist jetzt nicht mein Satz, sondern ich zitiere jetzt die Agentur für Arbeit. Das schaffen die nicht (.) und wir schaffen es, (k) das sind Honorarkräfte, da bin ich flexibel. Die Bundesagentur für Arbeit kann nicht hingehen und sagen: "Ich stell jetzt 20 Leute ein", denn dann habe ich die Personalkosten.” [“That is why I believe we are quicker in the field to respond, there is a project in town xxx, we work there with 1,000 students per week. The Employment Agency would not be able to do it in a week, they do not have the resources and that is not my phrase, but I quote now the Employment Agency. They are not able to make it (.) because these (k) are the freelancers, I'm flexible there. The Federal Employment Agency cannot come and say: "I'll employ extra 20 people", because then I must deal with the personnel costs.”]

It was further noted that FEA has lost their stake of career guidance in schools. According the respondent's opinion “FEA has been kicked out of schools because (their) guidance was bad”:

“...auch die Bundesagentur für Arbeit ist aus Schulen rausgeflogen weil die Beratung schlecht war... das passiert einfach.” [“...and the Federal Employment Agency has been kicked out of schools because the guidance was bad... that just happens.”]

When asked to specify his interest in career guidance system in more concrete terms, the interviewee responded rather frankly “I want to earn money”, however he also

specified that it is important to earn money “in a serious and transparent way” which can be interpreted as certain discrete manifestation of professional ethics:

“Und ich will Geld so verdienen, das ist mir wichtig, seriös und transparent...” [“And I want to earn money, that's important for me, in a serious and transparent way...”]

Although the respondent made it obvious that there is a great interest, mainly financial in providing and developing career guidance at schools, however he also mentioned some instances or dilemmas, when he has to refuse financial gain. For instance it was mentioned that sometimes the respondent is contacted by the private institutions of higher education and asked to distribute promotional material to the pupils in schools:

“So, es gibt Hochschulen, private, die bei uns anrufen, dass wann wir an Schulen gehen deren Mappen mit verteilen, was natürlich gar nicht geht, machen wir nicht...” [“Well, there are colleges, private ones, calling us when we go into schools, to distribute their leaflets, what is surely not possible, we don't do that...”]

In general, the respondent mentioned several interest groups in the context of career guidance development in schools. He spoke about the importance of the close cooperation with economy, private career counsellors and business for delivering good career guidance in schools:

“...und gute Berufsberatung heißt für mich heute definitiv, also unweigerlich auch enge Kooperation mit der Wirtschaft, mit privaten Berufsberatern, Unternehmen...” [“And good career guidance is definitely for me today, is based on close cooperation with industry, with private vocational consultants, businesses...”]

The respondent confirmed the parents focus group members view that the parents although a very important stakeholder, but are not very good career guidance resources, due to their lack of competence. Thus, the schools are in need to compensate such competence gaps and to fulfil what once was considered a parental duty:

“Also erwarten sie, zu Recht, dass das System Schule irgendetwas bereitstellt, was auf den Übergang vorbereitet.” [“So they (pupils' parents – auth.) expect, quite rightly, that the school system provides something that prepares them for transition.”]

The respondent also identified institutions of higher education as stakeholders in the school-based career guidance. Universities, according to the interviewee “have to do advertising”, and there is a danger that career guidance and advertisement become

interconnected. The respondent specified that in one particular town, the popular and widely attended event dedicated to higher education is actually “a PR event”:

“Die müssen Werbung machen. Die Gefahr besteht, das sehe ich eindeutig, dass man Studienberatung und Werbung für die Hochschule verzahnt und ob unabsichtlich oder nicht, aber die Gefahr besteht. Der Hochschultag in Stadt xxx, wo ganz viele hinfahren, ist eine PR-Veranstaltung, da passiert nicht viel. (..) Das ist eine PR-Veranstaltung, da bleibe ich bei!” [“They have to advertise. The danger that I see clearly that study guidance and marketing for the university become interrelated, intentionally or not, but there is a risk. Higher Education Day event in town xxx, which is attended by many people, is a PR event, because nothing much happens there. (..) This is a PR event, I am convinced!”]

The demographic situation in respondent’s opinion creates additional pressure towards institutions of higher education as well as certain deficits in specific professions, such as teachers or natural sciences specialists. Such situation is regulated through creating quotas for study places as well as efforts on the Land level:

“...ich sehe nur einfach eine Gefahr es wird immer weniger Abiturienten geben, es gibt ein Kontingent an Studienplätzen, so und allein schon wenn sie Lehramt, Naturwissenschaften sehen, da werden riesen Anstrengungen Seiten des Landes unternommen...” [“I simply see a danger there, it will be fewer and fewer high school graduates, there is a quota for study places, so even when you look at such areas like pedagogics, natural sciences, there will be huge efforts from the side of Land...”]

The respondent’s reflections on school-based career guidance stakeholders supported the ideas expressed during earlier interviews. School-based career guidance scene is described as interaction and intersection of various interest zones. Sometimes the high stakes due to the pressure from environment result in PR and advertising activities reflect “marketization” tendencies described by Nir (2001) and cannot longer be ethically justified as career guidance interventions.

6.5.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

At first the respondent perceived career guidance development in terms of supply, and the choice is left open to the pupils if they would like to utilize this offer or not. The

school is seen as a supplier, which can only minimally force pupils into the offered career guidance activities. The effects of school-based career guidance are not immediately observed, even if guidance would be delivered on the compulsory basis:

“Schule kann nur anbieten und den Schüler nur bedingt reinzwingen in so eine Maßnahme. Selbst wenn ich einen Schüler rein zwingen habe ich noch lange keine Garantie dass er einen Mehrwert dort rausnimmt.” [“School can only offer and only slightly force the students into such activity. Even if I forced a student to participate, for a long time I have no guarantee that he will gain any value from it.”]

The respondent expressed a belief that the final responsibility belongs to the one who is being counselled:

“Und das ist etwas was ich Eltern dann auch sage, ich mein man kann machen und tun, letztendlich die Eltern entscheiden es nicht, der Lehrer (k) es hängt immer an dem der beraten wird, immer und das ist das wichtigste was man denen nahe bringen muss.” [“And that's something I will also tell parents, I mean you can make and do a lot, ultimately, these are not parents who decide, not teachers (k) it depends always on the one who is being counselled, always and that is the most important thing that must be explained to them.”]

On the policy level, career guidance is perceived rather critically. The respondent expressed the belief, that “the policy whitewashes itself with some kind of projects that are being implemented”:

„Also die Politik wäscht sich rein mit irgendwelchen Projekten die gemacht werden...Ich sehe das, weiß ich nicht, ich sehe das kritisch...” [“The policy whitewashes itself with some kind of projects that are being implemented ... I see it, I do not know, I see it critically...”]

The respondent mentioned one particular project “Competency-Check” („Kompetenzcheck” – Germ.), which was initiated and granted a substantial financial support from the region, however, according to the respondent’s opinion, it failed due to the implementation problems on the institutional level, due to the lack of training and failed adjustment to the heterogeneous needs of schools, cities and communities. Further critique to the project based career guidance development was expressed due to the misinterpreted strategies of development. The respondent made a clear distinction between planning and evaluation, emphasizing the importance of planning. He noted

“yes, they (the projects) are always evaluated, but they are poorly planned from the very beginning, and in the implementation phase, otherwise, this would never happened to the Competency-Check”:

“Doch, evaluiert sind sie immer, sie sind schlecht geplant im Vorfeld, in der Umsetzung, sonst würde das mit dem "Kompetenzcheck" nicht passieren.” [“Indeed, they (career guidance projects – auth.) are always evaluated, but they are poorly planned in the very beginning and in the implementation phase, otherwise it would not happen what happened to the Competency-Check.”]

The importance of planning as should be a primary step in the overall school-based career guidance development which was emphasized also later in the interview. The interviewee outlined: “you must control it”, “you must control not the end – that is nonsense, you must be there at every step from the start”, by asking such questions “is it properly explained”, “are the expectations correct”. He expressed that evaluation should always follow the planning only after one had done a proper planning then the evaluation at the end would not have been a bad idea:

“Sie müssen es kontrollieren, das ist genauso wenn Sie die Kompetenzcheck in die Schulen geben, Sie müssen nicht das Ende kontrollieren, das ist Quatsch, Sie müssen von Beginn an bei jedem Schritt dabei sein. Ist es richtig erklärt? Sind die Erwartungen richtig? Ist es richtig umgesetzt? Und wenn Sie das gemacht hätten, dann wäre die Evaluation am Ende nicht schlecht gewesen.” [“You must control it, this is also applicable when you pass on the "Kompetenzcheck" to the schools, you must control not the end – that's nonsense, you must be there at every step from the start. Is it properly explained? Are the expectations correct? Is it implemented correctly? And if you had done that, then the evaluation at the end would not be a bad idea.”]

Such planning and further evaluation, according to the respondent would allow tracing the gaps in implementation and collaborative development since “you would have known why (something went bad). But now many career guidance projects will never be evaluated because they are being cancelled on other grounds "If bad, politically not opportunist, funding is cancelled!”

“Doch sie wäre vielleicht auch schlecht gewesen, aber man hätte gewusst woran es liegt. Jetzt sagt man einfach: "Ist schlecht, politisch nicht opportune, Geld gestrichen!" [“True, maybe they (career guidance projects – auth.) had been bad, but you would have known why. And not simply saying: "If bad, not politically opportunist, the funding is cancelled!"]

Such opinion which emphasizes the importance of planning for the future evaluations corresponds to the idea of planning for evaluability, discussed in the theoretical chapters. The scholars, just as the respondent believe that there is a link between planning and ability to evaluate programmes. As argued by Voorhis and Brown (1996, p. 6) “poorly planned programs cannot and should not be evaluated; when they are evaluated, the results of such evaluations can be misleading and policy makers may be prone to conclude that a program does not work, when, in fact, the program may not have operated according to a sound design, or it may not have operated at all”.

The interviewee’s also provided opinion how to change the situation of gaps in planning. He mentioned the necessity to allow career guidance development decisions being made at the place of implementation, however, the political direction as well as financial support must be provided from the top and afterwards the local organizations should have a freedom to decide by whom the projects will be implemented and how the financial resources will be allocated:

“Vor Ort entscheiden lassen, eine politische Richtung vorgeben von mir aus auch finanzielle Mittel zur Verfügung stellen und dann aber vor Ort entscheiden: Wer macht welches Projekt? Wie werden die Mittel ausgegeben?” [“Allow them to decide locally, provide political direction, as far as I’m concerned, also provide funding and then allow making decisions locally: Who does what project? How will the resources be spent?”]

When asked about the stake of the government on the societal level in career guidance provision at schools and more specifically, what the government tries to accomplish by investing in the career guidance projects, the respondent stumbled to provide the answer. Later he speculated that the government tries to lower the drop-out rates and in accordance to the OECD average tries to ensure that a bigger number of high-school graduates study in the institutions of higher education:

“...das Ziel ist es die Studienabbrecher Quote zu verringern und im OECD-Schnitt mehr Abiturienten in das Studium zu kriegen! (..) Das krieg ich nie im Leben hin wenn ich vom Bund nur irgendwelche Vorgaben mache. Ich muss das was hier als Punkt Vier Planungstisch steht, ich muss die Hochschulen mit reinholen, ich muss Interessensverbände mit reinholen, auch die Industrie hat ein ureigenes Interesse das es mehr Ingenieure gibt und da muss ein Konzept erarbeitet werden, so!... ” [“ The goal is to

reduce the dropout rates in accordance with the OECD average, to get more high school graduates into the universities! (..) I will never achieve this in my whole life if I only do some kind of tasks delegated by the federal government. I have to have what is written here as question four (points to the question in the interview guidelines – auth.): to have a planning table. I have to include the universities, I have to include interest associations, the industry which has only a vested interest that there are more engineers; and then a concept must be developed!”]

As provided above, the interviewee emphasized multi-stakeholder collaboration in order the deep change at the societal level to happen. The respondent's belief confirmed the first from CSFs, that strategic thinking and planning means involving all stakeholders into career guidance development. It is a prerequisite for positive change to be achieved. At the end of the interview the respondent summarized the he likes the idea of career guidance model for schools, when the community and regional work groups are created: *“Ich sehe (k) ein Model für die Schulen fände ich gut, wenn man kommunale, regionale Arbeitsgruppen bildet...Das kann man doch auch bei Hauptschulen, Realschulen machen, dass man sich überlegt... So, wie können wir z.B. den Übergang von der Realschule zum Gymnasium besser steuern und zentralisieren? Das gibt es ja wahrscheinlich alles schon, so tief stecke ich da auch nicht drin, aber so was kann man in der Berufsberatung machen”*. [“I see (k) a model for schools, I found it good, if one creates local and regional working groups ...We still can do it in the general secondary schools or intermediate secondary schools, so that one might consider... how for example, we can steer and centralize the transition from intermediate secondary schools to gymnasiums more efficiently? Such things probably exist already, I am not so deep into the subject either, but something can be done in the area of school-based career guidance.”]

The interviewee expressed clear dissatisfaction with school-based career guidance development as it is done now. He criticized the policy makers for the lack of planning and coordination and stating of expectations before career guidance projects are introduced. The achievement of long-term outcomes on the societal level, such as reduction of the drop-out rates and increased rates of graduates, according to the respondent, is related to the collaborative actions and planning of all stakeholders. Such believe corresponds systemic thinking as provided by several CSFs.

6.5.5 Challenges

The respondent was indeed very resourceful in his remarks on school base career guidance development, which indicated his long-term experience and high degree of competence in the field. Thus, the interview not only collected targeted data but in addition provided some emergent patterns and themes which were not directly related with the research questions. One of such emerging themes can be summarized under the heading “challenges”. The interviewee had many remarks and points of dissatisfaction when he spoke about career guidance in schools. He noted that schools are not able to afford implementing individual career guidance due to their limited resources. According to the information, shared by the respondent, he assumed there is in average one career counsellor delegated by FEA responsible for eight schools. In some particular cases, according to the calculations presented by the interviewee, there can be around 2400 pupils of one grade for each FEA counsellor in these eight schools, and if the FEA counsellor works only part time, as in the case presented, the school is not able to cope:

“Schule kann es nicht leisten, weil es zu individuell ist, also wenn ich eine Oberstufe sehe mit 100 Schülern, das können Sie nicht individuell machen, das geht nicht. Eine Berufsberaterin von der Bundesagentur ist für acht Schulen zuständig habe ich mir sagen lassen, in Stadt(6) im Schnitt, ob das stimmt weiß ich nicht, ich kenn eine in(k) aus Stadt(3) die hat acht Schulen und ist eine Halbtagskraft. Acht Schulen mal drei Jahrgangsstufen sind 24 mal 100 Schüler, im Schnitt, vielleicht bisschen kleiner, bisschen größer, sind 2400 Schüler. Halbtags, bei einer fünf-Tage-Woche? (.) Das geht nicht.” [“Schools cannot afford it, because it is too individual based, so if I see an upper secondary segment with 100 pupils, you cannot apply individual approach (in counselling – auth.), that’s not possible. A career counsellor from the Federal Employment Agency is responsible for eight schools. I’ve been told, in the city xxx on average, whether that’s true I do not know but I know (k) the town xxx who (a FEA career counsellor in school – auth.) has eight schools and works part-time. Eight schools multiplied by three is 24, by 100 students, on average, maybe slightly smaller, slightly larger makes in total 2,400 pupils. Part-time, on a five-day week? (.) That’s not possible.”]

In the face of limited resources, the respondent perceived career guidance development in schools as process of mapping out what a school can afford in grade 9, grade 10 etc.

until graduation. He mentioned that a school can take a simple timeline and make an outline or a sketch what it does in every grade:

“Berufsberatung ist ein Prozess und ich muss als Schule halt abbilden was ich leiste ich in dem Prozess Klasse 9, Klasse 10, Klasse (k) bis zum Abitur, so und dann kann ich ein simplen Zeitstrahl nehmen auf dem ich skizziere: in der Klasse 9 mache ich das, in der Klasse 10 mache ich das usw.” [“Career guidance in schools is a process and as a school I have to model what I can afford in this process in grade 9, grade 10, grade (k) all the way until graduation, so then I can take a up a simple timeline on which I can sketch it: in grade 9 I do this, in grade 10 I do that, etc.”]

The official policy documents do not state private career counsellors or career guidance freelancers among the key stakeholders responsible for school-based career guidance development. Nevertheless, the data collected during the interview presented above, has demonstrated that private career counsellors are strategically present and involved in the career guidance development in schools. If these stakeholders were given the opportunity for voice and officially acknowledged for their full participation, they could serve as valuable resources providing support in the challenging career guidance situations, which are faced by the schools, societies and individuals.

Summary

The private career counsellor confirmed the view expressed in the previous interviews about schools experiencing pressure from the environment and thus having an obligation to provide career guidance. He particularly emphasized the pressure from parents which affects school-based career guidance development. Additionally, he also mentioned other social changes which provide challenges for schools, namely negative demographical trends and competition among schools which influence the status of school as the key stakeholder in its own career guidance development. Despite the existing pressure, the informant expressed a strong belief that schools differ in their career guidance provision. He tended to relate the differences to the type of schools, to the student body and the parental involvement which are dominant in schools, but also to the teachers’ and principals’ degree of involvement in career guidance development. Among other important stakeholders, the respondent mentioned himself, i.e. private

career counsellors who are greatly involved in school-based career guidance, also other types business in general terms, Employment Agencies and universities.

Regarding school-based career guidance development strategies, the respondent was rather sceptical by noting that “The policy whitewashes itself with some kind of projects that are being implemented”. He urged for better planning of career guidance in schools, because only sufficient planning allows discovering what went wrong in the programme. Such opinion which emphasizes the importance of planning for the future evaluations corresponds to the idea of planning for evaluability, discussed in the theoretical chapters. The interviewee’s also provided opinion how to change the situation of gaps in planning. He mentioned the necessity to allow career guidance development decisions being made at the place of implementation, however, the political direction as well as financial support must be provided from the top and afterwards the local organizations should have a freedom to decide by whom the projects will be implemented and how the financial resources will be allocated:

When asked about the stake of the government on the societal level in career guidance provision at schools and more specifically, what the government tries to accomplish by investing in the career guidance projects, the respondent stumbled to provide the answer. Later he speculated that the government tries to lower the drop-out rates and in accordance to the OECD average or tries to ensure that a bigger number of high-school graduates study in the institutions of higher education. However, for achieving such long-term substantial change at the societal level, the interviewee emphasized the need of multi-stakeholder collaboration. The respondent’s belief confirmed the first from CSFs, that strategic thinking and planning is not thinking and planning alone, involving all stakeholders into career guidance development designing is a prerequisite for positive change to be achieved. The respondent simultaneously pointed to the question 4 in the questionnaire, and expressed the view that at the school-based career guidance development and planning table the presence of various stakeholders is necessary to achieve long-term goals. He noted the importance of institutions of higher education, interest unions, industry in order to develop a concept. In general, at the end of the

interview the respondent summarized the he supports the idea of career guidance model for schools, when the community and regional work groups are created.

6.6 Individual Interview: Representatives of Local Career Counselling Firm Gmbh Y (N=2)

6.6.1 School and Its Environment: Need for Change and Constant Development

The entire interview with the local counselling firm representatives, was focused on a multi stakeholder career guidance project “Mein Weg nach dem Abitur”. According to the respondents the multi-stakeholder project was initiated through the principals’ conference (*Schulleitungskonferenz – Germ.*) several years ago as a long term career guidance project for gymnasium type of schools, since it was noticed that there is lack of career guidance opportunities for gymnasium pupils offered by their schools. Consequently, the local administration inquired whether there is a possibility to initiate a project and they contacted the local counselling firm GmbhY where the interviewees work:

“...es begann damit, dass eine Schulleiterkonferenz mhm bei der Bezirksregierung angemerkt hat, dass es im Bereich Berufsorientierung für Abiturienten kein Angebot gibt und mhm aus der Bezirksregierung gab es dann die Frage in einen Wirtschaftsverband ob es da Möglichkeiten gibt da ein Projekt ins Leben zu rufen, was da Abhilfe schaffen kann und darüber gab es dann den Kontakt zu unserer Firma.”

[“...it began when a Principals’ Conference mhm has noted to the district administration that there is no service in the field of career guidance for the gymnasium graduates. Afterwards, the district administration forwarded the question to the local trade association whether there are opportunities to call the project into life, what kind of support is necessary and then they got in touch with our company.”]

The project began when the firm Gmbh Y was asked to present their career guidance project proposal for the school principals:

“...dann das Firma Gmbh Y angesprochen, ob das Firma ein Angebot machen kann was man den Schulleitungen präsentiert.” [*“...Then they addressed the company Gmbh Y, if the company could make an offer which will be presented to the schools administration.”*]

The firm had to develop a concept of career guidance in the gymnasium type of schools. With the help of local business association and the Federal support programme “Employment Initiative” (“Initiative für Beschäftigung” – Germ.) the first sponsors were acquired to finance the project:

“...und wir haben halt daraus das Konzept entwickelt mhm (...) und halt dieser Unternehmerkreis und diese "Initiative für Beschäftigung" die haben die ersten Sponsoren noch mit akquiriert um das Projekt zu finanzieren.” [“...and from there we have developed the concept mhm (...) thorough the local business association and the "Employment Initiative" we have acquired the first sponsors to finance the project.”]

The project “Mein Weg nach dem Abitur” was reflected upon across the cases in the study. It is the collaborative initiative which unites different types of stakeholders: school principals (decision making, approval, control), pupils (participants, feedback providers), pupils parents (co-financing, feedback providers through parent representatives at the school conference), teachers (coordination, time allocation), businesses (co-financing, non-transparent interest), counselling firm (profit, planning, implementation, evaluation, control), FEA (co-financing by 50%). The primary case gymnasium is one of the schools in the region which participates in the project “Mein Weg nach dem Abitur” and is in close contact with the company GmbH Y as it was made evident in the earlier conducted interviews.

6.6.2 Career Guidance as a System: Stakeholders and Their Interest Areas

When asked about career guidance as a system, the respondents confirmed the idea presented by Lippegaus-Grünau, Mahl and Stolz (2010, p. 56) who argue that career guidance in schools is a jungle of activities “Maßnahmen-Dschungel”. The respondent replied that career guidance in schools, if seen from the bird’s view looks more like a jungle:

“...ich glaube es gibt eine ganze Menge Maßnahmen mhm die sich auch an Schulen richten und aus der Vogelperspektive hat es mehr so einen Jungelcharakter finde ich (Lachen).” [“...I think there are a lot mhm measures aimed at schools and if seen from the bird’s view it certainly looks like a jungle I think (laughs).”]

He further elaborated that career guidance provision in schools is not transparent, there are many career guidance activities which are taking place at schools and these activities are not consolidated or coordinated. The respondent perceived career guidance as “a market” with many suppliers, and the whole system was perceived by the interviewee as “uncoordinated”:

“...es ist unübersichtlich würde ich sagen, glaube ich (..) man hat auch den Eindruck jetzt bei den Schulen, dass die Berufsorientierungsmaßnahmen, also da laufen ja auch manchmal mehrere, nicht nur unsere, (..) das die jetzt nicht unbedingt miteinander abgestimmt (.) sind. Mhm, also viele Maßnahmen die nicht so koordiniert (..) mhm ablaufen. (..) Mein Eindruck ist auch, dass verschiedene Anbieter im Markt sind, die auch vor sich hin prudeln (.), also ich nehme das aus der Vogelperspektive nehme ich das als ein sehr unkoordiniertes System wahr.” [“...I would say it's not transparent, I think (..), there is the impression particularly in the schools that there are several career guidance projects which run parallel, not just ours, (..) which do not necessarily match. (.) Hmm many actions which are not really coordinated (..) mhm. (..) My impression is that there are different suppliers in the market, who dabble there (.), So, if I take it from bird's eye perspective, I take it as a very uncoordinated system.”]

The interviewees' belief that school-based career guidance allows substantial, unregulated space for free involvement of different suppliers, and the use of the term “suppliers” and “market” in general support the schools “marketization” argument stated by Nir (2001). School-based career guidance is perceived by the respondent as a collection of providers, contexts and key themes, where one hand is not aware of what the other is doing. Similar statements were provided by Braun und Mahl (2010) in the introductory chapter and were used to illustrate the problem of the research.

While speculating about the stakes the different career guidance participants have in career guidance in school, the respondents tended to differentiate between “important” and “not important stakeholders”. It was further noted, that “the circle of important (stakeholders) is rather small”. Among the “important” stakeholders, the respondent mentioned firms, schools and pupils, while FEA, although investing 50% to cover the budget of the project, is perceived by the respondent as playing the secondary role as “money provider” and as “controlling institution” allowing certain freedoms for the project implementation:

“gibt es vielleicht wichtigere Stakeholders als unwichtigere und die wichtigen sind ein kleiner Kreis...es gibt die Firmen und es gibt die Schulen und die Schüler natürlich, mhm (..) die Arbeitsagentur z.B. spielt da eher eine sekundäre Rolle, als Akteur, würde ich sagen, also als Geldgeber, auch als (.) auch als Kontrolleur (...), aber ich erlebe die jetzt nicht so stark, also wir haben durchaus auch Freiheiten das Projekt zu gestalten, würde ich sagen.” [“There are perhaps more important and also unimportant stakeholders and the important stakeholders are a small circle...there are companies and there are schools and pupils of course, mhm (..) the Employment Agency plays more a secondary role as an actor, I would say more as a donor, as well as (.) (...), but also as a controller, I do not perceive a strong influence from them, so we do have our freedom in project design, I would say.”]

The project does not include parents because according to the respondents parents are considered as obstacles, limiting free career decision making. Also the stake of higher education institutions in the project is perceived solely in terms of data provision for academic research. The respondents did not arrive at any other interest area which can potentially stimulate institutions of higher education in collaborating with the counselling firm or with the schools in career guidance development.

The stake that FEA has in the career guidance project was perceived as closing the gaps in guidance, which cannot be delivered by FEA itself. On respondent replied, that “FEA defines itself through the placement rates”, and the project does not lead to the immediate placement but rather concentrated on the longer process. In summary, it can be stated that the respondent perceived the “success logic of FEA” as different from the success logic of the project:

“Die Agentur für Arbeit definiert sich insbesondere über Vermittlungsquoten (..)” [“The employment agency defines itself primarily through the placement rates (..)”]

“...in dem Projekt, das wir eben beschrieben haben, was ja erstmals auf Reflexion abzielt, auf Überlegen, geht es ja nicht sofort in die Vermittlung, sondern es ist ein längerer Prozess und ich könnte mir denken das das an die Erfolgslogik z.B. der Agentur das die anders aufgestellt ist.” [“... In the project, which we have just described, what indeed it is aimed for, is primarily on reflection, thinking about it, yes it is not immediately on placement, it's a long process and I could imagine that the logic of success of Employment Agency is set up differently.”]

The same respondent provided further speculation that FEA is helpful, when one has already formed specific ideas about the future profession and only wants to receive more information about this particular occupation.

“...so im Prinzip hilft einem die Agentur für Arbeit erst wenn man konkrete Berufsvorstellungen hat und sagen kann: "Ich möchte den Beruf näher kennenlernen", dann kann man eben die Informationen zu diesem Beruf bekommen und dahin gucken.”

[“...so, basically Employment Agency only helps if one has specific career goals and can say: "I want to become better acquainted with this profession", then one can obtain information about this particular career and then see.”]

The distinction by the respondent between different stakeholders and weighting their stakes differently provides valuable data and the importance of sharing these assumptions among stakeholders themselves, so that these initial beliefs can be verified and do not become prejudice or stereotypes against one or other stakeholder groups. Unless all stakeholders are openly involved in career guidance development in schools, the unwarranted beliefs will prevail and change will not be achieved. This includes the assumptions that some of stakeholders can be excluded, because they have minor or inadequate stakes (i.e. FEA as perceived by the respondents) or stakes which are in opposition to the stakes of pupils (i.e. as parents stakes are perceived in this interview).

6.6.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

When inquired about the improvement strategies of career guidance projects, the respondents expressed the view on the importance of evaluation. The evaluation of project related interventions in schools, according to the respondents is based on such evaluative practices which collect smiley-sheets or “soft data” in the form of feedback from pupils. The pupils are asked to provide their feedback after the interventions, to the trainers who implemented them:

“Also es gibt die mhm (k) also nach jedem Training wird der Trainer und das Training durch die Schüler bewertet, also über so einen happy-sheet...” [*“So there is the mhm (k) so, after each training session the trainer and the training is evaluated by the pupils, through a kind of happy-sheet...”*]

Among other evaluative practices, the respondent also mentioned several Bachelor works which analyse for instance the effects of the project on the motivation or self-efficacy of the project participants. In addition, there is an annual feedback provision meeting with teachers of schools which participate in the career guidance project:

“...mehrere Diplom-Arbeiten bzw. Bachelor-Arbeiten die sich mhm (.) mit dem Projekt befasst haben und zuletzt haben wir eine psychologische, da bin ich jetzt allerdings nicht so tief im Thema, Bachelor-Arbeit gehabt, mhm wo es darum ging welche Auswirkungen hat halt das Projekt auf die Eigenmotivation und auf mhm (..) ja auf die Wahrnehmung der Schüler auf ihre eigen Wirksamkeit, die sie durch das Projekt vielleicht erhöhen können mhm, genau. Ja und dann gibt es halt einmal jährlich Treffen mit den Lehrern jeweils in den Regionen wo noch einmal Feedback gesammelt wird.”

[“...several graduate and Bachelor works, which have mhm (.) dealt with the project and finally we have a psychology work, although I'm now so well-informed about this topic, however, we had a bachelor's work , about mhm the impact of the project on self-motivation and mhm (..) yes on the perception of pupils on their own efficacy, they mhm that the project could perhaps increase, exactly. Yes, and then there is one annual meeting with the teachers in each of the regions where feedback is collected.”]

Despite the attempts to ensure comprehensive evaluation the respondents noted that it is extremely difficult to verify if the aims of the project have been met. Particularly, if the aim is formulated that “pupils will make a career choice which corresponds to their interests and skills”:

“wir haben natürlich das Ziel das die Schülerinnen und Schüler eine Berufswahlentscheidung treffen, die einmal im Sinne ihrer Interessen und ihrer Kompetenzen sind. Das Ziel zu überprüfen ist aber sehr sehr schwierig und wenn man offen ist kann man es sehr schwer überprüfen...” [*“of the course we have the goal that pupils will make a career choice, which corresponds to their interests and skills. To verify such goal it is very very difficult and if one is open, it is very difficult to verify it.”*]

The situation described by the respondent can be interpreted as the problem or lack of strategic and systemic thinking, more specifically, lack of understanding the CSFs: Factor four: stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria). According to this factor, systemic and strategic thinking includes identifying and specifying measurable

objectives. Objectives, according to Kaufman (2006) are measurable criteria which prove that the valued end is achieved. Vague goals make it difficult to plan and to assess impact. Kaufman points to four scales of measurement: nominal, ordinal, interval and ratio (Kaufman et al., 2003, Kaufman, 2006), he identifies good objectives as “SMARTER” objectives – specific, measurable, results oriented, time bound, expansive and reviewable. Although the goal of the guidance project that pupils will make a career choice, which corresponds to their interests and skills, is rather plausible however it can hardly serve as measurable objective and instead could be used as a mission statement. Assuming the evaluability argument, it can be also stated that such objective as given by the respondents does not prevent the programme to be evaluated due to its poorly formulated goals.

Among the reasons for such difficulties, the respondents emphasized the time constraints. One respondent noted, that “the intervention takes place one year before the end of school, sometimes even two years before” and “the choice is made later”. It was further elaborated that career decision making is a diverse aspect, with many influencing factors” and we really do not know specifically, what role the project has played.

“...also die Maßnahme setzt vor, also mindestens ein Jahr vor Abgang der Schule statt, manchmal sogar zwei Jahre, d.h. die endgültigen Entscheidung fällt erst später und die Berufswahlentscheidung ist ja ein mannigfaltiges Gerüst was Faktoren betrifft und da wissen wir natürlich nicht so richtig welche Rolle haben wir da tatsächlich gespielt.”
[“...the activity is implemented, at least one year before pupils leave the school, sometimes even two years earlier, and that means that the final decision is made later and the career choice making is indeed a manifold structure and terms of influencing factors, in fact we do not know for sure what role we have played there.”]

Later the respondent continued elaborating on the supposed importance of follow-up or longitudinal monitoring and retrospective observation of project participants:

“Also eigentlich müsste man dieselbe Schülergruppe fünf Jahre später retrospektiv untersuchen und gucken: Was ist da passiert? Aber Ziele sind da, aber sind schwer in der Form zu messen, glaube ich!” [“In that case, one would actually have to do a follow-up study

of the same group of pupils five years later and to observe retrospectively: What happened there? Nevertheless, the goals are there, but they are difficult to measure in such form, I believe!”]

Concerning the planning strategies the respondents agreed that the career guidance project “Mein Weg nach dem Abitur” offered by their firm Gmbg Y is very much input oriented in terms that it involves standardized procedures and documentation and training of career guidance trainers. At the same time the entire process is not controllable due to fact that the pupils partially or fully make their own decisions:

“Also, mhm, der Input ist klar, unser Projekt ist sehr Input gesteuert, es gibt eine hohe Standardisierung der Unterlagen, es gibt eine Trainerausbildung mhm etc. (.) Mhm den Prozess kann man ja nichtmehr so gut kontrollieren, weil was mit den Schülern passiert entscheiden die Schüler ja zum Teil oder nicht zum Teil sehr stark selbst mit.” [“Well, mhm, the input is clear, our project is very much controlled by the input, there is a high standardization of documents, there is mhm a training course for trainers, etc. (.) Mhm the process cannot be controlled to the same extent, because what happens to pupils they decide themselves to some extent or even to a great extent.”] In addition, the respondents allowed speculation, that the project aims are somehow purposefully designed as very broad, “our aim is not that 50 pupils will be brought to firm X”. The respondent added that the aims are vaguely formulated or “woolly”, for instance such claim: “To encourage self-responsibility and to provide pupils with an impulse”, so that the pupils can say at the end: “It has brought us something”. What concerns the businesses, the respondent noted “we are satisfied once they say we have made a couple of contacts and maybe won a couple of absolvents through the project”:

“...also ich glaube wir haben einfach nicht so konkrete Ziele, als das man sie so konkret überprüfen könnte, also unser Ziel ist eben nicht (.) 50 Schüler bei Firma X unterzubringen... ja die Ziele sind ja einfach sehr schwammig formuliert, indem wir sagen wir möchten die Eigenverantwortung fördern und den Schülern einen Anstoß geben, mhm (..) solange die Schüler sagen können am Ende: "Es hat uns was gebracht" und solange die Unternehmen sagen können "Wir haben ein paar Kontakte und vielleicht den ein oder anderen Azubi gewonnen übers Projekt", dann sind wir schon zufrieden.” [“...actually, I think we don't have such concrete goals, which can be directly verified, thus our goal is not (.) that 50 pupils will be placed in the company x... Yes, the goals are indeed are

woolly and vaguely formulated, we say we want to encourage personal responsibility and give pupils a boost, mhm (...) and as long as pupils say at the end: "It has brought us something," and as long as the companies say "we have made a few contacts and perhaps won one or the other trainee over the project", then we are quite satisfied."]

Such open reflection on the career guidance aims being purposefully unmeasurable, has been based on specific thinking about career guidance development demonstrated by the respondents. Surely, career guidance is understood as a complex intervention also by the scholars. However the argument of complexity does not prevent from its systemic and strategic designing, with measurable goals and performance indicators. Otherwise, following the same logic one could also assume that other complex services or interventions ranging from transportations of people by planes to general education or medical treatments, where success also depends on multiple external and internal factors and which generally are hardly predictable (including unpredictability of agent's willingness and involvement in the service or intervention) does not require planning by specific, measurable and attainable objectives.

Summary

In summary it can be stated that the respondents representing the counselling company Gmbh Y, which delivers career guidance project "Mein Weg nach dem Abitur" in the gymnasium type of schools in the region, demonstrate rather superficial knowledge of career guidance and its stakeholders in the schools context. The respondents were unable to justify the scientifically well-grounded view that not only business, pupils and FEA are important stakeholders, but also pupils' parents, teachers and higher educational institutions should be also considered important contributors towards career guidance development in the schools context and thus perhaps should be also included into the project design. The quality and value of the career guidance project which was discussed during the entire interview, is compromised in the presence of respondents' remarks on the purposefully vaguely formulated aims which lead to the gap of evaluability and assessment of overall worth of the project, not only in terms of its worth for the overall pupils' career success in the future but also in terms of the worth it brings to other stakeholders – parents, FEA, schools and firms who invest their financial

and other type of resources and have legitimate expectations related to the project. In general, it is admitted by the respondents that the project is input oriented in its planning strategy, thus it allows a very limited account of the outcome measurement and justification.

Supporting Case: Institutions of Higher Education

6.7 Individual Interview: Representative of Local University Career Guidance Services (N=1)

6.7.1 Autonomy and Pressure from the Environment: University

A university Advise and Counselling Department (ZSB) representative declared that career guidance activities related to school-university collaboration are not regulated by legislation, unlike career services for enrolled students, but are rather dependent on the university's own initiative. Universities have freedom regarding the scope and type of cooperation with schools in their communities and in the entire region:

"Jede Hochschule soll eben in NRW mhm mhm Studienberatung und soziale Beratung mhm vorhalten. Das Andere, wie das aussieht, das ist sozusagen die Freiheit der Universität, es könnte auch anders aussehen. Das könnte auch sein das die Universität sagt: "Wir bieten keine 'Kinderuni' an". "Wir bieten kein 'Studieren ab 16' an"..."
 ["Every university in NRW should offer mhm mhm advice and counselling for students mhm. All other things, how these are offered, is, so to speak, the freedom of the university, it could be very different. It could also be that the university says: "We do not offer 'Kids uni' (specific guidance programme – auth.).", "We do not offer 'Study at 16'" (specific guidance programme – auth.)..."]

"...oder speziell nichts für die Mint-Fächer, für die mhm jungen mhm Schüler und Schülerinnen um sich für MINT-Fächer zu mhm, ja, den (k) die zu begeistern zu wollen und mhm das ist ne (k) das bleibt sozusagen in der Autorität, in der Eigenverantwortung der Hochschulen, wie die sie dem widmen." ["...or nothing for the MINT subjects for which mhm young mhm pupils can be attracted to sign up for and mhm it (k) remains the authority and the responsibility of the universities, how they address it."]

Despite the significant level of autonomy and freedom, noted by the interviewee, universities are not isolated from the context of global trends. The interviewee mentioned the changes in the labour market as well as in economy which have implications on how young people choose their professions and how they design their careers. That, in turn, has an effect on the universities as they design their career guidance services and projects with schools. The respondent specified the need to follow the newspapers and to constantly track the changes by collecting and updating information on the societal, economic and cultural change.

The interview participant noted that the changing environment effects university strategies and even creates pressure to provide university-school career guidance collaboration, particularly in the context of decreasing number of pupils and the forthcoming in 2013 double examination (“Doppeljahrgang” – Germ.) which create competition among universities:

“Allerdings ist natürlich schon auch so, dass mhm (.) mhm ja, das die Hochschulen ja, mit dem Hochschulfreiheitsgesetz ja auch mhm, durch die Politik bewusst vielleicht auch in so eine Art Konkurrenz mhm getragen worden oder sich dahin entwickelt haben und mhm das das natürlich schon eine Rolle spielt, dass es irgendwann mal so diesen mhm Backlash gibt, dass es irgendwann die Schülerzahlen sinken, jetzt vielleicht nochmal mit den doppelten Jahrgängen, aber das schon auch, denke ich, für die Hochschulen wie so ein Wett(k) Konkurrenz und so ein Wettbewerb auch da ist...”

[“However, this is also the case that mhm (.) Mhm yes, through the law of autonomy of universities also mhm policy perhaps intentionally, created or led into a kind of competition and mhm this of course plays a role, that eventually there is mhm a back clash, at some point the number of pupils sinks...now maybe again twice as much due to the double examination, but I suppose, for the universities there is certainly a competition (k) or contest there...”]

The respondent noted, that overall aim of their career guidance interventions at the university for school pupils is “to remove pressure”, not to allow pupils to make false or emergency career choices in order to get any study place without considering first person’s aptitudes or wishes:

“...ja die in dem Moment, wo sie so unter Druck sind ja so ein bisschen den Druck raus zu nehmen mhm das die nicht irgendwas x-beliebiges, nur Hauptsache: "Ich habe einen

Studienplatz!" und wir erleben häufig eben: "Ja was kann ich denn studieren ohne NC?" und wenn ich dann sage: "Naja, ohne NC ist Physik, mhm ist Chemie" und dann klappen die Gesichter runter, ne?! Und es gibt auch manche wirklich die sozusagen sagen: "Egal,nehm ich halt das!" und wenn man in der Situation ist einem ziemlich schnell klar dass das eine Notgeschichte ist, mhm was mit Sicherheit nicht ihr wirkliches Interesse trifft, nur Hauptsache sie haben einen Studienplatz, weil die anderen einen haben, weil die Eltern sagen, weil sie dadurch vielleicht Bafög kriegen, das mag (k) das weiß ich(k) das wissen wir oft nicht, aber es ist (k) und wir wollen verhindern, dass aus so einer Not heraus eine falsche Studienwahl getroffen wird!"

["...yes in the moment when they are so much under pressure, to ease out that pressure a bit mhm that they don't take x-something, only to say: "I have a study place!" and we here very often experience the question: "What can I study without NC?" and if I then answer, "Well, without NC is physics, chemistry is mhm" and then the faces fold down, you know? And there are also some of them who really say: "Whatever it is I take it!" and if you're in the situation it is fairly clear that this is an emergency situation mhm which certainly does not meet their real interest, but the main thing is they have a place to study, because the others have one, because their parents say so, because this would perhaps get them student loans, often (k) I don't know (k) we often do not know, but it is so (k) and we want to prevent them from such an emergency to make the wrong study choice!"]

Although not mentioned by the interview participant, but such concern of the universities about pupils' and future students' abilities to make well-grounded decisions about their chosen studies and study programs may also be related to the pressure on the universities not to have high drop-out rates among enrolled students, which often result from spontaneous, not extensively reflected upon study and career decisions. However, the tendency that university has to deal with the pressure from changing environment and to adjust itself in order to survive the competition was made evident throughout the interview.

6.7.2 School-Specific Collaboration Models

The interview participant agreed that university collaborates in career guidance activities and interventions mostly with such types of schools which issue graduation diplomas for continuing education with the university studies for instance gymnasium type of schools. Nevertheless the respondent also reported on some instances of

collaboration with Hauptschulen (general secondary schools – Engl.) which provide diplomas leading to vocational education and training or directly to the labour market. The respondent stated that their career guidance projects with general secondary school pupils are beginning to find their way in the university, particularly, due to the fact, mentioned by the interviewee, that their university is offering also vocational training programmes. This creates yet another demand, although not very large in scope, for general secondary school-university career guidance collaboration:

“...da hat unsere Hilfskraft mhm wirklich ein ganz schönes Programm für die entwickelt, mhm also, wie gesagt, die haben noch keinen Hauptschulabschluss, die sind noch davor und mhm sind aber, wie nennt man das? Sind im Berufsfindungsjahr? Und ja, die kriegen eine Führung, die kriegen dann (k) es gibt ja auch Ausbildungsberufe hier an der Uni, mhm d.h. es wird dann auch über die Ausbildungsberufe: Gärtnerei, mhm was weiß ich, Bibliothek und Verwaltung und Chemielaborant usw., Techniker, ich glaube mhm Maschinen(.) Installateur oder so was gibt’s eben auch Berufe hier, mhm, die werden vorgestellt (.) und es gibt so eine kleine Ralley, also das hat (k) also wo da so ein bisschen was abgefragt wird, also es hängt auch ein bisschen schon auch von den Schulen ab.” [“...our student assistants have developed a very nice program mhm for them mhm So, as I said, for those who do not have a secondary school diploma yet and who are.... what do they call it? Are in their decision phase about their career? And yes, they get a guide here (k) there are also vocational occupations here at the university mhm, it is also about the vocational education and training here: mhm gardening, and library management, etc. and chemical laboratory, technicians, equipment installers, mhm such occupations are also present here mhm which are then presented (.) (.) so, there is a small rally, so has the (k), so there are such queries that we are receiving, it also depends a bit on schools.”]

6.7.3 Stakeholders and Their Interest Areas (Career guidance as a system)

The respondent mentioned the necessity of collaborative actions between various stakeholders for career guidance results to be achieved. Among the most important points of reference which were mentioned were pupils’ parents, school teachers, school career guidance coordinators (Stubos – Germ. colloquial) and the pupils themselves. Regarding pupils’ parents and their interest, the respondent mentioned that the interest

of parents can be traced in their dominating attitudes and discourses as they approach universities seeking advice on study possibilities for their children who are soon-to-be high school graduates. Although admitting that parents are important stakeholders in pupils' career guidance results, the respondent believed that parents negatively affect pupils' career choices by pressure and dominance and thus have to be somehow isolated from making influence on their children decision.

When asked whether the university could instead offer career guidance interventions for pupils' parents in order to target and to reverse such negative influence, the respondent admitted that such idea is rather useful and promising:

“Ich denke das könnte ganz gut sein wenn man eine Veranstaltung macht für Eltern (..) mhmmmmmm (..) ja, das Thema meinerwegen das Modell (k) das neue Modell zu erklären und eben auch noch einmal deutlich vielleicht zu sagen und das ist ein Studium, eine akademische Ausbildung, so die beste, sozusagen, Versicherung ist mhm, gegen spätere Arbeitslosigkeit oder sozusagen das die die Bildung (k) in die Bildung zu investieren eigentlich die beste Sicherheitsgarantie ist für ihre Kinder. Also eher so vielleicht unter dem Aspekt, da mhm habe ich immer schon mal gedacht:“ Müsste müsste man eigentlich mal machen!“, aber das ist (k) es scheitert dann so ein bisschen dann manchmal auch an der Zeit. Aber das wäre (k) das könnte ich mir vorstellen!“ [“I think this could be quite good if one does an event for parents (..) mhmmmmmm (..) Indeed to explain the topic or, the model (k) and the new model once again and maybe once more to emphasize that studies, academic education, is the best, so to speak, insurance mhm or investment against future unemployment or to say that (k) education really is the best guarantee of security for their children. So maybe more from such point of view, because I've always thought mhm: "One should actually do it!", But that is (not) then it fails due to the lack of time. But that would be (k) that I could imagine very well!”]

Regarding their collaboration with FEA, the representative mentioned close, continuous contact and systemic cooperative meetings with local FEA representatives. Such cooperation was emphasized as free from competition and very satisfactory:

“...wir einen ganz guten mhm Kontakt haben und das wir da mhmm pfff also (..) gut also (..) zusammenarbeiten und mhm (..) es ist ohne Konkurrenz oder ohne Probleme, das funktioniert super.“ [“...we have a very good contact and that we as mhm mhmm pfff so (..) work together so well (..) Mhm and (..) There is no competition and no problems, that functions just great.”]

The competition-free environment in university-FEA career guidance collaboration may be traced back to the different aims and stakes these two institutions hold. The respondent mentioned that she sees FEA as institution which is interested in labour market development besides career choice promotion among pupils, while universities are more “person oriented”. The respondent provided one illustration of a person, who is interested in studying something “from exotic subjects”, in such case one will probably get advice from FEA, that instead of studying for instance Egyptology one should rather consider getting a taxi-license, whereas universities have a tendency to approve “the exotic choice” based on their promotion of individual career wishes and interests and commitment to study what one desires:

“...Arbeitsagentur hat vielleicht auch immer mehr den Blick so "Was wird auf dem Arbeitsmarkt benötigt?" und berät manchmal mehr ein bisschen so: "Das nicht, lieber das", ne?! Und wir, mhm als Selbstverständnis der Studienberater, wir haben immer mehr das Individuum in der Perspektive...ja und schauen eher so: Was möchtest du? Was ist deine Motivation? Was ist dein Interesse? Und mhm wir machen vielleicht auch ehe manchmal ein bisschen (..) mhm (.) Mut oder wenn jemand sagt: "Ich möchte irgendwie ein Orchideenfach" oder was ganz mhm was ganz ausgefallenes...würde vielleicht der Kollege vom Arbeitsamt sagen: "Oh, das hat ja, Ägyptologie, das ist ja irgendwas, da gibt es ja kaum Stellen und mhm machen Sie lieber gleich den Taxischein" und wir würden vielleicht dann auch eher sagen mhm (.) mhm: Wenn das wirklich jemand will, dann schafft die Person das auch.” [“...but the Employment Agency maybe has a bit different perspective: "What is needed in the labour market?" and sometimes their advice is more like this: "Not that, better this", ne? (.) Mhm and we, as self-aware study counsellors, we have more individual in our focus and say (.): What would you like? What is your motivation? What is your interest? And we provide mhm sometimes a bit (..) mhm more courage or if someone says (.) "I would like to study an exotic profession" or something very unusual... however, maybe the colleague from the Employment Agency might say: "Oh, yes, Egyptology, that is something, because there are hardly any vacancies and mhm you better get the taxi license," instead we might rather say mhm (.) mhm: If someone really wants something, then the person achieves it no matter what.”]

It should be stated that the respondent used speculative tone, while speaking about FEA’s stake in school-based career guidance. Assuming that also earlier interviewed study participants also used the speculative notions while trying to guess the specific

interest of FEA, it allows building the assumption of non-transparency of this institution and its role and purpose in school-based career guidance implementation and development.

6.7.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

Regarding career guidance development strategies, the respondent demonstrated input orientation, by emphasizing a variety of “Angebote” (offers or services – Engl.) that the university career guidance department constantly develops for different target groups. The MAXQDA lexical search resulted in 29 instances of the word “Angebot” in the entire interview transcript. This tendency suggest inclination to focus on supply of sporadic interventions and activities to close the gap in newly arising demands, rather than innovative, creative modelling of unified, coherent schools career guidance system together with other stakeholders.

However, next to the specific demands and personal interest areas related to each institution, the respondent admitted there are also common aims at the level of society which enables speculation of coherent, multi-stakeholder career guidance development. Such “higher aims” are assumed to exist. These aims which are actual not only to the university but also to the other stakeholders, to the society or “jeder” (“everyone”- Engl.) are illustrated. For instance finding a secure working place, the goal which is important for everyone, as admitted by the respondent:

“...die Eltern die sagen: "Aber ich möchte gerne, dass du einen sicheren Arbeitsplatz hast und das...", das will natürlich jeder..." ["...The parents say: "But I would like you to have a secure job and..." which is of course what everyone wants..."]

“Es gibt schon Oberziele! Also ich meine man kann(k) ne Oberziele, dass man z.B. sagt man möchte schon auch, dass die mhm das durchaus auch ein volkswirtschaftliches Ziel, dass eben die ein Studium aufnehmen, auch ihr Studium zu Ende machen und mhm nicht mhm sozusagen so viele ihr Studium abbrechen. Das hat man ja auch schon partiell erreicht, also es gibt Zahlen, zumindest für die Hochschule, für die Universität, wo die Studienabbrecher Zahlen, auch in den Fächern wo es früher sehr hoch war,

runtergegangen ist mit der Einführung des Bachelors. Also das ist sicherlich ein Ziel, wo sich alle Akteure irgendwie drunter finden können... [“Of course there are higher aims! I mean (k) an overall goal which is mhm also an economic objective that those who begin to study finish their studies successfully, and not so many mhm mhm cancel their studies. This goal has also been partially achieved, as there are numbers, at least for the college, for the university, where the dropout rates, even in subjects where there used to be very high, went down with the introduction of the Bachelor programmes. So this is definitely a destination where all players can somehow find common ground...”]

The main strategy of development mentioned by the respondent is evaluation of separate career guidance „Angebote” (“offers” – Engl.) and services. Moreover, it should be stated that only larger scale career guidance events are evaluated by the collection of feedback from program participants:

“Also wir haben jetzt kein Evaluierungsbogen, doch, also wir haben für die großen Veranstaltungen.” [“Well, we now don’t have an evaluation survey however, we have one for the big events.”]

Particularly, research participant’s colleagues from school-university career guidance cooperation department implement evaluations regularly, by asking their program participants such feedback oriented questions which have been already mentioned in other interviews with other empirical study participants. Such feedback contains the most often articulated question: “Has it brought something to me?” and “What has it brought to me?” (“Hat es mir was gebracht? Was hat es mir gebracht?” – Germ.) or “What did you like?” Such feedback based on “soft data” collection is emphasized as being very positive:

“...die machen häufig Evaluierungsbögen und wo dann eben auch deutlich wird gefragt: "Hat es mir was gebracht? Was hat es mir gebracht?" [“...often they make evaluation surveys where it is asked: “Did it bring me something useful? What use has it brought to me?”]

“...in einem Angebot, wo wir eine Evaluierung machen regelmäßig, das ist unser Workshop zur Entscheidungsfindung... und mhm da machen wir eine Evaluierung und mhm, was hat es mir gebracht, welchen Schritt mach ich jetzt weiter und was hat mir gefehlt? Und da sind eigentlich im Grunde genommen immer sehr positiv mhm...wo wir auch sehen das das nach wie vor noch ein Angebot ist was mhm was wichtig ist und was mhm die auch weiter bringt.” [“...in one offer we make an evaluation on a regular basis, that is our

workshop for decision-making ... and we make an evaluation as mhm mhm and what it has brought me, what next steps I am going to make and what I missed. And there has been basically always very positive mhm...where we also see that this offer which mhm mhm is still as important and that it brings people forward.”]

When provoked to speculate how to collect more sustainable data which is not based on soft data, on immediate likes and dislikes after participating in the career guidance program but encompasses evaluating long-term value of career guidance interventions offered by the university, the respondent agreed that such data collection and long-term follow-up of guidance participants’ achievement would be an optimum solution:

”So was ginge halt wenn man mhm immer wenn man sozusagen jemanden begleitet, ne?! Also wenn man sagt...in der 12 und dann nochmal mit der gleichen Person in der 13 und dann sozusagen so, vielleicht auch kleine Aufgaben oder mhm in der Zwischenzeit, ne, ne und dann nochmal die Chance in dem mhm Reflexionsgespräch das einbinden zu lassen mhm wie war das? "Hat das was bei deiner Entscheidung verändert?" und so. Also das ist schon das man, wenn man die Chance hätte ist das natürlich optimal, also das ist natürlich optimal.” [“That could be achieved if you followed someone, you know? So, let’s say...in the 12th grade and then again with the same person in the 13th grade and then, sort of, maybe even small tasks can be given mhm in the meantime, ne, ne, and then another chance to include mhm mhm the reflective conversation on how it was? "Has that brought any changes in your decision?" and so on. So if one had the chance, of course, it would be the best, of course that is optimum solution.”]

However, there are not many possibilities for implementing such follow-up studies of every single individual, as further stated by the interview participant. Particularly in the groups with more than 80 career guidance participants it is rather difficult to offer longitudinal interventions and follow-up meetings:

“...gibt es schon die Möglichkeit wenn das jemand möchte oder ich merke das könnte Sinn haben, das ich dann sage: "Was halten Sie davon: In einem halben Jahr treffen wir uns nochmal wieder?!" Gut, ne?! Aber mit den 80 kann man es nicht machen, ne?!”

[“...there is even the possibility when someone wants or if I feel it might make sense, I then say: "What do you think about it: In half a year we meet again"? Well, you know? But you cannot do it with the 80 you know?”]

Without clear and measurable objectives career guidance offered by the university to the local schools tend to resemble a show rather than educational or counselling activities which target specific needs of pupils. The aims are vaguely formulated and there is very little systemic and strategic thinking and thus such implementation allows only very limited evaluability of career guidance programmes which relies on “likes/dislikes feedback from the participants collected retrospectively and immediately after the programme delivery.

Summary

The respondent expressed opinions similar to other interviewees. Particularly the expressed ideas on the influence of the changing environment on the career guidance development echoed the views of earlier respondents. Indeed the interview data has demonstrated that universities just like schools are facing pressure from environment, they need to attract future students in the times when the number of pupils are decreasing, they need to respond to the pressure from policy and economy to provide bigger numbers of students in those professions which are in demand (such as MINT). The universities have also to deliver societal outcome of creating conditions for the biggest part of their alumni to finish studies successfully and not to fall into the unemployment summary tables.

Career guidance seems to be a great opportunity for the university to address at least some of the challenges it faces. However, due to lack of systemic thinking, it seems that career guidance opportunities are not utilized optimally: there is only small number of stakeholders who are considered as important by the responsible staff. Other interest groups are basically excluded. For instance, pupils’ parents who have been admitted as important stakeholders by the local policy and by the previously interviewed study participants receive no or very little attention from the university career guidance personnel. Also businesses, school principals, community initiatives are also not included. The university mainly targets the pupils with their career guidance offers focusing on their interests and wishes. However, such tactics may sometimes have a

negative effect, as admitted by the respondent, because if someone expresses a wish to study the profession which corresponds very little to his or her interests and aptitudes, the individualistic approach requires accepting such wishes without hesitations. This, in turn, leads towards increase in drop-out rates, parental unfulfilled expectations and decrease in well-being for all stakeholders.

It is evident that university by being more opened to change and by employing systemic and strategic thinking could be involved in wider and closer collaborative career guidance programmes design together with schools and other stakeholders. Shifting attention towards outcomes in career guidance planning would allow stating measurable objectives and better evaluability and subsequently sustainability and cost-effectiveness of school related career guidance programmes and activities.

Supporting Case: Local Business

6.8 Individual Interview: Representative of Local Business (VET Provider) (N=1)

6.8.1 Pressure from the Environment: Business

The respondent confirmed the theoretical supposition that business unlike state institutions is even more opened to the environment and without having protections or subsidies from the state it has to actively deal with the pressures resulting from constant change. The respondent mentioned several problem areas which create pressure for business and also create the need to design and participate in career guidance interventions in schools context. The challenges according to the respondent result from recently more common young people's lack of experience of working life and "what lies behind a profession":

"Also für uns ist das ein ganz wichtiges Thema, weil man auch immer mehr merkt, dass Jugendliche gar keinen wirklich Einblick mehr so ins Arbeitsleben haben, also die Wissen gar nicht was steckt hinter einem Beruf wirklich? (.) Das ist halt ein Problem für uns und da wollen wir natürlich auch unseren Teil zu beitragen." [*"So, for us this is a*

very important topic, because one notices more and more often that young people really have no idea about work life, so they know nothing what's really behind a profession? (.) This is a problem specifically important for us, and naturally, we want to do our part.”]

Additionally, the respondent mentioned that many pupils in their final year at school who are about to obtain secondary school diploma (*Abitur – Germ.*) are often not able to decide about their next steps.

The respondent expressed the view that social and economic as well as cultural changes due to the rapid development of countries creates challenges for business, because, according to the interviewee, today it is rather difficult to find a young person who finds it interesting to build, explore or to develop something. In the years when most people lived in small towns or villages, their parents lived in private houses and were involved in doing household repairs, young people were better prepared for life as well as for technical professions. However, at present, most pupils have little awareness of their parents' tasks at work:

“Das fehlt heute auch ganz viel bei Jugendlichen muss man so feststellen, einfach das Interesse daran irgendetwas zu bauen, zu erforschen und zu entwickeln....Wir (k) wir stellen mehr als Unternehmen (.) mehr und mehr fest, dass das den mhm Schülerinnen und Schülern einfach fehlt. Die wissen zum Teil nicht Mal was die Eltern wirklich machen, beruflich.” [“That is missing today in quite a lot of young people, one has to admit, even the interest in building, exploring and developing something.... We (k) as a company (.) become more and more certain that the mhm pupils simply lack it. They sometimes do not know what their parents do.”]

The pressure for business which influences their financial and other type of investment into career guidance work in all types of schools is, according to the interview participant, related to the need of business to secure the efficient staff supply for business development in the future:

“...also vor allem erst mal den Fachkräftenachwuchs zu sichern...” [“.. mainly to secure young skilled workers for us...”]

The stake of business to ensure a smooth intake of young employees was correctly mentioned by other interviewees. The business has to react rapidly to the change as well as plan their staff supply well in advance and not after the actual shortage of staff appears:

“...das ist ja eigentlich unser großes Problem, als Unternehmen, ich muss schon sehr weit nach vorne schauen: was kommt irgendwann auf mich zu, damit ich frühzeitig drauf reagieren kann. Denn wenn ich einen Fachkräftebedarf habe, wenn ich (k) wenn heute ein Mitarbeiter kündigt, dann habe ich nicht morgen früh einen neuen da. Das ist ein ziemlich langer Prozess und wenn ich jemanden habe, den ich selber qualifizieren möchte, weil einfach weiß: Der muss so viel lernen bis der da fertig ist, dann reden wir von einem Ausbildungszeitraum, dann reden wir von viereinhalb Jahren, (.) mindestens. (.) Und im Studium ist es, glaube ich, sogar noch länger.” [“...That's really a big problem for us as a company, I have to look really far ahead: What comes up on me at any time so I can respond quickly. Because if I have a need for skilled workers, if (k) an employee resigns today, then I don't have a quick replacement tomorrow morning. This is a fairly long process and if I have someone who I want to train myself, I simply know that he needs to learn so much until he is ready, then we are talking about a vocational training period, we are talking about four and a half years, (.) at least. (.) And in university studies I think even longer.”]

Such opinion corresponds to the theoretical belief that organizations develop. They are constantly changing trying to adapt to and shape their environment. Organizations thus, have their own developmental goals and gaps in needs, which can be closed by such interventions as career guidance in schools.

The selection, training and supply of staff, as specified by the interviewee has to be done professionally: the future employees have to be well-prepared for the work in the company. Thus the company is offering career guidance in order to offer VET for as large number as possible secondary school graduates, who undergo testing and are carefully selected in order to develop and achieve the competencies of staff which are most suited to bring the company forward. For certain professions it is rather difficult to get staff supply due to the unattractiveness of working conditions as in case of bus drivers, specified by the respondent. The business has difficulties to attract pupils to take such positions:

“...weil wir auch Schwierigkeiten haben z.B. einen einfach Bus und Stadtbahnfahrer zu bekommen, ne!? Also es gibt gar nicht mehr so viel Menschen die überhaupt das Interesse haben dort mhm (.) diesen (k) so einen Job zu machen auch.” [“...because we also have difficulty e.g. to get bus and tram drivers, ne!? There are no longer many people who are interested in doing it mhm (.) In doing (k) such a job.”]

The respondent's views provided support that in the area of school-based career guidance business has its own stake or interest area. Therefore, the stakeholder theory by Freeman (1984), Freeman et al., (2010) allows not only making assumptions and inquiries about the possible stakes but also adds more transparency. If, for instance business were referred to as "partners", "actors", "sponsors" or "providers" of school-based career guidance, such terms would be more neutral and much less transparent. However, the respondents views on their stake revealed that the company faces many challenges and these particular challenges create their perceived stake in school-based career guidance.

6.8.2 Career Guidance as a System: Stakeholders and Their Interest Areas

Apart from disclosing their own interest zone which, should be tackled by the involvement in school-based career guidance development, the interview participant was able to identify other stakeholder groups and their stakes in the area of school-based career guidance. The interviewee spoke about business, pupils, institutions of higher education and the entire society. The interviewee mentioned that their company has interest to transmit the message to the pupils that they have alternative possibilities other than continuing with studies, the pupils may start their careers with vocational training in business and gain wider opportunities:

"...dass Schüler gezielter in (.) in die mhm (.) (k) ins Berufsleben starten können. Ja und dann haben wir halt gesagt: "Wir finanzieren das mit, weil wir da ein großes Interesse dran haben` und darüber natürlich auch mhm Bewerberinnen und Bewerber zu rekrutieren und unser Anliegen kund zu tun." "Also Leute, macht nicht nur ein Studium, sondern macht doch erstmals eine Ausbildung". "Kommt zu uns, den Unternehmen und qualifiziert euch da weiter", um also mehr Möglichkeiten zu bieten..." [*"...That the pupils could be more focused on (.) on mhm (.) (k) starting their work life. Yes and we said: "We are sponsoring this (career guidance project in schools – auth.) because we have a big interest of course to recruit mhm candidates and make our concerns known." "So, folks, not only go to study, but first make a VET." Come to us, to the business and get the training and qualifications here." to obtain more opportunities."*]

Another important stakeholder mentioned by the respondent was FEA, which works together with the industry and business in the area of career guidance. As further

specified by the respondent, FEA focuses on two task areas: guidance based on the individual wishes, interests and capabilities as well as needs of industry and business. In respondent's opinion FEA is very much figures-oriented and closing the gaps in the fields of high demand requires from FEA to push persons into required areas:

"...die gibt es ja bei der Bundesagentur für Arbeit. Die machen Berufsberatung und gucken dann natürlich, wenn Schüler jetzt mhm (.) reinkommen und sagen: "So, was hast du denn Fähigkeiten?" Versuchen natürlich erst mal zu ermitteln, was das Gegenüber da so wirklich kann, was bringt der mit, welche Vorstellungen hat der, welche Wünsche hat so ein Schüler? Und sie gucken auf der anderen Seite: "So, welchen Bedarf gibt es?" Und dann (.) versuchen die das natürlich ein bisschen zu schieben und zu lenken, ne!?!..." [*"...it is at the Federal Employment Agency. They do career guidance and observe, of course, when pupils come in and say (.): "So, what kind of skills do you have?" They first try to identify what their counterpart really can, what one brings along? What ideas and wishes the pupil has? And they look on the other side: "So, what is the demand?" And then (.) try to push of course a bit and to direct, ne!?!..."*]

"...Und mhm (.) die orientieren sich natürlich ganz stark an den Zahlen, also die gucken einfach so: "Welcher Bedarf ist da? Was wird abgefragt?" Und versuchen das dann da rein zu schieben, ne, entsprechend." (.) [*"...And mhm they are very much numbers-oriented, so that they look: "What need is there? What in demand?" And then they try to push it there, you know, accordingly."*]

The respondent emphasized the interrelatedness of stakes on various levels: pupils, business, society due to the production-consumption logic dominating western market economies:

"Es ist für die Gesellschaft einfach wichtig, dass alle Menschen in Arbeit sind und mhm (..) ja, vielleicht in erster Linie einfach nur Beschäftigung haben und eine sinnvolle Tätigkeit haben, (.) denn je mehr Menschen auf der Straße sind, die keine Perspektive haben umso schwieriger ist es ja auch für ein Unternehmen seine Produkte an den Markt zu bringen, ne?! Also auch ein Stück weit ein wirtschaftliches Interesse. Je mehr Menschen Arbeit haben, mhm, können sich auch Produkte und Dienstleistungen leisten und diese dann mhm ja, bezahlen auch, letztendlich." [*"It is simply important to society that all people are employed and mhm (..), maybe in the first place that they just have occupation and are involved in a meaningful activity, (.) Because the more people are on the street with no future, the harder*

it is also for the companies to bring their products on the market, you know? So again we have a financial interest. The more people have jobs, mhm, the more they can also afford products and services and mhm yes, pay for those, ultimately.”]

The respondent was able to identify different stakeholders who are involved in the school-based career guidance development. However, his understanding of different stakes was based on the utilitarian philosophy, because the respondent’s beliefs about career guidance utility were limited and seen only as a contribution for sustaining market economy: people should be able to earn more because this will be able to increase consumption and boost business development. In this way people are perceived as means for economic gains, however in Kaufman’s idea of Ideal Vision it is not the economy which is the ultimate end, but the child of the future, whose needs have to guide the actions of business, individuals and societies. Such vision allows sustainable development and refraining from consumerist utilitarian perspective towards development.

6.8.3 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

The career guidance development strategies according to the interviewee have a stark outcome orientation in the firm. It appears that business is the only investing stakeholder in the school-based career guidance interviewed so far, which focuses on the outcome of their investment. The respondent replied that he judges about the success of school-based career guidance activities, which are actually referred to as “public relations” (Öffentlichkeitsarbeit – Germ.), by the VET applicant numbers in his company and their qualities and characteristics. This kind of assessment is certainly a very different approach than counting on like/dislikes type of data emphasized by previous respondents. Also the regions, from where the applicants are coming are included into the “public relations” performance statistics:

“Wenn jetzt mhm die Beratung (.) sehe, also auch so die Öffentlichkeitsarbeit das was wir machen, das sehen wir an den Zahlen der Bewerber, (.) letztendlich.” [“Now, with guidance mhm (.) I also, see it as the public relations work that we do here, we see it in the numbers of candidates (.) Eventually.”]

“Das evaluieren wir auch, indem wir unsere Bewerberstatistiken haben in denen wir halt gucken: Wie sind denn die Bewerberzahlen? Wo kommen die Bewerber weg, (.) aus welcher Region? Und mhm auch welche Leistungen stecken da halt hinter? (.) Das können wir halt schon machen!” [“We also evaluate, looking at our candidates statistics when we examine: What are the number of applicants? Where do the candidates come from? (.) From which region? Mhm and also what performance levels are hidden there? (.) We can even do it now!”]

The cooperation of business and schools, according to the respondent is the result of the changes in the environment, the chain of consequences affects the need for such collaboration. The changing markets, social, cultural, technological and environmental changes influence the need for new products e.g. photovoltaic branch of products, wind energy or silicon for energy creation. These trends and research, results in new demands for competencies, which simultaneously affect the need for updates in skills and career guidance in schools. The openness of organizations and institutions (such as schools) for pressures from environment corresponds to the theory of Lunenburg (2010), Lunenburg and Ornstein (2008), presented in the literature chapters.

As a consequence of the pressure from environment, enterprises are forced to cooperate with schools at the bottom level, through the Chambers of Commerce (*IHK – Germ.*) and also encouraged by the political guidelines at the top, up to the point where the whole education system must change and create other different types of schools:

“Und dann merkt natürlich irgendwann natürlich auch (.) ja der Staat: "So, was können unsere Schüler eigentlich?" Irgendwo meldet jetzt (k) die Unternehmen melden zurück über die IHK: "Wir haben jetzt also hier unsere Auszubildenden, die Bewerber die wir haben, das passt vorne und hinten nichtmehr, da haben wir ein Problem" und dann reagiert man natürlich und versucht das a) auf Unternehmensebene zu machen, indem man sagt: "Unternehmen macht Schulkooperation mit Schulen, zeigt den Schulen welche Anforderungen ihr habt!", das ist so die untere Ebene und dann spielt man nach oben natürlich auch in die politische Richtung rein: "So jetzt, in den Schulen muss irgendwas passieren, das Bildungssystem muss sich verändern", ne. "Ihr müsst da pädagogisch anders rangehen, ihr müsst da (.)mhm (..) mhm andere Ausbildungsgänge (k) also andere Schulformen gestalten", ne?!" [“And then of course, at some point the state also notices (.): "So, what our students actually can?" Somewhere also reports (k) the company also reports

back at the Chamber of Commerce: "We now have our trainees, the candidates that we have they absolutely do not fit it, thus we have a problem" and then one reacts of course and tries to make it at the company level, by saying: "Businesses, please cooperate with schools, show the schools what requirements you have" that is the bottom level and then you play upward of course, purely in the political direction: "So now, something must change in schools, the education system must change, you know." "You have to deal pedagogically in a different way, you must (.) mhm (..) mhm develop other educational programmes (k), or create other types of schools", ne?"]

The idea that change in the schools is initiated by the environment reflects the idea of schools as open systems. However, from normative or ethical standpoint, the respondent again in his illustration used the idea of schools being means for economy. This is not compatible with Kaufman's ideas. Kaufman and Stakenas (1981) argue that "schools have been created to serve society" and "they are means to societal ends" (p. 614). Therefore; Kaufman urges the schools efforts and results to be oriented towards societal outcomes and not only towards the outcomes of businesses. The effectiveness and efficiency of schools according to Kaufman may be dramatically improved by adopting a holistic view of the relationship between schools (as means or processes) and the societal end (of self-sufficiency). However if the schools are treated as means towards expansion of business, this is rather incompatible with strategic and systemic thinking, particularly with CSFs Factor 3 which urges using and integrate three levels of results including societal mega level apart from macro, micro levels and factor 6 which argues in favour of using Basic Ideal Vision (ethics of the child of the future) as the underlying basis for planning, decision making and continuous improvement of educational programmes and entire educational institutions.

The respondent emphasized that for development of school-based career guidance in the multi-stakeholder, and therefore also in the multi-stake context mutual exchange and staying in contact is necessary:

"Das kann eigentlich nur gut funktionieren, indem man sich gut austauscht und dann (..),(...) Kontakt hat." [“That can only work well when there is good exchange (..),(...) and when one stays in contact.”]

The development of guidance through collaboration of multiple stakeholders was illustrated by the respondent through the project “Mein Weg nach dem Abitur” which is

co-financed by the company where the respondent works as well as by the Federal Employment Agency:

“Es gibt dann auch Treffen wo man sich zurückmeldet, man man versucht auch die Bundesagentur für Arbeit, an bestimmten Stellen, mit ins Boot zu holen. Mhm(.) wir haben z.B. für Studenten (.) damals, also das ist über die Initiative für Beschäftigung hier in XXXXXX (..) einmal (..) das Projekt "Mein Weg nach dem Abitur" gestartet worden.” [“There are also meetings where it is reported back, one also tries to get the Federal Employment Agency on board at certain points. Mhm (.) We have for example for pupils (.) at that time, that has been implemented through the "Employment Initiative" in XXXXXX (...) once (...) the project "Mein Weg nach dem Abitur" was started.”]

In general the respondent emphasized that their firm is very much “hard data” oriented when it comes to participation, sponsoring and development of school-based career guidance. The interviewee specified that the results they are aiming at are related to organizational development at macro level. They mainly focus not so much on the societal stake but securing the number and quality of young trainees and workers for their own company. The respondent emphasized the interrelatedness of different stakes in the area of career guidance at different levels, which affect school-based career guidance development. He stated that collaborative activities are necessary for provision of such school-based career guidance projects as “Mein Weg nach dem Abitur”.

6.8.4 Project “Mein Weg nach Dem Abitur”

The respondent echoed other research participants’ key themes by mentioning the importance of multi-stakeholder project which is being implemented in the primary case gymnasium. Differently than other interviewees, the representatives of Gmbh Y, the business representative believed that the project was initiated not by the school principals at the Principals Conference but by the “politically engaged businesses and people” (“Politisch engagierte Betriebe und Menschen” – Germ.) who demonstrated interest to bring forward vocational education and training (“Die also hier einfach Interesse dran haben berufliche Bildung nach vorne zu bringen” – Germ.)

Among the other aims of the project the respondent emphasized:

- aptitude and interest discovery by pupils,

- lowering drop-out rates among students (“es zu vermeiden, dass so viele Studienabbrecher vorhanden sind”),
- possibility to contact institutions of higher education as well as companies, which provide VET,
- “something good comes out of it” (“...dass halt wirklich was gutes bei rauskommt” – Germ.),
- that the pupils are more focused on starting their work life (“...dass die Schüler gezielter ins Berufsleben starten können”),
- to recruit potential VET applicants for the companies.

In general the respondent was rather opened about the stakes of business for co-financing the project. When asked how business which invests financial resources towards career guidance project in schools assesses the success of such project, the respondent expressed with certainty that the success is reflected in the numbers of applicants which apply to the VET positions in their company. Moreover, the company deliberately tracks information on the number of VET applicants in their company, who applied through this specific career guidance project:

“Und darüber machen wir halt den Abgleich indem wir einfach sagen: "So, wie viele Leute haben denn hinterher einen Ausbildungsplatz hier angefangen die in diesem Projekt halt auch (.) eingebunden waren?" [“And also we perform the comparison by saying simply: (.) "So, how many people have started VET training here from those who are involved in this project?"”]

When further provoked that there must be more than two stakeholders who receive such obvious gain (supported by “hard data” in numbers) from the project: GmbH Y and their company, the respondent mentioned another stakeholder who receives obvious gain – the pupils. He emphasized that the project includes evaluation in the form of (“soft data”) feedback from pupils. The pupils are asked how they perceive the gain from the project, what it has brought to them, to their personal development, for their career direction or a decision about their study program:

“Also es gibt auch einen Fragebogen, an die Schüler, wo halt dann auch festgestellt wird: “Wie haben sie das selber wahrgenommen? Hat es ihnen was gebracht für ihre

persönliche Entwicklung, für eine Entscheidung Richtung Berufsleben oder Studiengang? Welcher Studiengang?" Also das wird auch evaluiert an dieser Stelle, ja. ["Actually, there is also a questionnaire for pupils, where it is noted: "How did you find it? What has it brought to your personal development, for decision making related to work life or studies? Which educational program?" So, this is also evaluated at this point, yes."]

The respondent emphasized the feedback from pupils as the key data which allows the stakeholders to continue the project. Asking the pupils to express their opinions about their project:

"Hat es für dich was gebracht? Hast du jetzt eine spezielle Entscheidung getroffen? Oder fändest du es überhaupt mal gut, um jetzt mhm (.) mal zu sehen welche Möglichkeiten es denn überhaupt gibt?" ["Has it brought something to you? Have you made a particular choice? Or did you find it a good idea in general mhm (.) to see what opportunities are there for you?"]

It was already mentioned by other research participants that feedback from pupils and asking very general questions about their perceived gain from the projects is the main strategy for school-based career guidance development. Despite the emphasis on the likes-dislikes feedback, as the main factor for the career guidance project development, the respondent agreed that more extensive evaluation as well as ensuring that the project has positive impact is necessary. However, the interviewee expressed the opinion that this kind of "hard facts" or "hard control" ("wirklich harten Fakten, also wirklich harte Steuerung – Germ.) do not appear very often, since there are too many influencing factors, needs and ideas:

"...es schwierig überhaupt das evaluieren zu können, (.) weil ja die Bedürfnisse sehr unterschiedlich sind und die Vorstellung auch." ["...it is difficult to evaluate in general (.) Yes, because the needs are very different and the ideas as well."]

Although the respondent emphasized the complexity and difficulty related to assessing the needs and producing measurable objectives in the area of school-based career guidance, there is an undeniable fact that his own company relies on measurable, numerical "hard data" (VET applicant rates) when they judge the success of their sponsored school-based career guidance interventions. This allows creating the assumption that planning the success of career guidance in schools as well as measuring

its long-term success after some time, can be done also by collecting data on the pupils achievement rates: how many have entered the university, how many are in VET, how many are in transition period etc. similarly as it is done by the business company which is represented by the respondent.

Summary

In summary it can be stated that the company which co-finances the career guidance project “Mein Weg nach dem Abitur” takes their investment seriously, and makes sure they have numerical, “hard data” which allows weighting their own gain from the project. The company openly declared their stake in school-based career guidance. The respondent emphasized that their company faces a number of challenges due to the rapid economic as well as social changes. In particular, the respondent emphasized lack of skills, negative changes in attitudes towards work among pupils. The companies also have to acknowledge the fact that there are rapid technological changes, the need for their company to ensure smooth staff replacement by young specialists. He also noted that some professions are not attractive to young school graduates. The existing challenges force the company to open the doors of schools and to invest into school-based career guidance projects which are also referred as public relations work.

Business unlike other stakeholders who invest their time, financial and other type of resources into school-based career guidance development, has designed some instruments to track whether the investment is proved as cost-effective, i.e. if it provides the return. The company measures with special instruments from which school and which regions their applicants come, what are their school performance rates. Such kind of hard data allows mapping the gaps in need and to adjust their career guidance interventions, for instance, by investing more on career guidance resources in the “passive” or “low performing” regions and schools.

Supporting Case: Federal Employment Agency

6.9 Individual Interview: FEA representative (N=1)

Wir sind hier, an dieser Stelle, nur ein Reparaturbetrieb. Ja, das ist so! ...wir haben „die und die“ Jugendlichen, was erwartet der Arbeitgeber, und versuchen diese Lücke zu reparieren...

(FEA representative, individual interview)

6.9.1 Pressure from the Environment: FEA

A well-anticipated confession was delivered by the respondent who expressed concern about FEA, as being under pressure from environment and the tension which results in attempts to survive the competition of other career guidance suppliers who arrive to schools. The interviewee emphasized that his staff: FEA career guidance counsellors working in schools are not eager to see other career guidance providers in schools (such as project “Mein Weg nach dem Abitur” delivered by GmbH Y) where FEA counsellors also work. There is a common belief among FEA counsellors that these external providers to some extent do the work which could be implemented by FEA counsellors themselves:

“GmbH Y Projekt ist ein Beispiel, ne, die machen...das sehen unsere Berufsberater manchmal nicht so gerne, ne, weil die ja auch teilweise Arbeit machen, die wir machen könnten, ne?!” [*“GmbH Y project is an example, ne, they do... our career counsellors are sometimes not so happy, you know, because indeed they (GmbH Y – auth.) partially do the same work that we could also do, ne?”*]

However, the respondent also admitted the challenges the FEA has to cope with. He mentioned the lack of resources which does not allow providing in-depth services, thus the interviewee mentioned that FEA itself attempts to advertise their services:

“Aber (.) bei uns reichen die Ressourcen natürlich oft gar nicht aus die Arbeit in der Tiefe zu leisten, ne?! Aber ich muss immer wieder werben dafür, ne und sonst reißen die Kollegen mir den Hals ab hier (Lachen).” [*“But (.) with us the resources often are insufficient for*

doing in-depth work, ne? But I keep competing for it (the resources – auth.) otherwise my colleagues will bite my throat (laughs).”]

The ideas about FEA becoming a more passive stakeholder in school-based career guidance were also expressed by the other study participants. For instance the private career counsellor used the expression that FEA counsellors “were kicked out from schools” because their guidance was insufficient. FEA was also accused of being inflexible, having to deal with their own dilemma in counselling: of matching the need of economy and career aspirations of individuals. Such and many more similar assumptions contribute to the overall belief that FEA as an institution itself faces numerous challenges which were emphasized by the interviewee.

6.9.2 Every School Has Its Own Career Guidance Profile

The respondent echoed the views expressed at the interviews with other study participants about the autonomy of the schools and more specifically, about the decentralization in the area of career guidance. Thus, according to the interviewee, a school may have only the “minimum program of career guidance”, on the other hand there are other schools which are involved in various guidance projects and projects: “Startklar”, “Betrieb” or “Berufseinstiegsbegleitung” and as the result every school has its own career guidance conception:

“wenn Sie sich den Bereich der Hauptschulen angucken Sie haben Hauptschulen, die fahren ihr Minimalprogramm an Berufsorientierung,(.) ja?! Die nutzen das, was wir Ihnen anbieten und dann vielleicht noch zwei, drei andere Geschichten und dann ist Ende, ja?! Sie haben Schulen, die sind in verschiedenen Programmen, die machen "Startklar", "Betrieb", also "Berufseinstiegsbegleitung", ja?! Die sind ab der siebten Klasse unheimlich aktiv im Bereich der Berufsorientierung und sie müssen für jede Schule deshalb eine andere Konzeption haben, ne?!” [“If you look at the main schools in the area, you have there general secondary schools, which implement their minimum program of career guidance, (.) Yes? They use what we offer them and then maybe another two or three other things and then that is it, yes? You have schools which are involved in various programs: they do "Startklar", "Betrieb", or " Berufseinstiegsbegleitung", yes? They are incredibly active from the seventh grade in the field of career guidance and for each school you must have a different concept, huh? ”]

The FEA career guidance counsellors working in schools must adjust to the schools individual concept of career guidance and offer a concept designed by FEA:

“Sie machen also für jede Schule eine einzelne Konzeption, weil jede Schule auch anders arbeitet.” [“They create a single concept for each school, because each school works differently.”]

The interviewee also mentioned the “minimum frame” or “minimum program” of career guidance that each school is prescribed to follow. However, he noted that there are only a few schools which tend to provide career guidance within the minimum framework. Most schools provide additional career guidance services, products or activities:

“Mindestrahmen von BO, also die Mindestanforderung an BO, das sind z.B. drei Veranstaltungen, (.) die ich machen muss. (..) Ja, der darf nicht unterschritten werden. (..) Und bei den meisten Schulen ist es aber so, dass sie über diesem Rahmen, deutlich über diesem Rahmen, liegen, ne?!...” [“Minimum framework of BO, which is the minimum requirement for BO, which includes three events (.) that I must do. (..) Yes, these cannot be omitted. (..) And in most schools it is also true that they are above this frame, well above this framework, ne?!...”]

“Mhm also die meisten Schulen machen deutlich mehr als vorgesehen ist, im Grunde genommen...” [“Mhm, so most schools do significantly more than it is expected, basically...”]

Such activeness of schools in the area of career guidance confirms the belief that schools have interest in career guidance provision and that they are trying to develop career guidance beyond the framework of obligatory services. This may also indirectly be related to the pressure from the environment the schools are facing, as indicated in the previous interviews with other stakeholders. As indicated in the theory chapters, schools as well as other organizations, being open systems are in need of developing their own unique identity or survival niche by being different from others (Wheatley, 1999, p. 11). In the educational institution, if seen from the complexity perspective the identity is in a process of continual formation rather than resulting from essential, generative structures (Haggis, 2008, p. 8). On the other hand, such variety of career guidance concepts places a certain external challenge and pressure to FEA and requires their adjustment.

6.9.3 Career Guidance as a System: Stakeholders and Their Interest Areas

The respondent referred to the schools as the primary partners of FEA. He provided statistical information which corresponds or partially corresponds to the opinion of the private career counsellor interviewed earlier, namely that FEA appoints one person from its staff as career guidance counsellor responsible for FEA career guidance interventions in schools. One such FEA school counsellor has approximately four or five schools, sometimes also VET institutions:

“Ja wir Berufsberater haben natürlich (k) unser erster Partner sind die Schulen, denn jeder Berufsberater betreut mehrer Schulen, d.h. jede Schule hat einen Berufsberater, so umformuliert, ne?! Ein Berufsberater betreut in der Regel, (.) sagen wir (.) ungefähr vier Schulen, (.) mit Unterschieden, (.) manchmal auch fünf, mhm, manchmal betreut er Berufskollegs, die sind etwas größer, dann hat er eben eine allgemeinbildende Schule weniger, ne?! (.) Mhm, das ist unser erster Ansprechpartner.” [“Yes of course we, as career counsellors (k) have schools as our first partner, because each counsellor manages several schools, i.e. every school has a guidance counsellor, to put it this way, ne? A professional counsellor serves as a rule, (.) say (.) approximately four schools (.) with deviations, (.) sometimes five, mhm, sometimes he supervises vocational colleges, which are slightly larger, then he has one school less, ne? (.) Mmm, it (the school – auth.) is our first point of contact.”]

In general, the respondent summarized that FEA also works in close cooperation with institutions of higher education, such as universities and colleges, private and public institutions of continuous education and also youth services which operate in accordance with SGB II. The other important partners of FEA, according to the interviewee are the economy and the companies, due to FEA’s commitment to them:

“...der andere große Kooperationspartner ist natürlich die Wirtschaft und sind die Betriebe, denn wir sind ja beiden verpflichtet, ne?!” [“...The other major partner is of course the economy and the companies, because we are committed, to both, right?”]

The respondent emphasized the value shift in terms of FEA’s commitment. Specifically, he noted that “earlier, career guidance cared more about young people” but nowadays it is emphasized that FEA is also committed to the economy, namely the need for skilled workers, which has to be satisfied:

“Früher war Berufsberatung...die haben sich mehr um die Jugendlichen gekümmert, ne, und heute wird immer mehr betont und das mhm (.) wir auch der Wirtschaft verpflichtet sind, nämlich diesen Fachkräftebedarf der da ist mhm auch zu decken. Das steht aber im Gesetz auch so drin, also ich habs mal nachgelesen.” [“Earlier, career guidance...cared more about young people, you know, and today it is emphasized more mhm (.), that we are committed to the economy namely this skilled labour demand mhm also to cover this gap. It also stands in the legal requirements, I looked it up.”]

The tendency to see career guidance as fulfilling multiple needs not only these of young people was described in the theoretical chapters. It was argued that recently, there is an emphasis of “stakeholderism” in career guidance discourse and as argued by Watts (1999, 2009) and others. It is also acknowledged that career guidance serves as means to close not only gaps in needs of individuals but also needs of economy and societal needs. This theoretical assumption has been confirmed by the respondent. The respondent further elaborated that such dual commitment both to the employers and employees is reflected in the budget of FEA. Since both employers and employees finance FEA through their financial contributions FEA, thus is not financed through the taxpayers.

Other stakeholders who are in close cooperation with FEA are private career guidance counsellors and counselling firms. The respondent confirmed “ambivalent relationship” between FEA and private companies offering career guidance. But the respondent also stressed that FEA works together with some private firms offering career guidance:

“Ne ne, das stimmt so (k) es gibt da so ein ambivalentes Verhältnis an der Stelle natürlich, ne?! Es gibt Organisationen mit denen wir da auch zusammenarbeiten, teilweise mit privaten Berufsberatern.” [“That is true then (k) there is an ambivalent relationship at this point, of course! There are organizations with which we work as well, partially also with the private career counsellors.”]

Particularly important example was stated by the respondent who mentioned that FEA has been providing sponsorship for the GmbH Y project which is the key career guidance intervention which connects many cases into one stakeholder unit of this study. The respondent mentioned that FEA works under the regulations of “enhanced career guidance in schools” (vertiefenden Berufsorientierung – Germ.), which allow

FEA to provide financial support for such career guidance interventions as Gmbh Y project:

“Also wir haben z.B. mhm Projekte hier, im Bereich der vertiefenden Berufsorientierung, so heißt das hier, das heißt nur so weil es im Gesetz unter vertiefte Berufsorientierung steht, mhm z.B. das Projekt Gmbh Y was von uns hier gezahlt wird, im Grunde, ne?!” [“So, we have for example mhm projects here related to the enhanced career guidance in schools, which means, it is only so because it is according to the law of enhanced career guidance in schools mhm, i.e. the project Gmbh Y, which is financed by us here, basically, you know?”]

Under these regulations, the amount that FEA can contribute is 50% of the whole budget of the project.

6.9.4 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

Concerning career guidance development, the interviewee provided information about freedom and capabilities of FEA to co-finance different projects in schools in accordance to the legislative framework of “vertiefenden Berufsorientierung” (“Enhanced Career Guidance in Schools” – Engl.). The Gmbh Y project is one of the examples. The respondent shared his experience that FEA receives different applications related to career guidance projects in schools. These applications for career guidance projects in schools are required to meet the condition that the applicants cover the other half of the project budget:

“...dieses Gmbh Y Projekt ist ein Beispiel, wir haben verschieden andere Projekte im Bereich mhm mhm mhm dieser vertieften Berufsorientierung, mhm das kann auch jede Agentur für sich festlegen, da haben wir eine relative Freiheit, ne, also da lassen wir uns Konzepte geben und sagen dann einfach nur: "Wichtig ist, dass die 50% Ko-finanzierung da ist", ne?!” [“This Gmbh Y project is an example, we have various other projects in the area mhm mhm mhm of this enhanced career guidance, mhm this can be individually regulated by every agency, since we have here relative freedom, you know, so we allow ourselves to receive different concepts and then just say: "It is important that the 50% co-financing is there", ne?”]

Based on the respondent’s further elaboration, the application for FEA’s 50% co-financing may be approved if it fits the respondent’s ideas, thus FEA has relative

freedom in terms of approval of multi-stakeholder career guidance projects in schools. The respondent emphasized several times his own individual professional freedom to approve such project applications. He noted it is rather simple and only requires from him to look at the concept and based on his experience to conclude: “I could imagine that this will work well”:

“Also erstmals: Es ist ganz schlicht! Ich gucke mir diese Konzeptionen einfach an und aufgrund meiner Erfahrung sage ich dann erstmals: "Das könnte ich mir gut vorstellen dass das funktioniert, ne?!" ["Actually, it's very simple! I simply look at these concepts and based on my experience and I decide: "I could imagine that this will work well", huh?"]

Regarding verification whether such planning of career guidance brings expected results, the respondent uttered similar opinion as all the research participants interviewed earlier. The respondent emphasized that the project is evaluated through feedback surveys distributed to the pupils at the end of the interventions:

“Und wir mhm, es gibt natürlich Feedbackbögen meistens Feedbackbögen in diesen Projekten wo wir dann die Schüler hinterher befragen: "Hat dir das was gebracht?" "Was könnte man besser machen?" ["And we mhm, there is of course feedback questionnaire, mostly feedback surveys in those projects where we then ask the pupils afterwards, "Has it brought something to you?" "What could have been done better?"]

The interviewee was not entirely satisfied with such evaluation and added that apart from pupils’ likes and dislikes, FEA also expresses its own likes and dislikes as some kind of additional, external evaluation. The respondent emphasized that in the next phases of the project “if we do not like the project at all, then that is the end of it”:

“...was könnte man besser machen und dann bei einem nächsten Durchgang,...dann werden wir natürlich bei der nächsten Runde mit einbringen was man da verbessern kann, ne?! (...) Wenn uns ein Projekt gar nicht gefällt, (.) dann ist das einfach beendet damit.” ["...what could we do better and then at a next stage ... then we will of course bring it in in the next round what can be improved because, you know? (...) If we do not like a project, (.) That is simply an end of it.”]

Such idea that career guidance projects are cancelled without even knowing what went bad was expressed by the freelance career counsellor interviewed earlier. The earlier interviewed respondent noted that career guidance projects indeed might also be

ineffective, but if there is a thorough planning one at least would know why and at what particular point these projects stumble. However, it seems that this insight is not known in the FEA context, since there it is believed that pupils “likes and dislikes” feedback as well as FEA’s administration likes and dislikes can be sufficient ground for cancelling or continuing such large scale multi-stakeholder projects as the one implemented by the Gmbh Y “Mein Weg nach dem Abitur.”

In the sense of planning rather than evaluation, the respondent echoed the theme of decentralization emphasized by the other cases. The interviewee expressed an opinion that the regulations or frameworks related to career guidance provision and development issued by the Land, must be developed locally:

“...es gibt ja s.g. "Rahmenkonzepte" die vielleicht für ein Land mhm formuliert werden und dann muss man die ja vor Ort ausgestellt, ja und ich kann dann ja immer nur hier vor Ort für meinen Bereich sehen wie ich(k) wie macht man so was, ne?!” [“...there are so called "frameworks" which have been formulated mhm maybe on the Land level and then you develop them locally yes, and then I can only see here in the local context for my specific area (k) how something like that can be implemented, huh?"]

He further emphasized the importance of networking and collaboration between the different career guidance interest groups and provided some examples of such working teams which are part of his profession: the work group responsible for cooperation with VET schools, “School-to-Work” working group, “School-Business” working circle or “Church-Economy” work team:

“Also erstmals diese Netzwerkarbeit, die dort angesprochen wird, die ist ja in der Regel schon vorhanden, d.h. also es gibt in der Regel eben mhm (.) (k) das Netzwerk was (k) wo ich mich hier bewege ist ein relativ großes Netzwerk. ...also es gibt mhm(..) Arbeitskreise, Arbeitsgruppen in allen möglichen Variationen, also ich bin z.B. in Arbeitsgruppen die mit Berufskollegs zusammenarbeiten, ich bin im Beirat "Schule-Beruf", mhm ich bin im Arbeitskreis "Schule-Wirtschaft" (.), es gibt sogar einen Arbeitskreis "Kirche-Wirtschaft" (.) (Lachen) Es gibt alles Mögliche.” [“Speaking about this networking, which is being addressed, which is indeed already exists, for instance mhm (.) (k) the network (k) where I am involved frequently is a relatively large network. Mhm ... so there are (..) working groups in all possible variations, so I for instance I take part in working groups which cooperate with

vocational colleges, I'm also in the advisory board of "School-to-Work". I mhm'm in the group "School-Business" (.), there is even a working group "Church-Economy" (.). (Laughs). There are all possible variations."]

However, the respondent noted the problem that there is no unified, one particular working group of “school-based career guidance” which could incorporate all the interest groups:

“...die Problematik die da entsteht ist natürlich das diese Gruppen mhm immer wieder (k) also es gibt keinen großen Arbeitskreis, wo man jetzt sagen könnte: "Das ist jetzt der Arbeitskreis "Berufsorientierung" und der umfasst alle!"... [“...the problem arises because although of course there are these groups mhm (k) but there is no one large working group, where one could say: "This is now the working group of 'School-based career guidance' and it includes all!"]

In such way the respondent demonstrate systemic and strategic thinking in agreement with CSFs (Factor 1): involving all the stakeholders is necessary for successful strategic and systemic development of school-based career guidance. Additionally, the interviewee speculated about the difficulties which might arise in organizing the big number of interest groups into one productive working circle. He was particularly sceptical about getting all to work together. Although the respondent stated that such groups already exist unofficially, since “you always meet the same people who are responsible for different functions”:

“...das wären auch zu viele Menschen (.) ja, und die wären auch nichtmehr arbeitsfähig im Grunde. Also man muss ja auch vorwärtskommen dabei, ne, und wenn Sie einen Arbeitskreis haben mit 20 verschiedenen Interessenpartnern, mhm, dann kommt da auch nichtmehr viel bei rum. So so hat sich das ganze so ein bisschen zergliedert in einzelne Bereiche im Grunde genommen, ne?! Man trifft auch immer wieder die gleichen Leute in verschiedenen Funktionen dann wieder, aber nicht immer alle...” [“...there would be too many people (.) and they would also no longer be able to work, basically. So you have indeed to come forward here, you know, and if you have a working group with 20 different stakeholders, mhm, there doesn't happen much. So, the whole has to be a bit split into individual areas, you know? You meet again and again the same people, who are doing different functions, but not all of them...”]

The respondent provided an example of exact steps in respect of FEA cooperation with each school in the context of career guidance development. He stated that 1) every FEA

counsellor (appointed to that school) makes an appointment with the designated school staff at the beginning of the year 3) the counsellor plans with the school: what they would like to do this year; what are the career guidance events, how often the counsellors come into the classrooms; when do they offer counselling sessions; what are supplementary career guidance activities and how the supplementary activities provided in the framework of enhanced career guidance can be incorporated. Such layout of career guidance activities or inputs constitutes a career guidance concept which is contemplated by FEA and every school. However, such layout of activities can hardly serve as a systemic and strategic logic model of school-based career guidance for every school due to one of the problems that the respondent emphasized. He particularly was dissatisfied with the lack of coordination of career guidance. This view confirmed the ideas of other research participants which also spoke about the chaotic, “jungle-like” character of career guidance in schools:

“...was ich mir wünsche an der Stelle wäre manchmal natürlich eine bessere Koordination...” [*“...What I would like to have at this point, of course, is a better coordination...”*]

The interviewee further elaborated that some schools “take everything what one can get in the area of school-based career guidance”. Such schools start with career guidance in the 7th grade with competence assessment methods and continue with every other means which are able to be provided in the area of career guidance. This, according to the respondent, leads to the situation when the pupils afterwards are so tired of career guidance that “they probably can no longer hear about it”. The respondent expressed a wish to have a more moderate approach towards guidance:

„Also es gibt Schulen, die nehmen alles mit (.) was man an Berufsorientierung kriegen kann. Die fangen an mit Kompetenzfeststellungsverfahren in der siebten Klasse und die nehmen alles mit, was man an BO (..) Sachen kriegen kann, ne?! Wir bieten solche Module noch an im Bereich der vertieften BO, mhm also es wird alles mitgenommen, ne?! Mhm, dann sind die Schüler hinterher so satt von Berufsorientierung, dass sie wahrscheinlich mhm diesen Begriff nichtmehr hören können, (.) ne?! (..) Was ich mir wünsche an der Stelle ist ein vernünftiger Umgang damit!” [*“Actually, there are schools which take everything (.) what one can get in the area of school-based career guidance. They start with the competence assessment process in the seventh grade and take everything you can get in BO (..) all*

that stuff, ne? We offer such modules in the field of enhanced BO mhm, so everything is accepted, you know? Hmm, then the pupils become so sick of guidance that they probably mhm can no longer hear about it, (.) Ne? (..) What I would like to see here is a more sensible approach to that!”]

According to the respondent, such moderate approach would require decisions on what is useful and what is not useful. The respondent more specifically stated that he wishes that “someone said: this fits us, this we can do” but at the same time without producing overabundance of guidance interventions. The respondent expressed the opinion that it is better to have one “wise thing” than to have so many activities being implemented, so that at the eventually “the pupils do not know what it is all about”:

“Ja das man also eben sagt: "Ja gut, das passt da rein, das kann man machen" und man soll sie auch nicht überfrachten an der Stelle, ne?! Und dann lieber eine Sache vernünftig und nicht so viele Sachen mitnehmen, ne?! Und dann (k) nicht das die Schüler hinterher nichtmehr wissen worum es überhaupt geht bei der Geschichte, ne?!”
[“Yes, the one just says: "Yes, well, that fits in there, one can do that" and they should not be overloaded at that point, ne!?! And then rather do it sensibly not to take so many things, ne!?! And not so (k) not so that the pupils do not know any more what it is all about, right?!”]

The respondent confirmed the theoretical stand point by stating that during the last years the area of career guidance in schools has expanded significantly and as a result, there are more career guidance services and products that have ever existed. The total amount of career guidance services and products according to the interviewee “is incredible”:

„Also der Gesamtumfang ist unglaublich, ja?!” [*“So, the overall scope is incredible, yes!?”*]

After stating the problem of abundance, the respondent expressed a wish that career guidance in the schools context “is strengthened”. He further proposed the hypothetical idea of “overall plan or concept” (“*Gesamtkonzeption*” – *Germ.*) of career guidance in the schools context which could be related to the school type, for instance a comprehensive concept of career guidance for intermediate secondary schools:

“Ich würde mir wünschen mhm das man das ganze strafft (.) und mal vernünftig durchdenkt und eine wirkliche Gesamtkonzeption von BO hinkriegt. Das kann eine sein, die Schultyp bezogen ist, also z.B. eine Gesamtkonzeption für Realschulen”. [“I would hope that it can be strengthened as a whole mhm (.) And sometimes by thinking sensibly one can create a real overall concept of BO. It may be one that is related to every school type, i.e. an overall strategy for intermediate secondary schools.”]

The respondent further speculated that it probably will not be desired to have a similar concept of career guidance for the one type of school in the whole Land of North Rhine-Westphalia, because it will be more reasonable to propose a framework which can be locally developed. He later continued with a reflection of such possible general framework for each type of schools, which also allowed certain freedom to be exercised locally, since “otherwise everyone feels patronized again at this point”:

“Die Frage ist: Will man das dann so einheitlich haben? das man dann sagt: "Ich habe eine Konzeption für Nordrhein-Westfalen für Realschulen?", ja?! Oder möchte man dann doch lieber an der Stelle sagen: "Du pass mal auf, wir geben euch einen Rahmen vor, aber ihr müsst das vor Ort eben ausgestallten", ne?! Vielleicht kann man ja so einen Rahmen definieren für, für Realschulen, einen Rahmen für Gesamtschulen, Rahmen für Gymnasien z.B., ne?! Mhm man muss aber wahrscheinlich vor Ort diese Freiheiten lassen, ne, weil sonst fühlt sich jeder wieder gegängelt an dieser Stelle”.

[“The question is: Will you then want to have such uniformity, so one can say: "I have a concept (of school-based career guidance – auth.) for the intermediate secondary schools in the North Rhine-Westphalia", yes?? Or would you rather say: "We are giving you a framework, but you must develop it locally", ne? Maybe you can define such a framework, for intermediate secondary schools, a framework for comprehensive schools, and gymnasiums, you know? Mhm but you have to probably allow these freedoms on the local level, you know, because otherwise everyone feels patronized again at this point.”]

Another idea, expressed by the respondent regarding the problems of career guidance development is its input orientation. The respondent admitted, “we are doing career guidance endlessly...and what comes out of it is little”:

„Wir machen Berufsorientierung ohne Ende (..) und was dabei rauskommt ist wenig”.

[“We are doing career guidance endlessly (..) and what comes out of it is little.”]

Also on the policy level, it was noted that many politicians want to do something in the area of career guidance in schools and state that we can all solve the problem with the help of career guidance at schools and put in more and more resources into the system of career guidance. However, the respondent also noted that, in his opinion, career guidance should be rather oriented into practical skills and specific help during the transitions and not be based on theory as it is now. In general, the respondent urged for more pragmatic solutions in the area of career guidance in the schools context. Another

instance, suggested by the respondent is the possibility to have one career guidance counsellor for each school, who would be able to unite all counselling activities with the help of one dedicated person.

Summary

In summary it can be stated that the respondent confirmed the actuality of many similar themes echoed by other case representatives. He confirmed the general theoretical assumption of the pressure from the environment that FEA as any institution is confronted with. The respondent also provided numerous instances of evidence that each school has its own career guidance profile and is relatively free to develop career guidance from the minimal career guidance program when only the officially legislated career guidance services and products are implemented to the most explicit career guidance, when all the existing guidance products are accepted and implemented. Regarding career guidance development strategies, the respondent noted that many of career guidance interventions financed or co-financed by FEA are using evaluation as the main technique for decision making. Such evaluation draws on “likes and dislikes” based opinions of the persons involved. For instance the respondent admitted that implemented career guidance programs in schools are evaluated retrospect by collecting perceptions based feedback from pupils. The respondent emphasized the overabundance of career guidance products and services in the schools, guidance being mostly input oriented. He drew attention to the negative consequences such situation may have on pupils. As a solution, the respondent proposed the creation of comprehensive frames for each type of school or each individual school. According to the respondent such frames would allow building a more holistic approach to career guidance in schools as well as better coordination but at the same time will leave space for freedom to schools avoiding the risk of paternalism.

In summary it can be stated that the respondent was rather dissatisfied with the situation of school-based career guidance. He urged for more coordination and sustainability of career guidance interventions in schools. In such way, his ideas drew closely on several CSFs by Kaufman, because the respondent emphasized the importance of involvement

of all stakeholders into one working circle of school-based career guidance. The interviewee also argued against the focus on means in career guidance provision, and urged for more sensible approach: focusing not on abundance and variety but rather closely targeted interventions, which address specific needs and not overburden the pupils. The respondent emphasized the need of comprehensive models of career guidance in schools which will allow more systemic and strategic career guidance development and to address the challenges which were stated.

Supporting Case: Seal Award “Career Guidance Friendly School”

6.10 Document Analysis: Criterion Catalogue for the Seal “Career Guidance Friendly School”

Document Properties

Type of the document	Name of the document	Length of the document	Owner	Author (of inserted data)	Purpose
Evaluation form for schools applying for the Seal (<i>Siegel – Germ.</i>) “Career Guidance Friendly School”	Criterion Catalogue for First-time Certification 2010	29 pages	Foundation (Schtiftung-Germ.)	Career Guidance coordinator in the Primary Case gymnasium	Serves as initial evidence for the Seal award “Career Guidance Friendly School”

6.10.1 Document Analysis

The document analysis revealed that the document consists of three main parts: 1) the guidelines for completing the document 2) general and demographic data related to the school which applied for the Seal; 3) internal criteria-based evidence related to career guidance provision in the school which applied for the Seal. The document serves as basis for evaluation, so that the Evaluation Committee or the Jury (“Jury” – Germ.) can make conclusion by granting the points to each set of criteria:

„damit die Jury die Angebote Ihrer Schule besser verstehen und dementsprechend bewerten kann. Sollten Sie einzelne Kriterien nicht beschreiben, so kann die Jury dafür keine Punkte vergeben“.

The document has a structure and consists of 11 Criteria: closed questions, where the already formulated responses are provided and need to be marked, as well as open spaces where additional information can be typed in, on condition such texts are not exceeding the limit provided in the guideline. Career guidance coordinator of the Primary Case Gymnasium was the author of the typed in information in the documents after the school's decision to apply for the Seal award.

Theme 1: Emphasis on Inputs: Products, Services and Activities

The guidelines section in the document provides evidence on the input orientation by the Seal award authors and the Jury. The lexical search of the document (excluding the information filled in by the applicants) indicated 39 instances of words which have a root of the word “Angebot” (“offer” – English). 8 Criteria out of 11 (Criteria: A, B1, C1, C3, D, F4, J1 and K) have the root of word “Angebot” or “anbieten” in their descriptions. Such formulation of success criteria for Seal “Career Guidance Friendly School” indicates the Seal authors' focus and general emphasis on the career guidance inputs: activities, projects, projects and services offered in the school.

Theme 2: Emphasis on Processes: How Career Guidance is Implemented and Developed

The other criteria which do not directly refer to the supply and offer are mostly related to the processes of career guidance implementation and include requests to describe provision, organization, support and preparation as well as documentation of career guidance provision. These criteria are designed to answer the “how” question of career guidance in the school context. For instance criteria E1 requests to provide information on how the individual development of pupils is documented and secured in the process of career guidance in the school. Other criteria include information fields where the questions are related with “how career guidance is organized”, “how cooperation with

other external partners is implemented” as well as “how the career guidance coordinators competences are developed”.

Theme 3: Criteria on the Sustainability of Career Guidance Interventions

The document includes one criteria J which raises the question of long term sustainability of career guidance in the school. The criterion J includes such questions: 1) How the career guidance offers (“Angebote” – Germ.) of your school are tested and further developed in terms of their quality and effectiveness? 2) How do you get feedback from the participants (e.g. students, businesses, parents, etc.) on the quality and benefits of each offer on career guidance you implement? 3) How do you ensure the long-term success of your work in the area of career guidance?

However these questions according to their type are closed questions and predispose a range of possible answers provided by the authors of the document. The possible answers are related solely to retrospective evaluation and feedback (Fig. 12).

- Evaluation of offers and activities through feedback and questionnaires for the following parties (...)
- Evaluation of offers and activities through feedback sessions with the following parties (...)
- Evaluation of offers and activities through the following external (e.g. university) (...)
- Another form of evaluation (...)

The focus solely on feedback based evaluation as the main strategy for ensuring sustainability, quality and effectiveness and long-term success of career guidance in schools is hardly be justified as indicated in the introductory and theory chapters of this study. The strategic and systemic planning which is considered as one of the most important steps in school-based career guidance development as discussed in the earlier chapters is somehow ignored by the authors of the document.

6.11 Observation: Evaluation Meeting for the Seal “Career Guidance Friendly School” (N=10)

6.11.1 Emphasis on Inputs: Career Guidance Offers

The data collected during the unstructured observation revealed the participants' emphasis on inputs regarding the evaluation of career guidance profile of the primary case gymnasium. The chair of the meeting, who was also the head of the Jury for the seal “Career Guidance Friendly School”, guided the evaluation meeting by setting the most important themes. She first asked the career guidance coordinator to provide an overview on work traineeship for pupils (*Praktikum – Germ.*) implementation and organization. All questions asked by the chair of the meeting were very specific, precise and short: how many pupils receive work traineeship, who supervises the traineeships, how the traineeships are organized and implemented. Throughout the meeting the chair was particularly sharp and precise in her conduct. She set and constantly increased the tempo of the event and frequently “*looked at her watch*” [field notes].

The Jury mentioned other themes related to the inputs of career guidance in the schools context. The questions included organization of dual training (by emphasizing a problem of only 20 pupils got the chance of dual traineeship), cooperation with institutions of higher education, “career portfolio” (*Berufsportfolio – Germ.*), job application training, business promotion (*Girls' Day*), work done by the career guidance coordinator, cooperation with parents, work done by career counsellor working in FEA, different competence tests.

6.11.2 Emphasis on the Processes.

Compared to the amount of questions related to the inputs of career guidance, the Jury raised several questions related to the processes: one member of the committee asked how the school principal and the career guidance coordinator bears the weight of career guidance on their shoulders: “*Ist das auf Ihre Schultern?*” “*Gibt es Widerstände?*” [field notes]. Other questions raised by the committee were aimed to extract the information about the perceived satisfaction of parents and how parents receive information about the career guidance offers in the primary case gymnasium.

6.11.3 Development Strategies.

The key question directly related to the theme of the dissertation was raised by the chair of the meeting, she specifically mentioned whether a long term planning is being implemented in the career guidance area in the school: *“Gibt es langfristige Planung?”* [field notes]. However, the question was answered with a vague response that “many can see that the pupils do something meaningful, they think it is really nice”:

“Viele sehen dass die Schüler etwas Sinnvolles machen, sie fand das total toll”. [field notes]

Such response evoked a more detailed prompting for development strategies, thus the chair of the meeting specifically enquired about “feedback”, “evaluation”, “quality” and “your aims”. The principal whom the chair was addressing with the question above, decided to delegate it to the career guidance coordinator, who admitted major drawbacks in the area of long term planning and quality assurance strategies. Namely, she spoke about “different methods”, “no differentiated aim”, “not all areas are implemented” and admitted that “there is no long-term view”, “I have no data”, “no solution how to prove how effective this (career guidance) is”:

“...wir haben keine Langfristige Sicht...Ich habe keine Daten, und keine Lösung ist da...” *“...Wie wirksam ist das?”* [field notes]

Before providing the final decision to award the school with the seal, the chair echoed the problems expressed by the career guidance coordinator. She briefly criticized the concept of career guidance in the school as not transparent:

“Wie war das? Die Schüler haben es schwer das zu beantworten...Konzept nicht ganz klar. Struktur ist nicht transparent...” *“Ein Plakat soll da sein, Homepage für Eltern...”* [field notes]

Without further more explicit explanations on the strategies which would allow achieving designing transparent, long term, holistic school career guidance profile, the chair of the meeting continued briefly noting other career guidance development problems: the need to involve the school personnel, parents and further business representatives:

“1000 Schüler durch dieses Konzept müssen... Kollegium soll da sein... Es ist viel Arbeit...” [field notes]

“Eltern können viel mehr. Eltern systemisch mit rein zunehmen...” [field notes]

“...Noch ein Partner zunehmen aus Wirtschaft...Zu Unterricht zukommen...” [field notes]

The need of systemic evaluation in the form of feedback was mentioned as an important step towards further development of career guidance in the school during the period of the next three years when the school will be able to apply for “recertification” of the seal.

In general, the observation revealed that the evaluation meeting provides little guidelines on career guidance systemic improvement and further development for the school. The meeting gives scattered and rather superficial feedback which adds more confusion than directs towards positive result. It focuses more on the inputs: homepage for parents and processes of guidance implementation, but refrains from giving ideas and constructive feedback on how to measure real-life success of pupils with independently verifiable data. Actually, pupils’ success and performance indicators and measurement has not been mentioned throughout the meeting, instead the pupils were asked whether they liked career guidance offers and if they found them useful.

Summary

It can be stated, that the observation provided data, that the school who applied for the seal benefit from the award in several ways: 1) by providing external evaluation, mostly focusing on the sporadic interventions: inputs and processes, likes and dislikes expressed by pupils and pupils’ parents 2) by ensuring publicity and strengthening the school’s positive image. However, the award does not provide facilitation for further improvement due to the following reasons: 1) it offers a retrospective view towards what has been already implemented; 2) it does not provide the school with an idea or meta – tools allowing different stakeholders to design a long term, holistic career guidance concept which fulfils their needs.

Supporting Case: Community initiative

6.12 Focus group: Evaluation Committee (“Jury” – Germ.) for the Seal “Career Guidance Friendly School” (N=4)

The focus group with the Jury for the seal “Career Guidance Friendly School” was implemented immediately after the evaluation meeting, where it was decided to grant the school the seal of “Career Guidance Friendly School”. The focus group created the challenge due to unexplored nature of Jury’s work. My impressions and concerns were reflected in my memo:

Date: 22 02 2011

I am excited to return to the Gymnasium once again. Evaluation Meeting for the Seal “Career Guidance Friendly School” is something I have not experienced before...The focus group with the Jury is being planned. The guiding questions in my previously used focus group interview protocol might not be very suitable, since the work of the Evaluation Committee and what happens behind the closed doors is generally an unexplored area.

After the participant observation of the evaluation meeting ended and the Jury officially agreed to grant the school with a seal “Career Guidance Friendly School”, the researcher and the assistant obtained Jury’s agreement for participation in the study and organizing a focus group interview with all members of the Jury. The Jury consisted of four persons (Table 19) who all agreed to participate in the focus group.

Table 19: *Characteristics of the Focus group participants*

No	Gender	Role in the Jury	Background
1	male	Member	Serves as parents representative in School Board in other gymnasium
2	male	Member	Works as the Head of U25 department at the local Employment Agency
3	female	Head of the Jury	Is an employee of the charity foundation
4	female	Member	Works as a principal of general secondary school (Hauptschule – Germ.)

6.12.1 Aims of the Committee

The participants of the focus group expressed the notion related to the aims of the committee several times during the entire interview. According to one participant the Jury has a rather ambitious aim “to promote career guidance in the sense of determining: “how good is career guidance in schools?” and “to develop goals for the future”:

“...die Jury hat das Ziel eben mhm, sag ich mal, Berufsorientierung zu fördern in dem Sinne, festzustellen: Wie gut ist Berufsorientierung? Ziele für die Zukunft zu erarbeiten.” [*“...the Jury has the goal mhm, I'd say, to promote school-based career guidance and in some sense to determine: how good is career guidance in schools? To develop goals for the future.”*]

Among other questions which the Jury raises before issuing the decision to award the seal, was: how systematically the school approaches career guidance, whether it provides intensive support to this area and is there a team of colleagues:

“...wie systematisch geht die Schule daran? Kümmert sich einer ganz intensiv um diesen Bereich? Gibt es ein Team von Kollegen?” [*“...How systematic is the school's approach? Whether it takes intensive care of this subject? Is there a team of colleagues.”*]

Another important aim emphasized by the focus group participants is that their work has an objective of “knowledge transfer” in the sense of acting as the distributor of “tips” or hints by spreading information about the exemplary performance of well-accomplished schools to the schools which are lagging behind:

“...wir können natürlich auch einen Wissenstransfer geben...diese Stubo-Konferenz, das gab es vorher noch gar nicht. Das ist irgendwann von irgendwelchen Schulen kreiert worden und wir transferieren (k) geben das dann auch als Tipp an andere Schulen, so dass die sich das dann nicht alles neu erfinden müssen und das hilft natürlich auch und mhm (.) ich habe dadurch das Siegel an unserer Schule auch erst mal eingeführt, weil natürlich durch diese Mitarbeit, mhm, konnte ich natürlich auch einige Tipps geben, was man dann machen könnte und so ist das bei anderen natürlich auch, ne?! (.) Kann ja nur besser werden!” [*“...of course we can also serve as knowledge transfer ... this StuBo conference - there was previously nothing like that. It was designed by some schools some time ago and we transferred it (k) gave then as a tip to other schools, so that they don't have to invent it all over again, and of course it helps and mhm (.) I have also introduced the seal first*

time at our school and because of this cooperation, mhm, of course I could also give some tips on what you could do and similarly this happens in other schools, ne? (.) You can only get better!”]

It was emphasized that the work of the Jury should not be misinterpreted as “evaluation instrument”:

“...aber wir selber verstehen uns selber nicht als Evaluationsinstrument”. [“... But we do not see ourselves as an evaluation tool.”]

To define their work, the Jury utilizes another term, namely „audit” and „auditing”. Further explanations of the focus group participants revealed that auditing is defined as oral interviewing on site, after the school has written application and have collected minimum 50 points from the Jury:

“Ein Audit ist eine Befragung.” [“An audit is a survey.”]

“...also es ist so, dass wir eine Bewerbung bekommen von den Schulen und die Jury liest diese Bewerbung und bewertet, es werden Punkte vergeben”. [“...well, this is so, that we get an application from the schools and the jury reads the application, evaluates it and the points are awarded.”]

“...und dann kommt da eine Prozentzahl raus und damit hat dann diese Schule damit so und so viel Prozent und wenn die über 50 ist, dann sagen wir: Wir gehen dahin zum Audit. Ist die so schlecht und die ist unter 50, dann gehen wir da gar nicht hin”. [“...and then the percentage is calculated and a particular school gets a certain percentage and if the percentage is over 50, then we say: We are going to do the audit. If however they are so bad and get less than 50, then we do not go there.”]

According to the respondents the seal award declaratively targets career guidance development in schools and serves as insight provision for career guidance improvement in schools. The seal award jury has its own standardized methods of assessment and auditing which help them to evaluate the state of career guidance in every school and to make the decision about granting or refusal to grant the seal “Career Guidance Friendly School”. The Jury considers themselves as audit but not evaluation instrument, thus they are more focused on the efficiency and validity of what the school declares to deliver in the area of guidance, rather than judging about the purpose or outcome of career guidance offered.

6.12.2 Stakeholders and Their Interest Areas

During the auditing process as well as in the work of the Jury only some important stakeholders of career guidance in school context are involved. The data revealed that the members of the Jury represent different career guidance stakeholders: foundation, FEA representatives, pupils parents' representatives, school representatives (e.g. school principal), institutions of higher education (university), business and community representatives. Such stakeholders as pupils, teachers or career guidance coordinators have not been mentioned as part of the Jury however, these interest groups have been named among those who participate in the auditing mainly as sources of information for the Jury.

6.12.3 Heterogeneity: Each School Has Its Own Career Guidance Profile

Focus groups participants admitted that there are great differences in career guidance profiles among different schools:

“Also sie sehen das ja, wir sind jetzt hier an einem Gymnasium, an den Gymnasien ist das sehr unterschiedlich, (.) bezogen auf alle Schulformen ist es nochmal unterschiedlich”. [“So, you see, we are now at the gymnasium here, at gymnasiums it is very different, (.) Depending on all schools types it is again different.”]

Particularly, one respondent emphasized the difference in career guidance provision between gymnasium and schools for special needs pupils as two different worlds:

“Also wenn Sie an einem Tag ein Gymnasium haben und am nächsten Tag eine Förderschule, das ist (..) sie können eigentlich auf dem Weg fahren, Sie sind in eine andere Welt, ne?!” [“Well if you have a gymnasium one day and the next day a special needs school, which is (..) you can actually go on the way, you are in another world, you know?”]

The same type of school if located in a small town may have different possibilities for career guidance provision if compared with the same type of school in the big city. Such heterogeneity of means requires, in respondent's opinion, differentiated estimations:

“So, gleiche Schulform, unterschiedliche Bedingung und das mhm müssen wir schon im Hinterkopf haben und dann müssen wir das natürlich auch unterschiedlich bewerten”.

[“So, the same type of school may work under different conditions mhm we must surely have that in mind and then of course we must also evaluate differently.”]

However, another respondent provided disagreement with the statement that schools have different access to the resources. He indicated the existing significant financial support and opportunities as well as freedom of all schools to exploit such means for their own benefit in the area of career guidance. This statement confirmed the theoretical assumptions expressed by Carnoy (1999) on decentralization in the educational sector and the transfer of decision-making authority, responsibility to plan, to implement and evaluate educational programs from the government to the local institutions and organizations. Such statement also reassured another theoretical notion by Braun und Mahl, (2010) that there is an abundance of career guidance initiatives, projects and resources on the Federal level, Land level and on the level of local communities and municipalities, “it is not the means and offers which are lacking” (“dass es nicht an Mitteln und Angeboten fehle” – Germ.). The respondents further noted that the only real need for schools is people who express interest but not lack of resources:

“...und so gibt es ganz ganz viele Sachen die die Schulen abrufen können, über Landesmittel oder Bundesmittel, ja? Sie müssen nur einen haben oder mehrere Leute haben, die da Interesse haben und dann können Sie für eine Schule relativ viel möglich machen und sie zahlen als Schule, im Grunde genommen, fast nichts dafür.” [“... And so there are very very many things that schools can get, even funds of the Land or Federal funds? You must only have one or several people who have interest and then you can make quite a lot for one school and the school, in fact, almost doesn't have to invest anything.”]

Such statement managed to battle the first argument of the respondent who previously expressed her concern about unequal possibilities as she agreed that „personal commitment of teachers or parents or anyone else, or a decent team can provide more than 1000€”:

“...also ich denke für persönlichen Einsatz von Lehrern oder von Eltern oder wie auch immer oder ein vernünftiges Team kann mehr zustande bringen als 1000€.” [“... I think for a personal approach by teachers or parents or whoever, or a decent team can bring to more than 1000 €.”]

Such belief that one should focus on other factors rather than focusing first on means corresponds to one of the CSFs, namely factor 2 which urges to withhold selection of means before the ends are defined. The educational programme designers often “lock their thinking” by claiming that greater financial inputs are necessary to achieve success. In planning they first focus on budgets, instruments and methods without initially considering for which purpose these will be utilized. However, such situation on focusing on means leads to what earlier interviewed respondent has called: “we are doing school-based career guidance endlessly, but “what comes out of it is little” („Wir machen Berufsorientierung ohne Ende (..) und was dabei rauskommt ist wenig” – Germ.). Although it is assumed that people tend to opt for quick fixes, however, Kaufman urges to resist picking a solution or resource until one knows where he or she is headed and why (Kaufman, 1997). If this resistance is not sustained, there is a risk of mediocrity, which comes from selecting means without linking them to worthy ends (Kaufman, 2006). In the career guidance context, this results in the “career guidance jungle.” Thus, the interviewees claim, that for school-based career guidance development one should better focus on gathering a group of dedicated leaders. Such tactics is more worthy as any additional resources.

6.12.4 Differentiation between Means and Ends

The data collected during the focus group interview revealed the emphasis on the means by the Jury: career guidance interventions, activities and products during the auditing procedures. The respondents confirmed that they collect information based solely on the soft data such as judgment of pupils. The likes and dislikes based evaluation is emphasized by one respondent who specifically stated that the Jury takes into account if career guidance is well-received by the pupils. When it is not well-received, the question is raised whether such school can be a good candidate for the seal:

“...wir merken ja ob die Berufsorientierung bei den Schülern ankommt. Wenn das da nicht ankommt, dann merken wir das ja eigentlich und dann ist die erste Frage: "Aha, ist das eine Schule für ein Siegel?". [... we notice if career guidance is liked by the pupils. If it is

not well-received we notice that actually, and then the first question is: "Aha, is this really the school for the seal?"]

Such approach to rely on the perceptions and beliefs based on likes-dislikes data for making decisions related to the development of educational interventions is criticized by Kaufman et al. (2003), who claim that trainers tend to measure the feelings of participants about the course and because most often the training sessions are fun and stimulating the training teams more often than not achieve high scores in the "smiley factor" questionnaires. However, in real life, when the participants get back to their studies or work, their performance continues to be low. Thus, to avoid deteriorating performance which continues despite frequent and extensive (also expensive) educational or guidance programmes, there is a need for newly formulated objectives: particularly abandoning the idea, that for instance the only objective of career guidance programme is to achieve that the pupils *like* the programme, that they reply in their questionnaire, that the programme "has brought something to me" ("hat etwas mir gebracht" – germ.). Moreover, such likes and dislikes surveys are often concentrated on the inputs and processes rather than results, outputs and outcomes of career guidance i.e. they measure the appropriateness or adequacy of career guidance activity in terms of feelings it evokes rather than pupil's competencies or performance levels or their needs.

6.12.5 Career Guidance Development Strategies (Planning, Evaluation, Quality Standards)

One interviewee raised the issue of the necessity to have a common idea of career guidance, not content wise as a common curriculum or a standard career guidance programme, but rather "a systemic approach" offering a „common method" of career guidance delivery:

"Standardprogramm nicht, aber ein systemischer Ansatz würde ja darüber hinausgehen, also ein systemischer Ansatz heißt ja: Ich gehe mit ähnlichen Methoden rein in so eine Geschichte, ne?!" ["Not a standard programme, but a systemic approach would indeed be necessary, a systemic approach which means: I'm using similar methods, that kind of approach, huh?"]

The respondent further elaborated that “we basically lack a uniform idea. We do not have it. We do not have a uniform idea of career guidance in schools. In a sense, there is a variety of career guidance provisions which just stem out of practice”:

„...da fehlt uns im Grunde genommen eine einheitliche Idee davon. Die haben wir nicht. Wir haben (k) es gibt keine einheitliche Idee von Berufsorientierung, (.) im Sinne, es gibt eine Vielfalt von, eine Vielfalt von Berufsorientierung die sich einfach so aus der Praxis ergibt, ne?“ [“...because we basically lack a uniform idea. We do not have it. We have (k) there is no uniform idea of career guidance in schools, (.) In the sense, there are variety school-based career guidance provisions which just stem out of practice, ne?“]

Such reflection confirms the idea of lack of systemic and strategic thinking and planning, because when there is no mental model and logic plan how career guidance will be developed in the next few years, the praxis and reactive solutions dictate the way forward with no guarantee of long term success. School-based career guidance being a complex intervention requires systemic and strategic thinking and planning. The “uniform idea” for school-based career guidance which is emphasized by the interviewee, following the CSFs should be developed by all stakeholders, by focusing on ends rather than means, by stating measurable objectives which indicate that objective has been achieved, and by integrating all levels of results on individual, organizational and societal level. It also has to be ethical and ensure inter-generational justice or sustainable, thus aim at the implementation of Basic Ideal Vision as confirmed by all stakeholders.

Later in the interview, when asked about the levels of career guidance planning, the interviewees admitted that career guidance is predominately focused on the success of individual. The individual and his or her wishes and aspirations for the future are always considered a priority upon which the counsellors ground their informational and counselling interventions:

“Also wir sind normalerweise es gewohnt andersrum vorzugehen, also wir gehen aus dem kleinteiligen mhm (.) in das, in das große ist vielleicht eine Idee die man noch so im Kopf hat, aber mhm (.) wir machen das ganze individuell und wir gehen von der individuellen Seite, ne?!” [“Normally it is sought to proceed the other way, so we approach mhm

from the side of the client (.) Which is perhaps is still a dominant idea in one's head, but mhm (.) We do the whole thing individually and we go from the individual's side, ne?"]

However, not only individuals are part of school-based career guidance interventions. The respondent provided evidence of multileveledness of career guidance, when he uttered that in order to achieve change, pupils' parents should be involved. The question was raised how to integrate the parents who are absent from school events or who do not fulfil their tasks, so they can contribute to their children's' success:

"...in allen Situationen wo ich dann darüber sprechen kann sage ich: Ich erkenne jetzt, dass Eltern nichtmehr diese Aufgabe wahrnehmen, die sie wahrnehmen müssten..."

["...in all situations where I have a possibility to talk about it, I say: I now realize that parents do not fulfil this task any longer, the task which they indeed are supposed to fulfil..."]

"Sie haben ja manche Schulformen oder an manchen Schulen, sag ich mal, kriegen Sie nicht mal mehr einen Elternabend hin". ["You have some types of schools or in some particular schools, I'd say, you are not even able to get parents to participate even in one parent-teacher meeting."]

Thus, according to the respondent there are two possibilities to address this problem: to formulate a declarative aim „parents should care more” knowing that such declaration will not bring results, or to think strategically and take other perspective by asking: how can we achieve that more pupils go into vocational training or into careers? How can this be achieved *despite* the absence of involvement of their parents:

"Jetzt wäre es natürlich schön wir könnten als Ziel formulieren: Eltern müssen sich mehr kümmern! Das kriegen wir aber nicht hin, deshalb gehen wir auf die andere Schiene und sagen: Wir werden als Ziel formulieren: Wir wollen möglichst viele Schüler in Ausbildung bringen, in Berufe bringen, ja?! Wie machen wir das?" ["It would be nice if we could formulate a target: parents should care more! But we will not achieve this, so we take another direction and say: we will formulate another goal: we want to bring as many pupils as possible into VET or jobs, OK? How can we do this?"]

Such type of questions or dialog should be implemented together with the entire community and region in order to reach a great consensus and to apply necessary measures:

"...und dann müssen wir uns was einfallen lassen, aber das wäre der Dialog mhm und wenn wir in einem Gebiet, in einer Region diesen Dialog führen hoffe ich das wir irgendwann einen Konsens haben, möglichst großen Konsens und wir kommen dann

einen Schritt weiter indem wir konkrete Maßnahmen (k) aber es ist von unten nach oben, es nicht von oben nach unten....” [“... and then we have to fall in, but that would be the dialogue mhm and if we have this dialog in one area or in one region I hope that we eventually reach a consensus, a large consensus and we can come one step further in concrete measures (k) but this would be from bottom up, not from top down.”]

The speculation expressed above, echoes CSFs which emphasize the need to be open for change. Sometimes this would require dropping the usual methods (in this instance an idea that parents serve as effective means for the pupils' success) but rather concentrate on the valued ends. As in the example we should focus on the accomplishment of pupils, of them entering careers or vocational training despite their parents' inactiveness or lack of support. This requires dialog with all the stakeholders and reaching of consensus in a democratic manner. This notion corresponds with the theoretical assumption that all the stakeholders should be involved in the planning of career guidance interventions by determining the valued aims they all are striving for.

Summary

In summary it can be stated that respondents provided valuable data on career guidance development in schools by sharing their experiences and stating their aims. Additionally, the respondents provided normative assumptions on the challenges and new ways of thinking in the areas of school-based career guidance development. With their responses they contributed in answering the questions on how successful is career guidance now, as well as what goals can be set for the future.

Some respondents were urging that career guidance development should adopt systemic model of provision, by applying a uniform idea of career guidance provision model for all schools without a risk of prescribing a common career guidance content or curriculum. The interviewees emphasized the need to abandon old paradigms and be more opened to change as urged in one of the CSFs, namely Factor 1. For instance, one respondent noted that it is important to leave behind the idea that parents are the only type of support for their children, and by concentrating on results to focus on how the inactive or disinterested parents can be compensated in order to accomplish the desired: more pupils finding success in their work life or entering vocational training.

7 PRESENTATION OF CROSS–CASE DATA ANALYSIS

Introduction

The cross-case analysis was used to facilitate the comparison of commonalities and differences in the units of analyses in separated cases. Cross-case analysis is a research method that facilitates the comparison of commonalities and differences in the units of analyses in case studies (Khan & VanWynsberghe, 2008). This study had a theoretical and epistemological orientation towards a holistic, systemic understanding of school-based career guidance development in a multiple stakeholder context. Therefore, cross-case analysis is assumed to be the essential technique which organizes the results of this study and is particularly required for answering one of the supporting questions:

c) What are the differences or similarities among different stakeholder perceptions in terms of career guidance improvement in schools?

To answer the above-mentioned research question, it was important to compare the themes across different cases as well as to contrast them.

7.1 In Which Ways the Cases Are Alike: Descriptive Inquiry.

Initially, a large meta-matrix of descriptive data related to each case was created, which resulted in a large sheet partially using the MAXQDA programme that included all cases and key themes with original illustrations from coded units and categories. In the further stages of cross-case analysis, the cases were refined, summarized, and reduced by the use of abbreviations, ratings, summarizing phrases, headings, or short quotes instead of full authentic illustrations and descriptions (Miles & Huberman, 1994). This way of shrinking the mega-matrix into a partially ordered, clustered meta-matrix was used to produce a cross-case analysis presentation which can be displayed and presented as part of this thesis. A partially ordered meta-matrix of cross-case comparison (Table 20 and Table 21) was created in order to synthesize the information across cases. It was decided to perform a case ordering on the type of enquiry used in the study.

First, the study used a descriptive enquiry in order to understand the perceived school-based career development as it is. The aim was to uncover the real life experiences of

study participants, to probe into what they think is happening, how it is happening and why it is happening. In the initial stages of interviews the aim was not to probe into the normative “should be” speculations and perceptions in order to achieve open and extensive data and to avoid defensive statements related to the discrepancy between “what is” and “what should” be. This kind of descriptive, explorative enquiry resulted in the detailed “picture” of how career guidance development is perceived by different study participants descriptively (Table 20).

It can be understood, that the majority of study participants related career guidance development in schools with pressure. The variable of pressure was traced in all cases, many respondents focused on the pressure experienced by the schools in their utterances, some emphasized that pressure from environment affects their own organizations: businesses, university and Employment Agency.

Similarly, there was a uniform agreement on multiple stakeholders: individuals and institutions which have stakes in the career guidance in schools. Despite overall agreement that career guidance development is a multi-stakeholder endeavour, there were also common tendencies across the cases to ignore particular stakeholder groups. Such stakeholder groups as community or municipality initiatives, which are present in the study in the form of Charity Foundation (Jury for seal award) as key participants as well as private career counsellors and counselling firms were largely ignored across the cases, particularly if compared to the emphasis given to descriptions of involvement of other stakeholder groups: parents, pupils, business, FEA and institutions of higher education (university).

Regarding another important theme, the study participants tended to perceive career guidance development by utilizing the means of retrospective evaluation. Specifically, this meant that in the presence of questions on how career guidance effectiveness and constant development is ensured, the theme of evaluation and not other strategies: planning, quality standards, needs assessment immediately appeared and evolved. It was evident that one particular type of such retrospective evaluations is dominant: collecting likes/dislikes type of feedback from pupils immediately after they participated in the career guidance intervention in their school. The main questions which are included into

the feedback questionnaires were echoed throughout the cases: “Hat es für dich was gebracht?” and were considered as a very strong evidence of soft data feedback orientation from one group of stakeholders (pupils) for determining success of career guidance development.

Table 20: *Partially ordered meta-matrix of cross-case analysis (descriptive enquiry)*

Theme \ Case	Pressure	School-based career guidance stakeholders (a system)	Development strategies		
			Retrospective evaluation of single interventions or activities	Offers (Angebote – Germ.) orientation	Outcome orientation
Principal	++ Pressure on school	++ Confidence about stakeholders Lack of confidence in some stakeholders' stakes (i.e. FEA)	++ Evaluations based on pupils likes and dislikes in relation to the intervention they just had: mit welchen Vorstellungen sind sie darein gegangen, was ist für sie dabei rausgekommen?	+ Reactive implementation of different projects initiated or requested by different stakeholder groups: parents, business, universities, policy	- - Declarative statements which are not transferred into specific objectives and not included into evaluation. Outcome orientation is seen as challenge
	+ Pressure on school, pressure on staff	++ Confidence about stakeholders Lack of confidence in some stakeholders' stakes (i.e. parents)	++ Likes/dislikes type of feedback collection from pupils immediately after the intervention Hat euch das in diesem Moment etwas für Berufsorientierung gebracht?	+++ School is seen as having a key task to enable trying out of different career guidance offers for pupils	- - Outcome is seen as positive feedback, that parents and pupils appreciate the guidance activities
Teachers	++ Pressure on school	++ Confidence about stakeholders Lack of knowledge on some stakeholders' stakes (i.e. school, FEA)	-	+ Teachers organize and get into school different activities for pupils	+ Short and long-term outcomes are indicated speculatively
Pupils	++ Pressure on school	++ Confidence about stakeholders Lack of knowledge on some stakeholders' stakes (i.e. school, FEA)	-	+ School, teachers seen as providers of different activities for pupils, which are not transparent for parents	++ Long-term outcomes: graduates find jobs, are self-sufficient, “on their own feet”.
Pupils' parents	+ Pressure on school	++ Confidence about stakeholders Lack of knowledge on some stakeholders' stakes (i.e. school, FEA)	-	+ School, teachers seen as providers of different activities for pupils, which are not transparent for parents	++ Long-term outcomes: graduates find jobs, are self-sufficient, “on their own feet”.

FEA	Private counsellor	+++ Pressure on school	+++ Confidence in knowledge about stakeholders and their stakes	+	Offers are always evaluated, critical about non-transparency of evaluations	+	Schools have tried out many offers, the task of the school is to offer career guidance activities	- - Is difficult to ensure a follow-up for 12 000 counselled a year, only for individual cases it is possible	
	GmbH Y Project „Mein Weg nach Dem Abitur“	++ Pressure on school	+	Important and not important stakeholders, Jungle-like pool of providers	+	“Es hat uns was gebracht“: Happy sheet evaluations after career guidance activities of the project, a few psychology graduate works have analysed impact	+	The project is regulated mainly by input, process and outcome are seen as non-controllable	- - Outcome is seen as positive feedback from pupils and ensuring business has contacts with pupils through project. the aims are purposefully woolly or vaguely formulated
	University	++ Pressure on University	+	Different attitudes toward stakeholders and their stakes (i.e. parents are seen as obstacle)	+	Evaluation of their university’s offered activities for pupils and schools Hat es mir was gebracht? Was hat es mir gebracht?	+++	Offers are created for different types of schools, the task is seen as to ensure a perfect offer.	-
	Business	++ Pressure on business to collaborate with schools	++		+	Feedback from pupils: Hat es für dich was gebracht? <i>Hard data – number of pupils who apply, performance level</i>	- -	More outcome than offer orientation: has concrete, long-term aims: to attract more VET applicants, junior staff into business, to select high achievers	++ To ensure stake of own organization, relies more on hard data. Such outcomes are measured: number of VET applicants from which schools
	FEA	+	++	Ambivalent relationship with some stakeholders, schools as key partner	++	Feedback from pupils: Hat dir das was gebracht? Was könnte man besser machen?	++	Summarises the tendency, that career guidance in schools is very much input oriented, that it is too much of offers and no evidence of positive outcome.	- - Indicates “the first” career guidance project for schools which is outcome oriented

Jury "Career Guidance Friendly School"	+	+	+	++	-	-
	Pressure on school	The Jury itself includes representatives from different interest groups: school principals, parents, FEA and business representative. The Jury evaluates the cooperation	Hat dir das was gebracht? Bist du jetzt weiter auf deinem Weg?	Orientation towards activities and processes, the information is collected on the number of activities, who takes part, how it is implemented. No performance checks, no hard data statistical measuring		
Document	-	++	++	++	-	-
		Success criteria includes collaboration between the school and "external partners and experts"	Criteria included which measures the extent and type of evaluations	Large number of instances of the term "Angebot" in criteria		

Note: +++ Strongly emphasized, ++explicitly stated, + supported, - not supported, - - negative trends by evidence.

However, there in one case, the focus on retrospective evaluation of single interventions based on pupils' likes and dislikes was complimented by strong orientation towards "hard data" based evaluation. In the case of business representative, the study participant clearly indicated that his organization evaluates the success of career guidance project in the primary case school co-financed by his company, in terms of statistical data: number of VET applicants who declare that they apply due to the information provided at the time of project guidance sessions in the particular school. According to the respondent, the organization also monitors the performance data of pupils in schools and according to these assessments they modify their support towards career guidance development in schools. This kind of activities are more related to assessment for planning rather than evaluation which in other cases is understood as measuring the success of already implemented activities, in order to make the decision whether to drop or to continue the offer.

The theme retrospective evaluation which was emphasized across the cases, was closely related to the Input orientation. Most cases provided evidence, that career guidance development in schools is mainly understood as ensuring offer. The study participants,

who represented the school staff responsible for career guidance development and implementation, confirmed that they see career guidance in their school as “trying out” and subsequent feedback-based evaluation of individual career guidance activities. Focusing on widening input and ignoring the outcome orientation was grounded on the belief that career guidance outcomes are beyond the school system and cannot be measured or evaluated. Such belief was uttered across the cases.

The outcome orientation in some cases was perceived as measuring whether the pupils liked, or found the career guidance activity useful. Such “outcome” expectation was uttered in the case of teachers-career guidance coordinators and private counselling firm, which implements the career guidance project to the school. The respondents defined aims of the project as vaguely formulated, thus the “outcome” is deemed to be vague and as a result cannot be evaluated, what is left then to rely, is at least that the project participants like the intervention and may even find it useful. As an alternative, some other cases indicated that they try to ensure more reliable data which shows the success of their career guidance work in schools. For instance business and private career counsellor admitted aiming to provide some hard data next to the feedback from pupils, which could indicate success or failure of their career guidance involvement in schools.

In general, it can be stated that descriptive perceptions of research participants overlapped demonstrating their similar patterns or models of thinking about school-based career guidance development. In such way the cross-case analysis allowed to strengthen the research findings presented in the 9th chapter.

7.2 In Which Ways the Cases are Alike: Normative Enquiry

Another important element in this research was employing normative enquiry, in order to understand not only the present situation of school-based career guidance development as it is perceived by the stakeholders but also to enquire about the possibility of change or “should be” situation. Such normative enquiry was necessary particularly due to the critical and unsatisfactory notes about present situation related with school-based career guidance which emerged from certain respondents.

Table 21: *Partially ordered meta-matrix of cross-case analysis (normative enquiry)*

Normative Q: Case	Should one be satisfied with results based on feedback or based on other types of data?	Should planning involve all stakeholders, which were earlier identified?	Where should the planning begin? (Planning Levels)
Principal	++ Agrees it would be good to have different type of evaluation, however admits lack of knowledge in how to do it.	- The only thing which can be planned and evaluated is input – will the school succeed in providing another career guidance or extracurricular activity or not	-
Teachers	+ Are frustrated to know about normative claims related to the more objective measurement and planning of career guidance success, however agrees on the importance of the longitudinal studies, which would be “desirable”	- - Insists there should be no planning or very limited planning, because the outcomes of career guidance “cannot be planned”, the school does not have a planning strategy and is unlikely to produce one.	+ Insists that career guidance should remain focused primarily on the individual wishes. The school is seen as a provider; the pupils have the right of free choice to participate in career guidance activities.
Pupils	-	++ Agrees there should be a “planning table” for collaborative planning, specifies that most stakeholders should sit together at the planning table	++ Starting from Mega or from “common” what is important for every stakeholder at the planning table.
Pupils’ parents	++ Agrees on the absence of real evaluations, sees a problem that career guidance is a free choice, in case it should be obligatory, it would bring the result. The evaluation should concentrate on more real life outcomes: provision of internship possibilities for pupils, lowering the stress related to lack of decision making	++ Agrees there should be a collaborative planning table of all stakeholders of school-based career guidance. Names also community initiatives and the municipalities as those who should participate in planning.	++ Starting from societal good, in this way the citizens can ensure their survival, should not start from macro – business interests are changing rapidly, starting at micro – pupils often are not able to identify sustainable goals
Private counsellor	++ Argues that there is always evaluations of single career guidance project, but lack of	++ Agrees on the collaborative planning table, however expresses (with humour) refusal to	++ Thinks planning should start from top to down. The state has to provide the resources and aims or guidelines, and

	planning	participate himself, due to the possible unproductiveness of such group	the institutions such as schools have to adopt these resources in accordance to their individual needs.
Gmbh Y Project „Mein Weg nach Dem Abitur“	-	- - Too many stakeholders is seen as an obstacle, because then one is not able to control such complexity, thus there should be work with small groups of stakeholders by splitting those and offering more of separate offers.	++ Thinks that general aims and missions can be stated for the societal level, but they have to be made specific at some point. Thinks that each career guidance project has its own mission and aims, the question is about integration of these projects together with their aims into one big model.
University	++ Believes it should be long-term follow up of career guidance participants, in order to receive optimum evaluation results.	-	-- Long – term oriented or outcomes oriented planning is seen as beyond the task area of university-school cooperation in the area of career guidance.
Business	++ Strong outcome orientation, evaluated by hard data: how many applicants and from which schools, with what competencies have applied for a job or VET place.	-	+ Sees societal, organizational and individual aims as interconnected. Thus planning can begin at any level, it begins on the initiatives of specific people or businesses.
FEA	++ Argues on evaluations which are related to the real life, concrete achievements of pupils, pragmatic solutions for individual problems	++ There are many smaller work teams in the area of career guidance, but there should be one bigger collaborative circle.	++ Argues in favour of better coordination, planning career guidance in schools in such way the abundance of offers would not negatively affect pupils. There should be a “Gesamtkonzeption” – overall plan or model of career guidance in schools.
Jury “Career Guidance Friendly School”	-	++ There should be a uniform idea of career guidance among the stakeholders instead of variety of different individual provisions.	+ There should be a big consensus about important decisions how to act in the presence of systemic complex problems: compensation of low involvement of parents in pupils’ school achievement

Note: +++ Strongly emphasized, ++explicitly stated, + supported, - not supported, - - negative trends by evidence.

As indicated in the Table 21, there was less uniformity among the research participants' perceptions regarding the question on how one should develop career guidance. There were different levels of readiness to accept the needs of moving out of the comfort zone for change implementation. For instance the interviewee who represented the school principal of the primary case gymnasium, indicated that schools and more specifically the teachers are not flexible to respond to the societal changes as it is expected from the policy, business and other stakeholders.

The probing into normative assumptions provided data which indicated that the study participants are far from being satisfied with career guidance in schools. The participants responses provided there should be more outcome related evaluations in school-based career guidance which are more pragmatic and focus on real life achievement of pupils (FEA representative). Others agreed that long-term follow up studies would be optimal for tracing the sustainability and success of career guidance interventions offered for pupils (university representative, school career guidance coordinators, pupils' parents, private career counsellor). However the majority admitted that such task is hardly possible to implement.

Concerning career guidance planning in schools, there were rather different perceptions. Some stakeholders (pupils' parents, pupils, Jury for the seal "Career Guidance Friendly School", FEA representative, private career counsellor) that there should be one collaborative planning table for school-based career guidance. Such planning table should include all the stakeholder of the school-based career guidance. Particularly is long-term and large scale societal outcomes are to be achieved: reduction of dropout rates, increasing the number of higher education graduates. The stakeholders could openly declare their stakes and name their needs which are expected to be fulfilled by school-based career guidance. Alternatively, other participants (career guidance coordinators) thought that career guidance in school cannot be planned in terms of measurable objectives.

Also, there were different opinions regarding on the level of planning. School career guidance coordinators expressed the idea that career guidance development should always aim at pupils' wishes and desires. Whereas other participants argued against

such idea, claiming that pupils are not yet aware on how the society functions, and what is their role in it (pupils' parents). By echoing the latter belief, pupils themselves admitted that career guidance planning should start from estimating what is a common good and later moving on to specific aims at the level of individuals: in this case pupils. Continuing the planning theme, other participants noted the need of top-to-down steering and financing of school-based career guidance, while at the same time allowing local designing and implementation by each individual school. The respondents admitted there should be an overall concept ("Gesamtkonzept" – Germ.) of school-based career guidance (FEA representative).

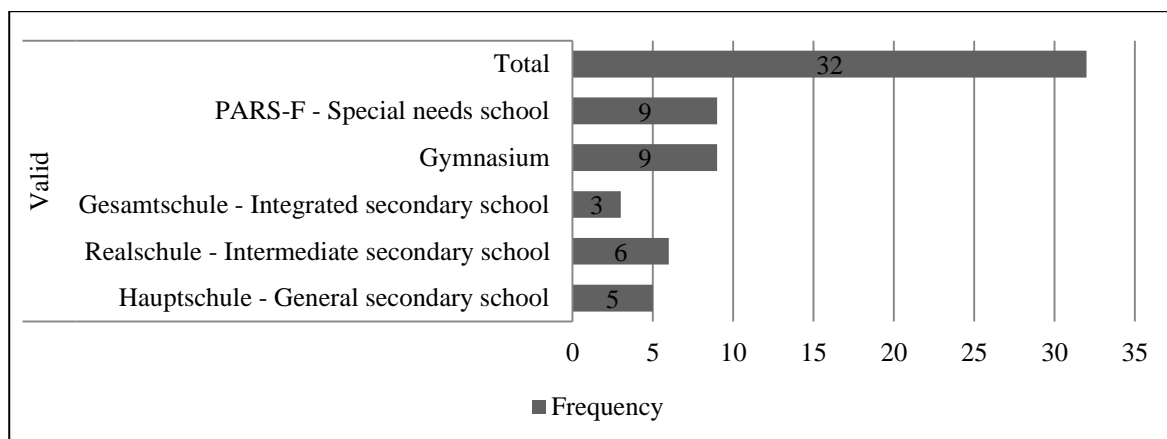
8 PRESENTATION OF THE DATA ANALYSIS FROM THE QUANTITATIVE SURVEY

The principals' survey was carried out in order to gain a broader understanding of the local context of career guidance in German schools and to provide balance to the sample of the qualitative study by granting additional voice to the school principals who take the entire responsibility for career guidance coordination and development in schools. The descriptive data provided confidence in the research results obtained during the qualitative multiple case study and was used as additional evidence to support the research results at the stage of interpretation as presented in the following chapter.

Introduction

The principals' survey was created using the UniPark program, which serves as an online survey application tool for universities. The demographic characteristics of the survey participants include school principals representing 32 different types of schools of general education from the German Land of NRW. Figure 16 shows the exact distribution of school participants according to school type.

Figure 16: *Survey participants according to school type*



The majority of items in the principals' survey were designed to address questions related to the school programme and school development: the relationship between school staff and the school administration, school-to-school cooperation, the availability and use of technology, and general school and school staff characteristics. Some

particular issues regarding all-day schools (Ganztagsschulen – Germ.), extracurricular activities and additional training were also investigated. The overall survey included 34 questions, of which many also had one or several sub-items. The entire on-line questionnaire contained 7 items and sub-items (18–20) related to career guidance development and implementation in schools (see Appendix O). The large number of items in the survey and the general specificity of on-line surveys offering the possibility of filling in a questionnaire anonymously in a manner at any location chosen by the participant may be why the survey had a high level of non-response or missing value rate. For a number of items, this was as high as 90%.

8.1 Data analysis presentation

Regarding some factual data, the principals' survey indicated that majority of schools 93% have career guidance concepts in their schools, career guidance starts most often in grades 8 (48, 4%) and 7 (29%). Four respondents (2 schools of Hauptschule type and 2 Gesamtschulen) out of 32 indicated that in their school career guidance starts as early as in the 5th grade and 2 respondents (Gymnasium) marked start of career guidance in the 9th grade.

Table 22: *Data indicating the most frequently implemented types of career guidance activities in schools*

Counselling by FEA and work traineeships (Praktikum)	Business and institutions presentation	Company visits	Interests, competencies, aptitudes test	Individual counselling	Informational activities in school	Job application training (Bewerbungstraining)	Curriculum-integrated guidance
98,6 %	80,6%	93,5%	87,1%	96,8%	71,0%	96,8%	83,9%

All respondents reported a wide spectrum of career guidance offers: projects, counselling sessions, activities and other type of interventions in their schools (see Table 22). Among the less frequently implemented activities were BIZ (Career Information Centres – Engl.) visits (61, 3%), Career Fairs (64, 5%), “Pupils’ Firms” (45, 2%) and “Project Days” (48, 4 %). Only about one third of respondents, mainly

those who are representing Gesamtschule and Gymnasium type of schools indicated that their schools are organizing visits into the institutions of higher education – universities and colleges (*Hochschulen – Germ.*). Such tendency is typical since only these two types of schools are assumed as potentially preparing pupils for higher education studies. However, qualitative data presented in the chapter above, indicated that universities are offering vocational training positions as well as cooperation for those pupils and young adults who do not possess even general secondary school diploma (*Hauptschulabschluss – Germ.*) and “will probably never study, who knows” – „*die werden wahrscheinlich vielleicht nie studieren, man weiß’es ja nicht*” (*Interview with Representative of Local University Career Guidance Services, Transcript*). The least popular among the respondents were “Career Guidance Camps” (*Berufsorientierungscamps – Germ.*). About 20% of respondents indicated apart from already mentioned, their schools are offering other type of career guidance interventions such as employment entry mentoring (*Berufseinstiegsbegleitung – Germ.*), counselling offered by young entrepreneurs, capability analysis (*Potenzialanalyse – Germ.*), training of job interviews (*Vorstellungsgespräch Training – Germ.*) and other individualized and school specific career guidance activities.

The first principle of systemic planning of educational interventions, according to Kaufman, requires involvement of all stakeholders into development and planning. Regarding (further) development of career guidance in schools (see Table 23), the survey revealed that the biggest part of school principals (53%), are only partially involved in career guidance development in schools. The data revealed that only one gymnasium out of 8 reported their principals as “strongly involved” into career guidance development whereas in the Hauptschule there is a stronger tendency for school principals to be involved in career guidance development (3 out of 5 respondents representing Hauptschule responded as strongly involved in career guidance development). About 3% of survey participants replied they are absolutely not involved in career guidance development.

Table 23: *Data analysis indicating school principal's perceived stakeholders' involvement in (further) development of school-based career guidance*

	Principals	Teachers	Other school staff	Pupils	Parents	Institutions of higher education	Business	Community initiatives	FEA
career guidance development (strongly involved)	38,7 %	67,7 %	22,6 %	32,3%	9,7 %	12,9 %	19,4 %	6,5 %	51,6 %

Note: in order to avoid incremental notions, only “strongly involved” responses were included into the table. The responses “partially involved” were not included. The question on involvement was Likert scale and the possible answers were “strongly involved”, “partially involved” and “not involved at all”.

According to the survey results, teachers are the most active career guidance developers (67% - are assumed to be strongly involved), which is also confirmed by the qualitative data “*dass das Ganze auf eine Kollegin hinausläuft, die die komplette Unterstützung der Schulleitung, die ich im Moment alleine bin, hat*” (Individual interview with the gymnasium principal, Transcript). Also FEA counsellors working in schools are strongly involved in career guidance development as reported by the respondents (51%), which confirms theoretical assumptions reflected in the scientific and policy literature review. Among other important stakeholders of career guidance only 10% of pupils' parents and 32, 3% of pupils are admitted to be strongly involved in career guidance development in schools according to the survey results. The institutions of higher and further education: universities of colleges are reported to be only partially involved in career guidance development in schools (72, 4%), similarly to the community initiatives and services (70% are partially involved). A big part of respondents (26 respondents out of 32) indicated that other types of groups are strongly involved in career guidance development in schools. 60% noted that other groups are strongly involved and another 40% reported that other groups are partially involved. Such significant tendency requires further exploration, since neither of the respondents attempted to specify what kind of groups they had in mind, although research instrument provided them with

opportunity to signify the missing variable by typing in the information into the type-in field in the online survey.

In terms of participation in career guidance evaluation, similar trends were observed. Teachers and FEA career guidance counsellors were among those who were most involved in evaluations of career guidance in schools.

Other data collected from the school principals indicated the tendency to rely on “soft data” based feedback for career guidance development in schools. 90, 3% of respondents marked in their response screens that they collect feedback from pupils for career guidance further development. Less survey participants replied that the feedback is collected from parents (74, 2%) and only a minority (35, 5%) of respondents indicated that they collect feedback from other stakeholder groups (those excluding parents and pupils). This tendency of feedback collection is also a dominant strategy present in the qualitative data across the cases.

Regarding “hard data”, the majority (58, 1%) of the survey participant indicated that for career guidance (further) development they do not collect data related to the performance results in pupils’, defined as their career competencies or overall pupils’ development. However, 64, 5% of survey participants noted, that they collect data on pupils motivation, which confirms the data reported earlier that information based on feedback from pupils is widely used for career guidance development. From the longer term results, a more than a half of respondents (61, 3%) indicated that they collect data on the financial income of their former pupils. This is result is rather surprising due to the fact that such data is a private information strictly protected by German law of data protection and in general the qualitative study interviewees revealed that that data of their alumni success “is outside the school system” and the schools “cannot afford” such data collection and processing: *“Letztlich wäre das ja dann auch mal wieder nach dem Abitur, im Grunde genommen, zu überprüfen, ne?! Ob unsere Absolventen es denn eben geschafft haben, ja, eine Berufs zu finden, meinetwegen Studienplatz oder Ausbildungsplatz, Beruf zu finden und ja, das funktioniert dann. Aber das ist natürlich auch außerhalb unseres Systems und letztlich können wir das auch nicht leisten, ich meine...”* (Interview with school career guidance counsellor and her team, Transcript).

Nevertheless, while answering the question about other long-term data on employability and life satisfaction of former pupils, 19, 4% of respondents confirmed that they collect information on life-satisfaction of their former pupils and 38, 7% reported collecting data on former pupils' long-term employability. Specifically, all respondents representing Hauptschule as well as most respondents representing Förderschule replied that they collect information on their former pupils' actual financial situation. This kind of tendency may be explained that these particular type of schools are dealing with pupils who have greater risks of unemployment and hardship. The respondents who marked that they collect data on life-satisfaction of their former pupils, the majority were special needs schools (*Förderschule – Germ.*) representatives. Such data analysis revealed a career guidance development tendency that special needs schools (*Förderschulen – Germ.*) are most outcome oriented among all types of schools represented in the survey.

The survey data orientation towards short-term, soft data based feedback was confirmed by another set of data, where the respondents were asked to identify if they perceive their schools career guidance concept as systemic (goals and objectives of various stakeholder groups are included), or/and strategic (having long-term goal orientation). Only 63% replied that it is true that their schools' career guidance profiles are systemic: the goals and objectives of multiple stakeholders are included. Even less respondents thought that their schools career guidance profile is strategic: having long-term goals orientation – 53, 8 %. Among those who believed that their schools do not offer systemic career guidance models, were 22, 2%. And 7, 7% were those who believed that their schools career guidance is not strategic. The remaining part of answers were divided among those who thought that their career guidance is somehow strategic and systemic.

Summary

The study did not attempt to generalize the findings from the principal's survey for larger populations. It was designed and utilized as a tool of broader contextualization as well as provided confidence in the data obtained by the qualitative case study

methodology. In general it can be stated, that school-based career guidance is perceived by school principals as multiple stakeholder endeavour. However, the involvement of different stakeholders can be seen as rather superficial. The most involved stakeholders are considered to be the school staff and the FEA career counsellors, whereas those who are admitted by the theory as also having a stake: business, institutions of higher education, pupils' parents and community initiatives are reported by the participants as least involved in career guidance further development in schools.

In terms of development strategies, the majority of respondents indicated they conduct evaluation in the form of collecting feedback from pupils and pupils' parents, and also measuring pupils' motivation. Regarding the long-term results, the responses indicated much weaker tendencies, since much smaller part of participants admitted also collecting data on long-term results, such as former pupils' status, their financial situation or whether former pupils have found a calling for certain profession.

9 PRESENTATION OF THE RESULTS OF THE MIXED METHOD RESEARCH AND DISCUSSION

The technique of “N of One plus Some” (where supporting secondary cases of career guidance stakeholders are located around one gymnasium, which was selected as a primary case), offers a unique possibility to study how career guidance development is perceived in the local context of one school. Such a systemic perspective made it possible to pose additional questions, to cross-check the answers, and to perform a triangulation in order to produce more robust research results. The analysis of data obtained from multiple sources and by using different methods helped to establish patterns of numerous specific themes within and across the cases which were closely connected to the research problem and questions. This has led to the presentation of the overall research results, provided in the following chapter in accordance with the propositions established at the beginning of the study.

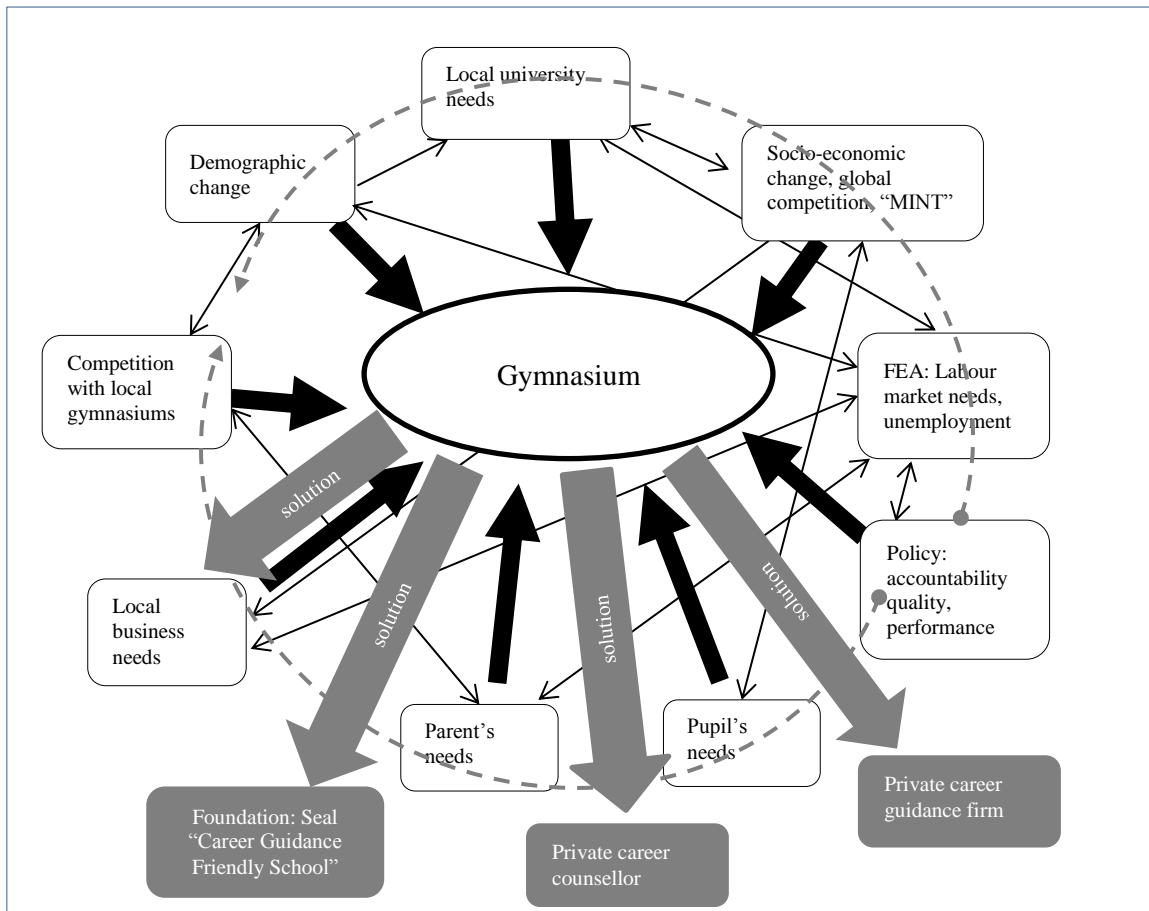
9.1 RESEARCH QUESTION 1: How do schools and their external stakeholders perceive planning and constant development of career guidance in the schools context?

Answering this question required a thorough and detailed analysis of all related propositions.

Proposition (1) 1: Schools and other external stakeholders will experience a certain degree of need and pressure to provide and to participate in career guidance development.

This proposition was supported through the multiple sets of data from the majority of cases and appears to be valid. The principal, pupils, parents, private career guidance counsellors, local business representative, and university career guidance coordinator, as well as the FEA representative all provided evidence of perceived pressure from environment towards school and/or towards their own organizations. Such pressure was reported as originating from various sources (Figure 17): demographic changes which increase competition among schools in attracting pupils, also pressure from industry and business to provide necessary staff in order to ensure business development.

Figure 17: *The factors of external pressure in relation to the gymnasium and other stakeholders*



Increasing accountability creates pressure for the school career guidance coordinator and her team to “document that we are doing it” (*“dass wir dokumentieren, dass wir das machen”* Focus group with school career guidance team, Transcript). As reported by the school principal, the school proposes such additional services as “afternoon care” for pupils (*“Übermittags-Betreuung”* – Germ.) which can qualify as the school’s reaction to external pressure formed by societal need.

Also changes in young people’s attitudes and work-related behaviour create pressure for businesses to ensure a constant supply of necessary human resources that could contribute to their business organization. Although there were contradicting beliefs on

whether the university as an institution is under pressure to be involved in school-based career guidance, particularly due to the fact that universities do not seem to lack new applicants due to the double university entrance applicants as a result of the one-year reduction in the years needed for Abitur (“Doppeljahrgang” – Germ.) this year. However, the university representative confirmed that the university invests in collaboration with schools in the area of career guidance. There is even a special department at the university designated to work with pupils and schools. Indeed, as further reported by the university representative, the university is aware of its own stake in the area of career guidance: to win the competition among universities, to lower dropout rates among new entrants, and to fill in the unpopular but highly demanded MINT study places.

Indeed the results related to the first proposition correspond to the ideas expressed by Lunenburg and Ornstein (2008); Kaufman and English (1979), and Morrison (2008) about organizations, including schools being open systems which are bound to respond to the environmental pressures such as changing demographics, staffing shortages, changing technology, and the knowledge explosion.

The pressure on organizations which participated in the research as well on the primary case gymnasium is well exploited by the private counselling businesses (Figure 17) and charity foundations which react flexibly by offering their own projects to schools, particularly due to existing policy initiatives which provide financial support for such multi-stakeholder cooperation. Schools, private counselling firms, FEA, business, community initiatives (charity foundations), and pupils’ parents all invest in career guidance projects which are supposed to address different needs or stakes and provide win–win situation for all. However, as discussed further on, due to the absence of specific aims and objectives oriented ontowards real achievement or change in pupils’ skills and performance, it is questionable whether such projects indeed provide added value, particularly if measured over a longer time interval.

Proposition (1) 2: Schools and their external stakeholders perceive career guidance development as a multi-stakeholder activity. They will be able to identify school-based

career guidance as a multi-level system and to name the most important stakeholders in their local context.

This proposition was strongly supported. There was no single case indicating that school-based career guidance is interesting and profitable only for schools or pupils. All respondents were able to identify many other interest groups.

The quantitative survey demonstrated that most school principals perceive career guidance development as a multi-stakeholder initiative. Although the data collected from the survey as well as from qualitative interviews with career guidance stakeholders indicated that the degree of involvement and perceived stake differs across different stakeholder groups as well as in different schools, it is possible to state with a high degree of confidence that school-based career guidance is perceived by the research participants as a collaborative activity with multiply interconnecting interest zones.

The collaborative work of multiple stakeholders became apparent when the data indicated that the local business representative, the FEA representatives, the school principal, and the career guidance coordinator with her team, pupils and parents, and the evaluation committee all referred to one specific multi-stakeholder initiative – project “Mein Weg nach dem Abitur” implemented by the private career guidance firm Gmbh Y. The interview with the Gmbh Y representatives provided further insight that the project “Mein Weg nach dem Abitur” is implemented in various types of schools in the area, and is co-financed by local businesses, the FEA (50%), the school, and pupils’ parents. The project is an example of multi-stakeholder collaboration at the junction between different interest zones.

The qualitative data provided evidence that local business and pupils needs are among the most rapidly and frequently named when asked about who has an interest in career guidance in schools. Other stakeholder groups and especially their stakes are less transparent to the study participants. In particular, community services or initiatives, institutions of further and higher education, and society as a whole were named as stakeholders by the interview participants only after targeted and more extensive probing. Such a tendency is also supported by the data from the principal’s survey: the smallest percentage of school principals indicated that community services and

initiatives and institutions of further/higher education are strongly involved in career guidance development in schools.

In addition, pupils' parents have an ambiguous status in career guidance development. They are undoubtedly recognized throughout the study as having a strong interest in school-based career guidance: their consent, positive feedback in the School Conference as well as financial input is crucial for the implementation of such projects as "Mein Weg nach dem Abitur". However, some respondents tend to exclude pupils' parents by giving them the status of evaluators and financial contributors but not developers of school-based career guidance. Moreover, parents are often perceived as having a negative influence on pupils by dominating and dictating their ideas regarding the pupils' future; they are perceived as extremely under-informed and sometimes coming from an unfavourable social background. Such beliefs were expressed by the university career guidance representative, the Gmbh Y representative, the career guidance coordinator and her team, as well as the private career counsellor who concluded that parents should be somehow isolated from the decision-making procedures on career guidance development, thereby allowing a greater degree of freedom for pupils' own ideas about guidance. Similarly, the principals' survey results demonstrated that 80% of school principals indicated that pupil's parents are involved in the career guidance evaluation in their school, but only 10% believe that pupils' parents are "strongly involved" in career guidance development in their school.

9.2 SUPPLEMENTARY QUESTION: What frameworks, models, or strategies for development of career guidance may be traced in the perceptions of stakeholders?

Proposition 3: It believed that the respondents' perceptions of school-based career guidance development will be oriented towards more traditional models of career guidance development: perceptions will be based on input and process as well as retrospective evaluations.

The third proposition was supported to a large extent, although the question on the purpose of career guidance and what it aims to achieve (as an end) was among the most difficult and uncomfortable for the research participants to answer. On the other hand, the majority of cases studied demonstrated ease and eagerness to disclose the variety

and plenitude of career guidance inputs (means) they offer and their engagement in the area of school-based career guidance. Indeed, career guidance in the primary case gymnasium context can be described as a continuous flow of offers: activities and interventions whose authors, co-authors, and initiators are the local university, the local Employment Agency, local industry representatives, and a private career guidance firm. The stakeholders provided descriptions of career guidance projects implemented in/together with the primary case gymnasium: career fairs, excursions, counselling sessions, informational meetings, projects, methods, and initiatives.

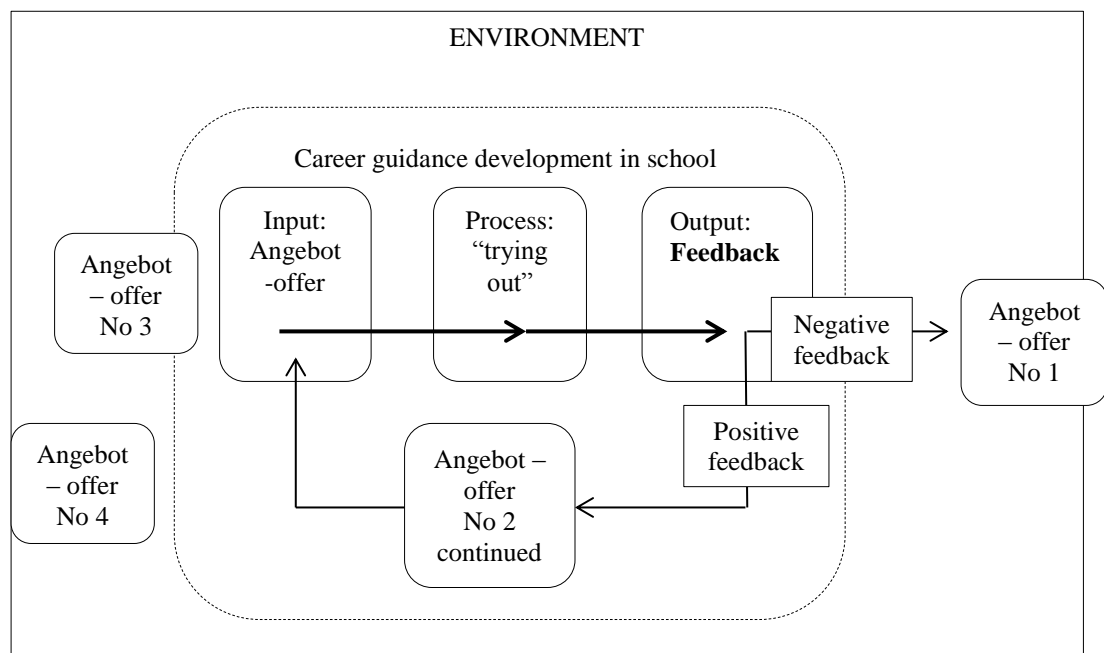
The German term “Angebot” (“offer” – Engl.) clearly dominated the specific career guidance development discourse. This tendency towards an abundance of career guidance projects and activities supports the statement by Braun und Mahl (2010) that “it is not the means and offers which are lacking” (“dass es nicht an Mitteln und Angeboten fehle” – Germ.), but rather an effective redeployment of the means into one systemic model with concrete and measurable long- and short-term aims and objectives. Career guidance in school in its development strategy resembles a *Maßnahmen-Dschungel* (“activities jungle” – Engl.) with a broad network of providers, but lacking “holistic” integration as argued by Lippegaus-Grünau, Mahl, and Stolz (2010).

The school staff interviewed agreed that their career guidance consists of “trying out” various “offers” and evaluating them afterwards in order to decide whether to continue or to cancel the specific career guidance intervention. Such a policy of retrospective evaluation is criticized by the private career guidance counsellor who claims that it is necessary to ensure better planning of school-based career guidance in the first place, because better planning increases evaluability by allowing a measurement of what exactly has gone wrong even in case in which a project was not considered successful.

Indeed, some specific statements expressed by the career guidance coordinator working in the primary case gymnasium revealed that the school or, more specifically, those who are responsible for career guidance development in the school (career guidance coordinators) had no planning strategy and no specified outcomes in relation to their offered career guidance activities. The school career guidance coordinator speculated about what she would do if she had a planning strategy: “if I had a planning strategy,

the outcome would be (k) or (..),(...), then it would be something like developing or promoting the creativity of pupils, you know, and something in this area...” (Focus group with school career guidance coordinators, Transcript: translation). Without proactive planning oriented towards means and not ends and when it is evaluated on the basis of likes–dislikes factors collected from pupils, schools’ career guidance development resembles the “supermarket” scheme (Figure 18).

Figure 18: “*Supermarket*” scheme of career guidance development in school



According to such a scheme, each career guidance offer is evaluated separately after “trying it out” by asking pupils about the perceived value and utility of the specific career guidance project. Moreover, the evaluation instruments and the evaluation procedures are designed and implemented by the same company which is the author of the career guidance offer. The research participants themselves doubted how far such evaluations indicate the real success of career guidance in the particular school.

When asked what they aim to achieve by such an abundance of career guidance interventions and how they intend to evaluate their success, the majority of research participants were confused, surprised, and reluctant to answer. At most, school-based career guidance stakeholders were able to conclude that school-based career guidance is

hard to evaluate and its impact is not confirmable. Such beliefs consequently can be related to another perception: that the evaluation of career guidance inputs is only possible by collecting soft type of data (likes–dislikes) feedback from pupils.

The majority of cases demonstrated equal solidarity in naming what they seek to achieve with their career guidance interventions. The evaluation question, which also contributed to determining career guidance intervention quality, uttered most frequently across the different stakeholders was whether a specific career guidance intervention “has brought something to the pupils” (Hat euch das in diesem Moment etwas für Berufsorientierung gebracht? – Germ). It was obvious that none of the career guidance stakeholders could contemplate more objective, independently verifiable, as well multi-stakeholder needs-oriented indicators which could allow a prospective development and a retrospective measurement of the success of their career guidance concepts in other ways than likes–dislikes questionnaires for pupils.

The tendency to collect feedback in evaluations of career guidance is reflected in the principals’ survey. A total of 90.3% of principals who participated in the research responded that they use feedback from pupils for the (further) development of career guidance in their schools. However, a significantly lower percentage of principals responded that they use more objective, “hard-data”-based, as well as long-term-results-oriented information which could be independently verifiable. After the primary case gymnasium as well as other stakeholders declared that through career guidance in school they aim to prepare pupils for life after school, for sound career decisions; after pupils reported that they expect school-based career guidance to contribute to their overall success and happiness in life, professional life, and even in their family life, such statements remain an empty promise, because the evidence on “preparedness for life” or success in life in former pupils is not operationalized, and data is not collected in the primary case gymnasium, because it is believed that such data extends too far beyond the task of schools, falls outside the school sector, and is hard or impossible to attain.

The solution to the inability to operationalize career guidance success apart from immediate satisfaction in pupils related to the career guidance interventions they had

tried out, leads the school and the stakeholders to focus on inputs – Angebote, as the main success indicator. The inability of the school to contemplate the concrete, measurable indicators for career guidance is advantageous for those who “sell” their career guidance projects to schools in the manner of subcontracting as in the case of Gmbh Y. In the words of Gmbh Y career counsellor – the aims of career guidance projects remain vaguely formulated or “woolly” (“ziele sind ja einfach sehr schwammig formuliert” – Germ.). Thus the success or failure of career guidance inputs is rather impossible to measure, as stated correctly by the primary case gymnasium principal, the teachers, and by the private career guidance counsellor.

9.3 RESEARCH QUESTION 2: To what extent are the perceived models and strategies for career guidance development are based on systemic and strategic thinking as defined by Kaufman’s (Kaufman & Herman, 1991; Kaufman et al., 2003) six factors of successful planning?

Proposition 4: The dominance of more traditional approaches towards planning and development of career guidance programs will be contradictory to some or even all the CSFs introduced by Kaufman.

CSF: MOVING OUT COMFORT ZONES; INVOLVEMENT OF ALL STAKEHOLDERS.

It can be stated that the principal of the primary case gymnasium expressed high awareness of changes in the environment which continuously influence career guidance implementation and further development. Pressure from the environment was also evident to other stakeholders. However, the response to the pressures was more reactive and defensive rather than aiming to proactively and creatively attempt to question even most widely accepted truths about what good career guidance should be. Particularly the teachers, the career guidance coordinators, and the private sector representatives of Gmbh Y became frustrated when discussing the success factors of their work. This could be related to their high stakes – they are directly responsible and receive financial rewards for their career guidance work in the school. The research demonstrated that school-based career guidance stakeholders are uncomfortable and defensive when asked about the measurable, long-term indicators of their career guidance projects’ success.

Only in one instance was an FEA representative able to conclude that there is a need to look beyond traditional perspectives, to employ systemic vision (“systemischer Ansatz”), and develop a common idea of career guidance in schools (“einheitliche Idee von Berufsorientierung”). The FEA representative provided an example of moving out of comfort zone as in case of parental involvement: Indeed many of us know that parents are less and less involved in their children’s education and guidance. Thus it is comfortable to conclude that there is nothing that can be done and to be involved in the “blame game”. On the other hand, it takes courage and acknowledgment of need for change to refuse the comfortable position and to state that despite parental non-involvement, we can still achieve the results we are aiming for, and it is only a question of how to do this.

CSFs: DIFFERENTIATE BETWEEN ENDS AND MEANS FOCUS ON "WHAT" (Mega/Outcomes, Macro/Outputs, Micro/Products) BEFORE "HOW". The research results demonstrate the orientation of school-based career guidance stakeholders towards the INPUT–PROCESS–OUTPUT model in career guidance development. School-based career guidance in the primary case gymnasium is characterized by plenty of projects, activities, and incentives from different type of providers outside the school. In the words of the FEA representative, the abundance of career guidance in schools is “incredible” and “we are making guidance endlessly, but “what comes out of it is little” („Wir machen Berufsorientierung ohne Ende (..) und was dabei rauskommt ist wenig” – Germ.).

The term “Angebot” was among the most frequently utilized terms in the school-based career guidance development discourse. School staff noted that their career guidance consists of “trying out” various “offers” and their subsequent evaluation in order to make decisions retrospectively on whether to continue or to cancel the specific career guidance intervention which already took place. Under such circumstances, the school becomes a career guidance supermarket, aiming and caring about the variety of supply and letting the customers (pupils) decide, based on their likes and dislikes, whether to continue supply of one career guidance project or to cut it. A good school and the most successful career guidance model become those with the broadest supply, but not those

which achieve long-term desired outcomes for the entire network of stakeholders. According to such a scheme, the school resembles a “career guidance supermarket”.

CSF: USE ALL THREE LEVELS OF PLANNING AND RESULTS (Mega/Outcomes, Macro/Outputs, and Micro/Products). Apart from naming their interest areas and stakes, the career guidance stakeholders always tended to emphasize their orientation towards micro-level benefits received by pupils. Their message was that school-based career guidance is aimed at pupils, their development, and their “Sensibilisierung” (sensitization – Engl.). However, the results in pupils are hardly measured. Only business collects the numerical data on its own achieved benefit from school-based career guidance. It seems that every stakeholder is concentrating on its own stake: business primarily calculates the number of pupils who apply for VET after their co-sponsored career guidance sessions; the school tries to sustain its own image by providing guidance products “pre-ordered” by parents and businesses. From all the respondents, only those in the parents’ group and pupils’ group were ready to start elaborating on career guidance development in school starting from societal outcomes, organizational outputs, and individual results.

CSF: STATING OBJECTIVES AND THEIR MEASURES WHICH SIGNAL THAT THE OBJECTIVE HAS BEEN MET (statement of destination and success criteria) Due to the orientation of stakeholders towards offers (“Angebote” – Germ.) in career guidance development in school, there is little inclination among them towards operationalizing and stating concrete measures which could signal when the objective has been met. Career guidance is comprehended as some additional activities in which impact is not measurable, due to the intertemporal character of career guidance aims as well as to external influencing factors such as parental influences, financial opportunities, and the aptitudes of pupils. Such a belief influences the perceived “unevaluability” of career guidance as well as the inability and unwillingness to set measurable objectives in the area of career guidance at the planning stage. This problem was made explicit by the parents who stated that relying on pupils likes/dislikes is not sufficient for stating that career guidance achieves its aims, because often their children

bring home a positive feeling from career guidance intervention. However, they also admit these activities were not useful.

CSF: DEFINE "NEED" AS A GAP IN RESULTS (not as insufficient levels of resources, means, or methods).The data collected did not allow the measurement of the correspondence with this particular factor.

CSF: USE AN IDEAL VISION AS THE UNDERLYING BASIS FOR PLANNING (do not be limited to your organization).Every stakeholder of school-based career guidance was ready to think about its own stake in the area. The stakes were related to the pressure from the environment and constant changes in the cultural and socio-economic fields. For instance, the business firm reflected on the need to sustain the firm's development by ensuring a constant supply of adequately trained and competent staff. The university representative mentioned declining numbers of pupils and students and the need to attract young people to the less popular study areas that are highly valued by policymakers and the economy such as "MINT" (Mathematics, Informatics, Natural Science, and Technical Science). The school principal reflected on their need to sustain a good image of the school and to handle the competition from the other two gymnasiums in the area in the light of demographic changes. In general, most career guidance stakeholders frankly admitted their own interest behind their engagement in career guidance interventions for schools. However, in many cases, their assumptions on the stakes of other stakeholders were of a speculative character, thereby confirming the theoretical idea that career guidance is not transparent. When asked about the possibility of collaborative planning of guidance by forming a multi-stakeholder planning table, some stakeholders agreed on the need (parents, pupils, private career counsellor, FEA representative), however they also considered it to be a very complex task (GmbH Y representatives, private career guidance counsellor), and that consensus is very unlikely. The data was not sufficient to make a confident statement that stakeholders saw a possibility of forming "mega aims" or "meta aims" which could encompass the needs common to all stakeholders. However, some stakeholders indicated that such "higher aims" ("Oberziele") or higher stakes exist in the form of high numbers of satisfied, high-achieving pupils, low numbers of unemployed young

persons, or people who are satisfied with their work and life. For instance, pupils and pupils' parents eagerly confirmed that career guidance collaborative multi-stakeholder planning should begin with more general societal aims and stakes, because this allows reaching consensus. According to the pupils, starting planning at the individual level is more difficult, because every person has her or his own idea about how to do things.

9.4 SUPPLEMENTARY QUESTION: What are the differences or similarities among different stakeholder perceptions in terms of career guidance improvement in schools?

Proposition 5: It is believed that stakeholders will demonstrate similar perceptions on career guidance development related to the themes reflected in prepositions provided above.

As provided in the cross-case analysis, the last proposition above was supported to some extent. The participants of the study expressed similar beliefs in relation to most of the themes which emerged during the data collection or to those categories which were predefined through the theoretical analysis of scientific literature and relevant policy document analysis in the descriptive enquiry. The ordered, clustered meta-matrix of cross-case analysis revealed that the majority of stakeholders in the context of the primary case gymnasium perceive school-based career guidance development as it is now, a multi-stakeholder endeavour, triggered and pushed forward mainly due to the pressure felt from the environment.

The same uniformity was found when the stakeholders explained how they perceive ensuring that their career guidance design meets the challenges of external pressures. The majority of stakeholders noted that they attempt to provide a wide variety of offers in the area of school-based career guidance in order to address the pressure from outside. This kind of strategy of retrospective evaluation of single career guidance interventions by collecting the feedback of pupils and parents' representatives was found to be the only available strategy for career guidance development in the context of the primary case gymnasium, and this was emphasized across the cases.

In the descriptive sense, there was no single case among the studied primary and supportive cases which stood out alone with a significantly different view of how career guidance is developed in the school context. The overall picture of cases provided a unified perspective in which the perceptions differed only in relation to one theme among four or five other key themes, with some conflicting, absent, or additional evidence when compared to other cases. For instance, the business representative provided similar perceptions as other stakeholders on the majority of themes, but had a slightly different view in relation to the outcome orientation and measurement in the area of school-based career guidance. He emphasized the importance of collecting pupils' feedback as a positive tool for determining career guidance project success in the school just like other stakeholders did, but simultaneously noted that his organization relies on other type of hard or statistical data when seeking to determine the success of their sponsored career guidance projects in schools.

The normative enquiry on how school-based career guidance should be developed in the future provided some innovative responses which stood out among other cases. Therefore in the normative enquiry, the cases were not as uniform as they were when occupied with describing career guidance in schools and its development.

Normatively, some research participants argued that there should be more outcome-related evaluations in school-based career guidance which are more pragmatic and focus on the real-life achievement of pupils (FEA representative); others agreed that long-term follow-up studies would be optimal for tracing the sustainability and success of career guidance interventions offered for pupils (university representative, school career guidance coordinators, pupils' parents, private career counsellor); some, however, claimed that such a task is almost impossible to implement.

Regarding career guidance planning in schools, there were rather different perceptions. Some stakeholders (pupils, pupils' parents, jury for the seal "Career Guidance Friendly School", FEA representative, private career counsellor) expressed the belief that there should be one collaborative planning table for school-based career guidance in which all stakeholders could openly declare their stakes and name the needs they expect to be fulfilled by school-based career guidance. Alternatively, other participants (career

guidance coordinators) thought that career guidance in school cannot be planned in terms of measurable objectives.

Similarly, there were different opinions regarding the level of planning. School career guidance coordinators expressed the idea that career guidance development should always aim at pupils' wishes and desires, whereas other participants argued against such idea, claiming that pupils are not yet aware of how society functions and what is their role in it (pupils' parents). Echoing the latter belief, pupils themselves admitted that career guidance planning should start from estimating what is a common good, and move later on to specific aims on the level of individuals: in this case, pupils. The pupils considered that if career guidance were to be planned by focusing on their desires and wishes, it would be difficult to find consensus, because their wishes and desires are very different.

Continuing the planning theme, other participants indicated the need for top-down steering and financing of school-based career guidance, but allowing local designing and implementation by each individual school. The respondents admitted there should be an overall concept ("Gesamtkonzept" – Germ.) or overall plan of school-based career guidance in order to ensure better coordination and to prevent too many non-integrated career guidance activities, which can have negative effects on pupils.

10 CONTRIBUTION TO THE LITERATURE AND FUTURE STUDY

School-based career guidance remains a significant part of lifelong career guidance, schools being the first official institutions in a person's life which aim to contribute towards his or her future work-related accomplishments. In an era of rapid economic, social, and cultural change, and due to the existing pressure, local and international policymakers are focusing their attention on constant improvement and development of school-based career guidance. In addition, following the local ministry of education requirement to implement career guidance in all types of schools in NRW, the schools are also required to engage in multi-stakeholder career guidance development. Because of increased accountability and autonomy of schools, they are expected to provide evidence for the success of their career guidance development. The normative ideal of school-based career guidance developments becomes closely related to planning and development skills of all stakeholders as well as their appropriate mental models. Ideally, career guidance development should be based on strategic and systemic thinking and to encompass a "whole-school approach" that sees guidance "at the heart of the school's *raison d'être*" (Sultana, 2004). More specifically, systemic thinking which can best be attained by following CSFs as argued by Kaufman et al. (2003). Due to lack of research which focuses on one institution as open, unique and autonomous complexity, the study purposefully focused on one particular gymnasium together with its local career guidance stakeholders. The decision to investigate career guidance perceptions around one school was confirmed as positive by the results of the study. The results showed that schools and their environments are too versatile to make comparative judgements prior to investigating the entire local contexts of career guidance development. More research on single schools is necessary in order to present the voices of stakeholders to understand how they perceive implementation, constant development, and improvement of guidance, and see how far these perspectives draw on systemic and strategic thinking. Career guidance development begins in the heads of those who are involved. As the results demonstrated, even in one school different stakeholders might have quite opposite strategies and ideas related to career guidance

delivery and development. Thus, assessing and better co-ordination in thinking and mental models prior to career guidance implementation would allow saving the resources and offering more effective career guidance solutions,

The main purpose of this research was to create a knowledge base on the stakeholders' perceptions regarding school-based career guidance development as well as to evaluate these perceptions regarding their compatibility with main factors of successful strategic and systemic planning. This research, being a cross-cultural and cross-language study, was an unconventional endeavour in many ways. However, it also offers a unique possibility for the international scientific audience as well as for local practitioners and career guidance participants to obtain a better understanding of how career guidance development is perceived in one German gymnasium together with its stakeholders. Therefore, it is believed that the results of this study can contribute to the scientific literature as well as to policy development in several ways.

Career guidance development is perceived as a complex intervention taking place in an organizational setting under the open-system model. Career guidance is triggered by pressure from environment.

Based on the theory analysis which defends the idea that schools and other organizations are open systems influenced by the external environment, the study results confirmed that school-based career guidance development is related to pressure from outside. In order to battle the challenges related to external change, the school as well as other organizations that participated in the research reported investing their resources, both financial and other, in school-based career guidance development. The stakeholders' interest areas or stakes are directly related to the perceived pressure: battling competition among schools and among other universities, ensuring the development and high niveau of their own organization, and responding to political guidelines.

Career guidance is perceived by the stakeholders as a multi-stakeholder activity.

The study results confirmed that school-based career guidance in the local context is perceived as a cooperation and intersection of the interests of various groups. Local business, university, parents, pupils, teachers, career guidance coordinators, community

services and initiatives, the FEA, private career guidance counsellors, and counselling firms all openly declare their interest zones in the area of career guidance in schools. Moreover, apart from naming their own stake, the stakeholders are able at least to speculate on the stakes of the other career guidance interest groups with a lesser or greater accuracy and confirmability.

The paradox is that these stakes of other stakeholders are reported in the form of speculative statements even when the stakeholders are in close cooperation. Such speculative responses on what could be pupils', pupils' parents' or community stakes in school-based career guidance indicates that there has been no attempt to assess the needs or stakes of locally involved career guidance partners by direct assessment or measurement. There appears to be a gap in this area. School-based career guidance remains non-transparent, the perceptions and mental models of career guidance development teams remain uninvestigated.

School-based career guidance is perceived as trying out many offers and resembles a “supermarket” in its development scheme. Rigid, traditional thinking which encourages provision rather than measurable long-term outcomes leads to a strong focus on input. Career guidance development in school results in a number of separate career guidance activities, incentives, and projects authored and co-authored by each stakeholder or by collaborating stakeholder groups. The career guidance field in one school therefore is conceived as a myriad of “offers” or “Angebote” which are addressing mainly pupils' likes and dislikes. The idea that the pupil is not the only party benefiting from school-based career guidance is well reflected in the scientific literature. Bosley et al., 2002; Killeen, White, and Watts (1992), and Watts (2009) all argue that career guidance is directed towards learning goals, labour market goals, social equity goals, as well as immediate, intermediate, and long-term objectives. Without proactive planning oriented towards means and not ends, and when it is evaluated on the basis of likes–dislikes factors and not real life achievements, schools career guidance development resembles the “supermarket” scheme. According to such scheme, each career guidance offer is evaluated separately after “trying it out” by asking pupils about the perceived value and utility of separate career guidance interventions.

When asked what they aim to achieve by such an abundance of career guidance interventions and how they intend to evaluate their success, the majority of research participants were confused, surprised, and reluctant to answer. Moreover, knowing your own stake does not mean that one is certain about the aims and goals of the other stakeholders. The career guidance project designed and delivered by Gmbh Y is co-financed by business and FEA, as well as pupils' parents and the gymnasium. Although this information is rather transparent, the aims and goals of the co-financing parties remain a matter of speculation for the other stakeholders. Even when pupils were asked what are the aims of career guidance, they were not certain and provided relatively ambiguous notions based on trying to guess what could be the motives of various institutions, including that of their school, for engaging in career guidance provision.

It will be beneficial for the further study and practice to further address the problem of systemic and strategic thinking in the area of school-based career guidance development. The absence of systemic and strategic thinking among the majority of stakeholders requires interventions and research which could deliver an enhanced understanding of career guidance meta-modelling. The stakeholders need to be equipped with corresponding mental models which could provide the possibility of “unlearning” the input and process orientation in school-based career guidance.

RESEARCH LIMITATIONS

Every research has its own limitations. The first limitation of this study is that the findings presented here are specific to the cases described and cannot be generalized to other populations in the statistical sense. The study did not aim to define general tendencies in a randomly selected representative sample. Hence, the findings are typical only for the cases presented following the particular settings of the study. They cannot be quantified and do not lend themselves to a numerical representation. This study is purposefully focused on one particular school and its external stakeholders examined in the context of school-based career guidance provision and development. It aims to provide a possibility to hear the diversity of voices from multiple interest groups and to synthesize different ways of thinking about career guidance and its development – particularly by those underrepresented in the quantitative studies and in other types of qualitative research.

The second limitation of the empirical study is that it cannot answer all important aspects related to the research problem and research questions. Despite the design of the study and its methodology, which incorporated in-depth individual interviews and extensive focus groups, there are limits to the respondents' willingness, ability, or readiness to provide answers which are detailed enough and appropriate for gathering significant proof to answer the research questions. As an interviewer and a foreigner, I was able to tease out many important ideas by applying several techniques of probing into the meaning of words, seeking clarification of concepts, returning to the questions which were not answered due to the flow of side thoughts and ideas. However, I was aware of the limits of probing and did not allow myself to press the participants towards providing more specific answers than those which they actually were able, willing, or ready to produce.

The third limitation lies in the researcher's unavoidable subjectivity when interpreting the data in order to obtain results. A researcher chooses what to ask, what to record, and which data segments to retrieve, constantly weighting the data and presuming its significance. The ability to collect and interpret the data is more limited particularly in

the cross-language and cross-cultural research settings. Therefore the findings of this research do not fall into the category of “completely objective” findings, particularly in the positivist sense.

The fourth limitation is related to the complexity of what is being examined. In the study, there were numerous points at which the respondents touched upon extremely diverse themes, problems, and concepts. This is rather typical in complex social and educational research, particularly in multiple stakeholder research. However, it is difficult to present such complexity in a simple, linear manner of interview data, which has to be logically and linguistically comprehensible, and, even more so, elegantly written and easy to read.

The fifth limitation is related to the sample selection. The school which was chosen as a primary case was allowed to prepare its own sample of parents and pupils who later participated in the focus groups. This potentially admitted data bias due to the opportunity for the school to select only exemplary participants as “advocates” for whatever the school attempts to provide in the area of career guidance. However, the school had only very limited information on the interview content, and was thus unable to prepare or influence participants’ responses in some particular way. In fact, the data demonstrated the opposite tendency, rather than proving support for and advocating school’s actions in the area of career guidance implementation and development. A variety of datasets demonstrated a rather critical outlook.

The sixth limitation is related to the quantitative survey of school principals embedded in the qualitative research. The quantitative survey was carried out within the framework of the PARS (Panel Study at the Research School Education and Capabilities in North Rhine-Westphalia) longitudinal study in the German federal state (Land) of North Rhine-Westphalia. The study was implemented by the Institute for School Development Research (IFS) in cooperation with the Research School Education and Capabilities. The focus of the PARS study was not primarily on school-based career guidance and thus, there were limitations to the number of items which could be included into the already extensive on-line survey of principals. On-line questionnaire items for principals were created in order to obtain information about the

attitude of principals and to investigate background as well as teaching characteristics of schools. The results of the quantitative survey are of an exploratory character in order, first, to obtain a better insight into the local context of school-based career guidance, particularly due to researcher's non-native background, and, second, to add confidence to the qualitative study results. The results of the study cannot be understood as statistical research, it is rather a limited and bounded complementary survey which provides a broader illustration for the qualitative findings.

As a cross-cultural and cross-language research carried out by a visiting scholar, the study demonstrated large ambitions to understand the local context of career guidance development in one gymnasium and its stakeholders. Therefore, the research had significant limitations, primarily related to the limited time and resources (financial and other) available to the researcher as a foreigner stepping into a field which is unexplored in terms of her real-life experience.

The limitations are related to the researcher's limited prior practical knowledge of the local school as well as the entire career guidance system context. This condition did not allow designing more precise interview protocol questions and led to more open and consequently longer interviews than anticipated in the beginning. Although theoretical knowledge provided the initial ideas on how local school-based career guidance functions, the researcher entered the field aiming to stay as open as possible towards the empirical data.

The study had significant limitation in the sample size. Only one school was chosen as a primary case. This was done purposefully, due to the willingness to provide an in-depth study and due to the anticipated length time needed to collect and administer the amounts of data from other stakeholders. However, it is believed that research involving several primary cases with their local stakeholders could be beneficial in providing additional insight and perhaps increasing confidence in the data obtained.

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List of Figures

FIGURE 1: <i>NUMBER OF NEETS AMONG 18- TO 24-EAR-OLDS FROM 2008 TO 2010 IN THE EU</i>	10
FIGURE 2: <i>CAREER GUIDANCE IN GERMAN SCHOOLS AS A COMBINATION OF CAREER EDUCATION (BERUFSORIENTIERUNG – GERM.) AND VOCATIONAL COUNSELLING (BERUFBSBERATUNG – GERM.)</i>	20
FIGURE 3: <i>CAREER GUIDANCE LEGISLATIVE FRAMEWORK AND RESPONSIBLE AGENCIES IN THE LAND OF NRW</i>	23
FIGURE 4: <i>TRADITIONAL INPUT–PROCESS–OUTPUT (IPO) LOGIC MODEL FOR INTERVENTIONS AND PROGRAMMES</i>	30
FIGURE 5: <i>HOW SCHOOL FUNCTIONS AS AN OPEN SYSTEM</i>	79
FIGURE 6: <i>PRESSURES AND RESISTANCE TO CHANGE IN SCHOOL</i>	81
FIGURE 7: <i>SIX SUCCESS FACTORS FOR STRATEGIC AND SYSTEMIC THINKING</i>	103
FIGURE 8: <i>DIRECTION OF PLANNING</i>	108
FIGURE 9: <i>RESULTS CHAIN THAT SHOWS THE RELATIONSHIPS AND ALIGNMENT AMONG THE ORGANIZATIONAL ELEMENTS</i>	109
FIGURE 10: <i>NEEDS AS GAPS IN RESULTS</i>	111
FIGURE 11: <i>BASIC IDEAL VISION</i>	112
FIGURE 12: <i>THE EMBEDDED MIX METHOD DESIGN</i>	123
FIGURE 13: <i>QUALITATIVE STUDY DESIGN</i>	128
FIGURE 14: <i>SAMPLING TECHNIQUE “N OF ONE PLUS SOME”</i>	130
FIGURE 15: <i>CASE STUDY N OF ONE PLUS SOME: THE PRIMARY CASE AND THE SECONDARY CASES OF STAKEHOLDERS</i>	158
FIGURE 16: <i>SURVEY PARTICIPANTS ACCORDING TO SCHOOL TYPE</i>	298
FIGURE 17: <i>THE FACTORS OF EXTERNAL PRESSURE IN RELATION TO THE GYMNASIUM AND OTHER STAKEHOLDERS</i>	306

List of Tables

TABLE 1: <i>OVERVIEW OF CAREER GUIDANCE TERMS IN ENGLISH AND GERMAN</i>	6
TABLE 2: <i>SCHOOL SYSTEM IN GERMANY</i>	17
TABLE 3: <i>SMART OBJECTIVES FOR SCHOOL-BASED CAREER GUIDANCE</i>	22
TABLE 4: <i>EXAMPLES OF CAREER GUIDANCE ACTIVITIES IN SCHOOLS</i>	25
TABLE 5: <i>CAREER EDUCATION AND COUNSELLING SERVICES PORTFOLIO</i>	27
TABLE 6: <i>EXAMPLES OF SELECTED CAREER GUIDANCE PROJECTS IN GERMANY</i>	33
TABLE 7: <i>IMPORTANCE OF SYNTHESIS IN EXPLANATION OF THE WHOLE</i>	49
TABLE 8: <i>SIMPLE, COMPLICATED, AND COMPLEX PROBLEMS</i>	71
TABLE 9: <i>THE USE OF THE TERM "STAKEHOLDER" IN SELECTED CAREER GUIDANCE LITERATURE</i>	74
TABLE 10: <i>ELEMENTS OF SCHOOLS AS OPEN SYSTEMS</i>	80
TABLE 11: <i>REASONS FOR APPLYING MIXED METHODS DESIGN</i>	124
TABLE 12: <i>RESEARCHER'S LINGUISTIC COMPETENCIES</i>	142
TABLE 13: <i>LANGUAGE ASSISTANT'S ROLES IN THE RESEARCH</i>	144
TABLE 14: <i>EXCERPT FROM STUDY'S LOGIC MODEL</i>	150
TABLE 15: <i>RELIABILITY AND VALIDITY IN CASE RESEARCH</i>	153
TABLE 16: <i>INTRA-CODER CONSISTENCY TEST</i>	155
TABLE 17: <i>STAKEHOLDER GROUPS AND THEIR REPRESENTATIVES</i>	159
TABLE 18: <i>A BRIEF OVERVIEW OF THE PRIMARY CASE</i>	161
TABLE 19: <i>CHARACTERISTICS OF THE FOCUS GROUP PARTICIPANTS</i>	278
TABLE 20: <i>PARTIALLY ORDERED META-MATRIX OF CROSS-CASE ANALYSIS (DESCRIPTIVE ENQUIRY)</i>	290
TABLE 21: <i>PARTIALLY ORDERED META-MATRIX OF CROSS-CASE ANALYSIS (NORMATIVE ENQUIRY)</i>	294
TABLE 22: <i>DATA INDICATING THE MOST FREQUENTLY IMPLEMENTED TYPES OF CAREER GUIDANCE ACTIVITIES IN SCHOOLS</i>	299
TABLE 23: <i>DATA ANALYSIS INDICATING SCHOOL PRINCIPAL'S PERCEIVED STAKEHOLDERS' INVOLVEMENT IN (FURTHER) DEVELOPMENT OF SCHOOL-BASED CAREER GUIDANCE</i>	301

Appendix A – German English Glossary of Frequent Used Terms

Agentur für Arbeit, ARGE Federal Employment Agency (FEA), (local) Employment Agency (EA)

Akteur agent, actor, player, participant

Angebot offer, supply, range

Arbeit work

Aufgabe task

Ausbildung apprenticeship, training

Azubi trainee, apprentice

Beratung counselling

Berufsberatung and Berufsorientierung (BB/BO) school-based career guidance

Beruf occupation, vocation

Berufsberatung vocational counselling

Berufsorientierung career education

Berufswunsch career aspiration

Berufsfindung career or occupation choice

ehemalige Schüler former pupils

Eltern parents

Endeffekt bottom line, at the end

Entwicklung development

Evaluation evaluation

Feedback feedback

Gesamtschule (type of secondary school) comprehensive school

Gesellschaft society

Gymnasium (type of secondary school), gymnasium, upper-secondary school, grammar school

Hartz IV unemployment payments or benefits under Hartz IV regulation

Hauptschule (type of secondary school), general secondary school

Hochschule (type of institution of higher education) college,

Interesse interest, stake

Interessengruppe interest group, stakeholder

Jury Jury, evaluation committee

Kommunale Einrichtungen community projects, community agencies

Kurzfristig short-term

Langfristig long-term

Lehrer teachers

Lehrplan curriculum

Maßnahme activity, measure

MINT an acronym for Mathematics, Informatics, Natural science und Technical science

Nachwuchs junior staff, staff replacement

Qualität quality

Qualitätssiegel Seal of Quality

Planung planning

Praktika, Praktikum internships for pupils

Realschule (type of secondary school) intermediate, middle school

Schule school

Schulgesetz Educational Act

Schulkonferenz school conference, school committee

Schulleiter principal

Schüler pupils

Sekundarstufe I lower secondary level

Sekundarstufe II lower secondary level

Siegel seal, award, honour

StuBo school career guidance coordinator

StuBo-Team career guidance coordinator and his/her team in schools

Träger carrier

Universität (type of institution of higher education), university

Unterricht class, teaching

Unternehmen business

Wirtschaftsvertreter business representatives

Ziel goal

Appendix B – A List of Frequently Used Concepts

Lifelong career guidance

(Berufsberatung+Berufswahlorientierung+Studienberatung+Kariereberatung – Germ.) - is broadly defined as all educational, informational or counselling interventions services, products and activities aimed at meeting the stakeholders' developmental aims by closing gaps in their needs and capabilities during their lifespan.

Schools based career guidance/career guidance in the school context

(Berufsorientierung+Berufsberatung, BO/BB – Germ.) – include all career guidance interventions, services, products and activities in the context of all types of secondary schools. These notions also serve as combined label of the two terms used separately in the area of school career guidance – “career education” and “vocational counselling”.

Career – career is lifelong learning; it means sharing the products resulting from individuals' or group developing talents, knowledge and skills with the others and by doing so serving the wider community and society.

Career guidance - it is a systemic and strategic educational, informational, traineeship and counselling intervention aiming not solely for the individual but also for the long-term societal and organizational development.

Career guidance system – career guidance in one country characterized by interactions of different career guidance stakeholders: individuals, their family members, private, state institutions, educational and academic units, business organizations and NGOs, using different methods and resources of provision and aimed at meeting developmental aims of stakeholders by closing gaps in their needs and capabilities during their lifespan.

Complex intervention – as large scale intervention or “a method for involving the whole system, internal and external clients in the strategic thinking and change process” (Kaufman et al., 2003, p. 95).

Mental models – “deeply held internal images on how the world really works” Senge (1990, p. 174). Also understood as individual understanding of the domain, belief structures and individual frames of reference.

School-based career guidance stakeholders in the Land of NRW – individual, groups of individuals, organizations, institutions, policy makers or state having interest and/or responsibility, and providing input and/or receiving gain from school-based career guidance. In the German Land of NRW there are several stakeholders who are officially named responsible for career guidance development in the school context. 1) the pupil himself 2) pupil's family or official custodians, 3) schools, 4) career counselling services by Federal Employment Agencies (Agenturen für Arbeit), 5) economy (business organizations, companies) 6) local community (municipal initiatives) 7) institutions of higher education and other.

Evaluation – aims to collect data to determine whether current results match the results expected earlier from the interventions or solutions that have already been implemented e.g. training, new technology (Watkins and Guerra, 2003). The focus is to locate the change between what was (before the intervention) and what is (after the intervention) in order to make a decision to continue or to abandon the past intervention.

Planning (systemic and strategic approach) – begins with the sum total of parts working independently and together to achieve a useful set of results at the societal level adding value for all internal and external partners (Kaufman and Watkins, 2000).

System – an entity that maintains its existence and functions as a whole through the interrelationships of its parts or elements

Strategic and systemic thinking –

Six CSFs

1. Moving out of your comfort zone, involvement of all the stakeholders.
2. Differentiation between ends and means (focus on what but not how).
3. Use and integrate three levels of results – mega, macro, micro.
4. Stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria).
5. Defining need as a gap between current and desired results (not insufficient levels of resources, means or methods).
6. Using ideal vision (Mega) as the underlying basis for planning, decision making and continuous improvement

Appendix C – A List of Acronyms

German

ARGEn Arbeitsgemeinschaften

BA Bundesagentur für Arbeit

BB Berufsberatung

BBiG Berufsbildungsgesetz (Deutschland)

BIBB Bundesinstitut für Berufsbildung

BIZ Berufsinformationszentrum

BMBF Bundesministerium für Bildung und Forschung

BvB Berufsvorbereitende Bildungsmaßnahmen (gem. § 61 SGB III)

KMK Kultusministerkonferenz

NFB Nationales Forum Beratung in Bildung, Beruf und Beschäftigung (German National Guidance Forum in Education, Career and Employment)

NRW Nordrhein-Westfalen (Bundesland)

SGB Sozialgesetzbuch (Deutschland)

English

CEDEFOP European Centre for the Development of Vocational Training

EC European Commission

ELGPN European Lifelong Guidance Policy Network

EU European Union

GDP Gross Domestic Product

HPT Human performance technology

IAEVG Association of Educational and Vocational Guidance

IPO Input-Process-Output

ISPI International Society for Performance Improvement

LLP European Lifelong Learning Programme

NGO Non-governmental organization

OECD Organisation for Economic Cooperation and Development

NEPS German National Educational Panel Study

PIRLS Progress in International Reading Literacy Study

PISA Programme for International Student Assessment

SMARTER Specific, Measurable, Results-oriented, Time-bound, Expansive and Reviewable objectives

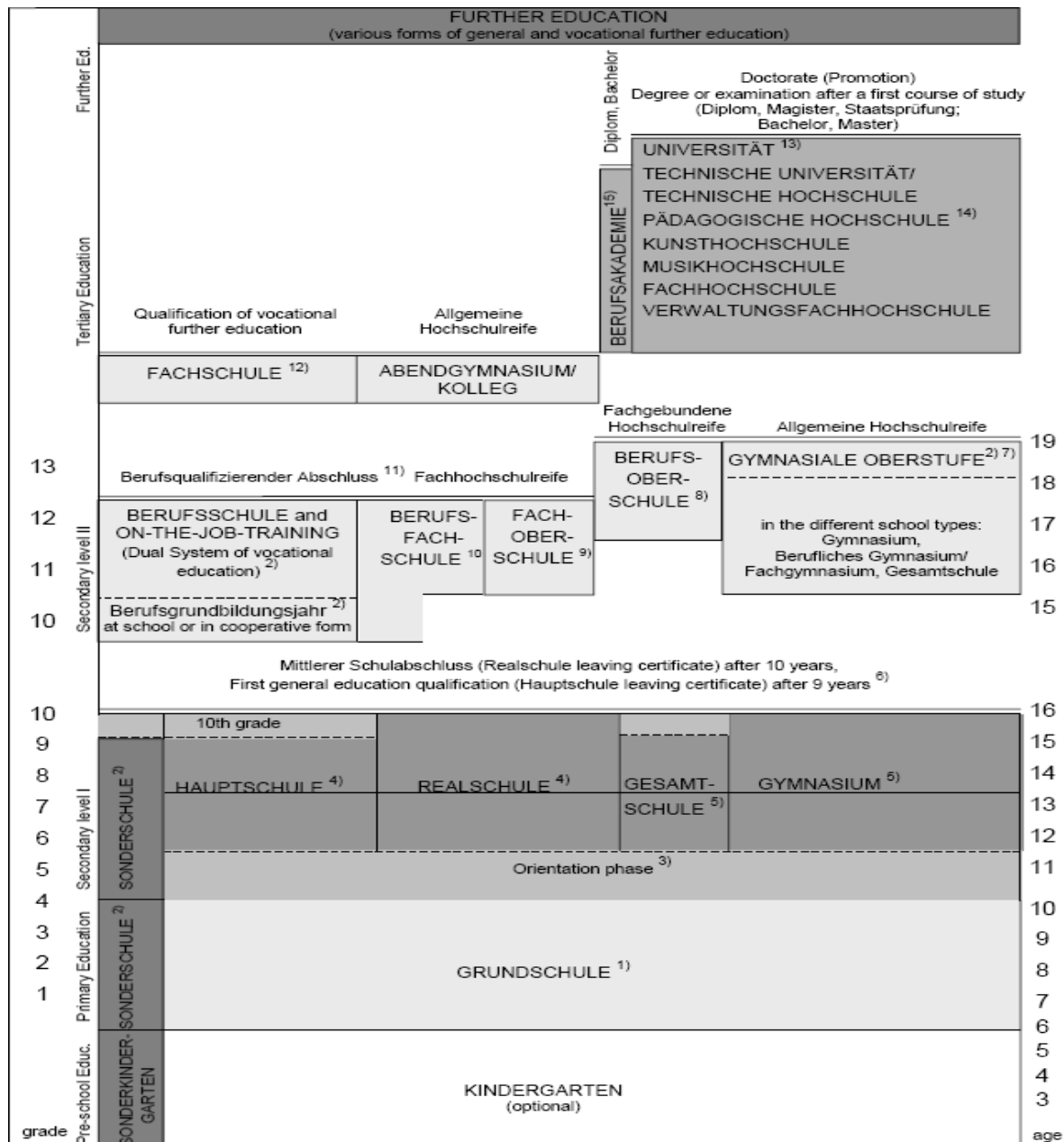
TIMSS Third International Mathematics and Science Study

UN United Nations

UNESCO United Nations Educational, Scientific and Cultural Organization

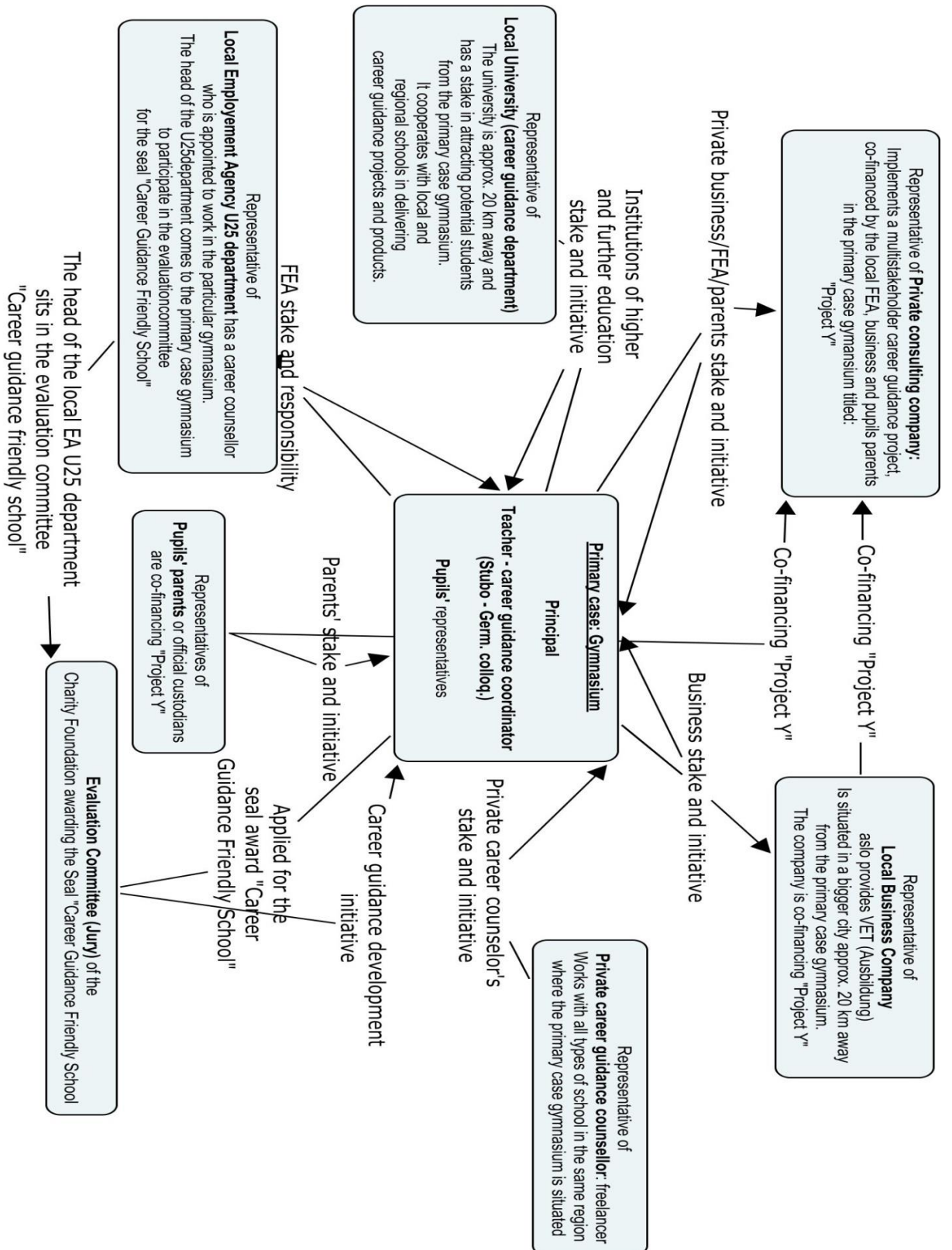
VET Vocational Education and Training

Appendix D – Structure of Education System in Germany



Source: UNESCO (2006/2007)

Appendix E – Stakeholders’ map related to the development of career



guidance in the primary case



Appendix F – Invitations to participate in the qualitative study: additional cases, specifically related to the primary case

Forschungsschule educap | TU Dortmund |

tel. Fax:

Herr oder Frau XXXXXXXX

Adresse

Einladung zur Teilnahme an einem Forschungsprojekt

Sehr geehrte Damen und Herren,

als Projektleiterin eines Forscherteams der TU Dortmund zum System der Berufsberatung in NRW möchte ich Sie herzlich einladen, als Repräsentant der Gruppe von Berufsberatern aus privaten Organisationen an qualitativen

Zielgruppen - INTERVIEWS

teilzunehmen. Diese Interviews sind Teil eines Dissertationsprojekts.

Hintergrund der Interviews ist die unserer Ansicht nach notwendige Einbeziehung auch von nicht-öffentliche Berufsberatern und Firmen in unsere Untersuchung, denn damit werden die an der Berufsberatung in NRW beteiligten Gruppen um einen wichtigen weiteren Akteur erweitert.

Natürlich gehören zu unserer Untersuchung auch die vom Bildungsministerium NRW in seinem Rahmenkonzept des Ausbildungskonsens NRW 2009 spezifizierten Gruppen, die zur Entwicklung einer rechtzeitigen Berufsorientierung beitragen. Diese umfassen insbesondere - die Jugendlichen selbst, - die Familien bzw. die Erziehungsberechtigten, - die Schulen, - die Berufsberatung der Agenturen für Arbeit, - die Wirtschaft (Unternehmen und Organisationen der Wirtschaft), - die kommunalen Einrichtungen und die Hochschulen. Das Zusammenwirken dieser Akteure soll den Übergang von der Schule in Ausbildung, Studium und Beruf verbessern.

Während der Interviews würden wir gerne diskutieren, wie das ganze System der Berufsberatung und Berufsorientierung in NRW geplant und bewertet werden kann. Hierbei soll es auch darum gehen, wie man den Bedürfnissen der Interessengruppe besser gerecht werden kann.

Im Einzelnen sollen folgende Fragen angesprochen werden:

- ➔ Gibt es ein System der Berufsberatung und Berufsorientierung in NRW? Oder gibt es individuelle, sporadische Interventionen? Was sind die Indikatoren?
- ➔ Welche Akteure spielen welche Rolle bei der Berufsberatung? Was ist dabei Ihre Rolle als privater Berufsberater oder private Berufsberatungsfirma?
- ➔ Welche Bedürfnisse haben die unterschiedlichen Akteure? Und wie werden die Bedürfnisse artikuliert? Spiegeln die Ziele der Berufsberatung diese Bedürfnisse wieder?
- ➔ Wenn die Akteure eine allgemeine Verantwortung für die Planung und die Verbesserung der Berufsberatung und Berufsorientierung teilen, was wären die Ergebnisse?

Wer sollte am „Planungstisch“ sitzen?

Was sollte die Planungsstrategie sein? Erste Schritte?

Was wären die Ziele?

Wir möchten Sie herzlich um Ihre Teilnahme bitten.

Die Untersuchung findet statt am

3. Dezember XXX in Dortmund, XXXXXXXXXXXXXXXXXXXX, von 13.00 bis 15.00 Uhr.

Jedes Gruppen-Interview wird maximal 60 bis 90 Minuten dauern. Die Interviews werden aufgezeichnet(Audio/Video) werden. Die Teilnahme an der Untersuchung ist freiwillig. Das Interview kann vom Befragten jederzeit abgebrochen werden. Alle Informationen, die während dieses Interviews gesammelt werden, bleiben vertraulich und werden nur vom Untersuchenden und anderen Wissenschaftlern für Ziele der wissenschaftlichen Forschung verwendet. Der Interviewer versichert, keinerlei Informationen aus den Gesprächen an Dritte weiterzugeben.

Bitte teilen sie uns bis zum 25. November mit, ob Sie teilnehmen werden.

Sollte es eine Gruppe geben, die teilnehmen möchte, können die Forscher auch zu Ihnen kommen und die Interviews außerhalb von Dortmund, an einem Ort, den die Teilnehmer spezifizieren, durchführen.

Research Leitung

Research Assistant

M.Ed. Jolanta Kavale

xxxxxxxxxxxxxx



Appendix G – Invitation to participate in the qualitative study: schools



Einladung zur Teilnahme FOCUS GROUP UMFRAGE: SCHULGEMEINDEN

Ein gemeinsames internationales Graduiertenkolleg macht eine qualitative wissenschaftliche Untersuchung nach dem Thema „Systemische Messung von den Berufsberatungsbedürfnissen“.

Als Bestandteil dieses Projektes, Leiter der Untersuchung Jolanta Kavale, M. Ed. werden **Schulgemeinden, (Eltern, Schüler, Lehrer, Schulleitung)** Geschäftsassoziationen, Berufsberater und akademische Gemeinden an einer Focus Group Umfrage 16 September - 30 Oktober 2010 eingeladen teilzunehmen. In der Zeit werden wir bitten

- Ihre Haltung und Erfahrung, die mit der Berufsberatung in der Schule und außerhalb der Schule verbunden ist;
- Sich Voraussichten teilen, welche Berufsberatung am besten Bedürfnisse der Länder von Interessenten zeigen würde

zu teilen.

Jeder Focus Group Umfrage wird von 30 bis 60 Minuten maximall mit jeder obengenannten Gruppe dauern. Die Wissenschaftler, die die Untersuchung machen, kommen selbst in die Organisationen.

Die Teilnahme an der Focus Group Umfrage ist freiwillig und konfidentiell. Keine Angaben, die während der Umfrage gesammelt werden, werden in dem nächsten Stadium gegen die Teilnehmer der Umfrage nicht abgeleitet.

Focus Group Umfrage bittet Schulleiter zufällig 4 Gruppen, die aus 8-10 Personen bestehen auswählen und zusammenbilden. An der Teilnahme wird

1. eine Gruppe von den Eltern der Schüler der 9, 10 Klassen;
 2. eine Gruppe von den Schülern aus der 9, 10 Klassen;
 3. eine Gruppe von den Lehrern der 9., 10 Klassen;
 4. eine Gruppe von der Verwaltung der Schule;
- eingeladen.

Es wird erwartet, dass die Teilnahme an der Untersuchung helfen wird:

- die Eltern der Schüler eignen sich der Wichtigkeit der Berufsberatung und der Berufswahlorientierung an;
- die Schüler anregen, freiwillig ihre berufliche Zukunft zu planen und die Motivation der Schüler erhöhen an der Berufsberatung und Berufswahlorientierung teilzunehmen.
- den Lehrern helfen tiefer in das System, Mission, Aufgaben und Durchführungsmaßnahmen der Berufsberatung und der Berufswahlorientierung zu schauen.
- die Schulleiter und die Verwaltung der Schule werden mit den neuesten Untersuchungen in dem Bereich der Berufsberatung und der Berufswahlorientierung bekannt machen und sie werden eine Möglichkeit haben der Schulgemeinde zusammengefasste Angaben der Untersuchung zu erfahren und vorzustellen.
- der Wissenschaft und den Bildungseinrichtungen die Einstellung für die Berufsberatung und Berufswahlorientierung zu verstehen.

Für weitere Informationen über die Untersuchung, Focus Group Planung der Umfrage, den Forschungsverlauf oder Ergebnisse finden Sie in der Graduiertenkolleg Verwaltung oder unter der Adresse kavale@ifs.uni-dortmund.de

Jolanta Kavale PhD fellow *Graduate School Education and Capabilities*
TU Dortmund, University Bielefeld XXXXXXXXXXXX 44227 Dortmund Fax: + 49
(0)XXXXXXXXXXXXXXXX

Appendix H – Transcription rules

(.)	= ganz kurzes Absetzen einer Äußerung
..	= kurze Pause
...	= mittlere Pause
(Pause)	= lange Pause
mhm	= Pausenfüller, Rezeptionssignal
(.)	= Senken der Stimme
(-)	= Stimme in der Schwebe
(')	= Heben der Stimme
(?)	= Frageintonation
(h)	= Formulierungshemmung, Drucksen
(k)	= markierte Korrektur (Hervorheben der endgültigen Version, insbesondere bei Mehr-fachkorrektur)
sicher	= auffällige Betonung
sicher	= gedehnt
(Lachen),	= Charakterisierung von nichtsprachlichen Vorgängen bzw. Sprechweise, Tonfall; (geht raus), die Charakterisierung steht vor den entsprechenden Stellen und gilt bis zum Äußerungsende, bis zu einer neuen Charakterisierung oder bis +
&	= auffällig schneller Anschluss
(..), (...)	= unverständlich
(Kommt es?)	= nicht mehr genau verständlich, vermuteter Wortlaut
A: [aber da kam ich nicht weiter	
B: lich möchte doch sagen	
= gleichzeitiges Sprechen, u. U. mit genauer Kennzeichnung des Einsetzens	

Source: Kallmeyer and Schütze (1976)

Appendix I – Original Qualitative Data Collection Schedule

Type of stakeholders	PILOT STUDY	Date of data collection	Time of data collection	Research participants and data collection methods
School (Gymnasium X)		25.10.2010	08:00 - 10:00	Pupils: Focus group
		25.10.2010	10:30 - 11:30	Parents: Focus group
		27.10.2010	08:00 - 10:00	Teachers: career guidance coordinator and her team: Focus group
		27.10.2010	10:30 - 11:30	Principal: Individual interview
DATA COLLECTION: PRIMARY CASE				
<i>Primary case:</i> School (Gymnasium Y)	ACTUAL	29.11.2010	08:00 - 10:00	Principal: Individual interview N=1
			10:30 - 11:30	Teachers: career guidance coordinator and her team: Focus group N=3
			11:30 - 13:30	Pupils: Focus group N=6
			15:00 - 17:00	Parents: Focus group N =5
Theoretical sampling with snow ball sampling elements for additional cases, specifically related to the primary case gymnasium				
Private career counselor	STUDY	10.12.2010	10:30	Private career counselor, freelancer: Individual interview N=1
Private career counselling firm		04.02.2011	16:20	Private career guidance firm implementing a multi-stakeholder career guidance project in primary case school: Individual interview N=2
Business company		18.02.2011	12:00	Business company, VET provider, co-financing a career guidance project in primary case school: Individual interview N=1
<i>Primary case:</i> Evaluation Meeting for the Seal "Career Guidance Friendly School"		23.02.2011	09.00	Evaluation Meeting for the Seal "Career Guidance Friendly School" to be awarded to the primary case school: Unstructured observation N=10
Evaluation Meeting for the Seal "Career Guidance Friendly School"		23.02.2011	12.00	Evaluation Committee for the Seal "Career Guidance Friendly School": Focus group with members of the committee N=4
University career guidance representative		26.02.2011	13.00	Local university participating in career guidance activities in primary case school, career guidance department representative: Individual interview N=1
FEA		05.04.2011	14:00	FEA (Agetur für Arbeit), Head of U25 department, who is responsible for making decisions about co-financing career guidance project in primary case school and who is a member of evaluation committee for the Seal "Career Guidance Friendly School": Individual interview N=1

Appendix J – Study’s Logic Model

Systemic and Strategic Development of School-based Career Guidance through the Perspectives of Stakeholders

THEORETICAL SYNTHESIS AND ANALYSIS: LITERATURE REVIEW

Proposition	Data Logic	Data Source	Questions to be answered
Proposition (A): A complex, open system approach to career guidance development is appropriate in the schools context.	Justify open systems approach to career guidance in schools and define its main parameters.	Scientific theory, synthesis and analysis of policy and legislative documents	Can career guidance in schools be defined as complex, open system intervention? What are the factors influencing its complexity?
Proposition (B): Kaufman’s idea of strategic thinking and planning is expressed by six critical success factors (CSFs) has the potential to enable schools and its related stakeholders to develop a coordinated, continuous program of career guidance.	Introduce and justify the applicability and usefulness of strategic and systemic thinking in the context of school-based career guidance development	Scientific theory, overview of Kaufman’s work.	Why school-based career guidance requires systemic and strategic thinking? What are the origins of such thinking? How can strategic and systemic thinking lead to comprehensive logic models of school career guidance programmes in multi-stakeholder context?
Proposition (C): Systemic and strategic (long-range) thinking as defined by the 6 CSFs by (Kaufman, et al., 2003) can be justified as a normative meta-tool or framework which can enable schools and its related stakeholders to develop a systemic and sustainable program of career guidance.	Introduce and justify the applicability and usefulness of 6 CSFs in the context of school-based career guidance development. Provide the main normative factors defining systemic and strategic thinking.	Scientific theory, overview of Kaufman’s work.	What are the CSFs? How can they be applied to the context of school-based career guidance development? How can CSFs contribute to systemic and strategic development of school-based career guidance?

EMPIRICAL WORK: MIXED METHODS STUDY

Research Q 1: How schools and their external stakeholders perceive the implementation and constant development of career guidance in the schools context?

Proposition	Data Logic	Data Source	Questions to be answered	Survey
Proposition 1 (Q1): Schools their external	To investigate whether stakeholders	Individual interviews, Focus	Is career guidance offered in schools? Why schools are offering career	Q 18 Q 19.2

stakeholders will experience a certain degree of need and pressure to provide and to participate in career guidance development.	perceive pressure to provide career guidance in schools	groups, survey	guidance? Why other stakeholders invest their resources in school-based career guidance development?
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Proposition 2 (Q1): Schools and their external stakeholders perceive career guidance development as the multi-stakeholder activity. They will be able to identify school-based career guidance as a multi-level system and to name the most important stakeholders in their local context.	To investigate whether stakeholders see the system of other career guidance stakeholders? Do they perceive career guidance in schools as activity involving not only pupils' immediate stakes?	Individual interviews, Focus groups, observation, document analysis, survey	Is there a career guidance system? Who is involved? What are the stakes? Are there common interest, stakes which can be combined and united?	Q 19.3
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SUPPLEMENTARY QUESTION: What frameworks, models or strategies for development of career guidance may be traced in the perceptions of stakeholders?

Proposition	Data Logic	Data Source	Questions to be answered	Survey
Proposition 3 (SQ): It believed that the respondents' perceptions of school-based career guidance development will be oriented towards more traditional models of career guidance development: perceptions will be based on input	To investigate whether the stakeholders perceive career guidance development in schools as focusing primarily on widening the supply rather than focusing on results, outputs and outcomes.	Individual interviews, Focus groups, observation, document analysis, survey	Is career guidance development perceived as offer provision? Are stakeholders focused more on immediate input rather than on long term outcome? Do they plan career guidance based on input or outcome?	Q 19.4 Q 19.5.1 Q 19.5.1.1 Q 19.5.2.1

and process as well as retrospective evaluations.

RESEARCH QUESTION 2: To what extent the perceived models and strategies for career guidance development are based on systemic and strategic thinking defined by the six factors of successful planning by Kaufman (Kaufman and Herman, 1991; Kaufman, et al., 2003)?

Proposition	Data Logic	Data Source	Questions to be answered
Proposition 4 (Q2): The dominance of more traditional models of career guidance development will be contradictory to some or even all six critical success factors (CSFs) by Kaufman.	To investigate whether stakeholders perceptions match the six critical success factors (CSFs) by Kaufman.	Individual interviews, Focus groups, observation, document analysis, survey	Do stakeholders thinking about school-based career guidance reflect the desire of: 1. Moving out of your comfort zone, involvement of all the stakeholders. 2. Differentiation between ends and means (focus on what but not how). 3. Use and integrate three levels of results – mega, macro, micro. 4. Stating objectives and their measures which signal that the objective has been met (statement of destination and success criteria). 5. Defining need as a gap between current and desired results (not insufficient levels of resources, means or methods). 6. Using ideal vision (Mega) as the underlying basis for planning, decision making and continuous improvement.

Appendix K – Original Transcript Excerpt

(Teachers – career guidance coordinators)

I – Interviewer

L – Teacher

.....

I: Und welche Akteure gibt es in diesem System? Wer hat Interesse an Berufsberatung und Berufsorientierung? 00:03:30-3

L2: Ja, im Prinzip ganz viele! 00:03:32-0

I: Aha, dann können... 00:03:33-9

L2: Zum einen natürlich Eltern und Schüler, dann natürlich mhm, alle Eltern und alle Schüler, da würde ich niemanden von ausnehmen, mhm wir Lehrer haben auch ein Interesse an Berufsberatung, mhm ja und wer dann noch als handelnder Akteur auftritt sind natürlich die Agenturen für Arbeit, bei uns ist das der Ansprechpartner xxxx, mit(k) zum dem wir auch regelmäßigen Kontakt haben und unsere Schule auch wirklich sehr sehr regelmäßig besucht, mhm und letztendlich auch die Wirtschaftsvertreter, also das bedeutet für uns konkret, dass wir mit mhm Unternehmen, die den Rotariern angehören, zusammenarbeiten, weil wir mit denen gemeinsam, mhm also die unterstützen uns durch eine Patenschaft und deswegen haben wir mit diesen Wirtschaftsvertretern auch sehr regen Kontakt. Die helfen uns z.B. bei der Vergabe von Praktikumsplätzen oder unterstützen bestimmte, mhm berufsorientierende Maßnahmen an dieser Schule, finanziell oder durch mhm "Menpower" sozusagen, d.h. durch Experten die bei uns in den Unterricht kommen und die organisieren für uns Betriebsbesichtigungen und sowas in der Art und die haben natürlich auch ein eigenes Interesse daran, also die haben nicht nur (k)die verfolgen nicht nur sozusagen diesen wohltätigen Zweck oder Aspekt, sondern sind natürlich auch daran interessiert möglichst qualifizierte Schüler, später, in ihren eigenen Unternehmen zu haben, die dann dort eine Ausbildung machen zum Beispiel. 00:05:09-7

L1: Und ehemalige Schüler auch, die mhm daran teilnehmen und auch, auch regelmäßig an Informationsveranstaltungen teilnehmen, ne?! Die dann kommen und ihr Studienfach oder ihren Arbeitsbereich vorstellen. 00:05:26-6

I: Möchten Sie auch etwas sagen? 00:05:28-9

L3: Also so von den Akteuren, denke ich, ist das(k) ist soweit alles gesagt worden, würde ich nichts mehr hinzufügen. 00:05:38-1

I: Wenn es so viele Akteure gibt, wie können wir dieses System planen?(.) Das jedes Interesse betroffen und erfüllt ist. 00:05:51-0

L3: Ja gut, es ist ja jetzt so wirklich das von oben da nur sehr spärliche Vorgaben sind und das es ja dann eigentlich schon Aufgabe der Schule ist, also dann wieder von unten, daraus das anzunehmen und eigentlich da dann ein eigenes System auch aufzubauen. 00:06:08-9

L2: Also welche mhm Interessenschwer, (k) also die Interessen werden auch aus den Angeboten gebildet, glaube ich, also es gibt ganz viele verschiedene Angebote im Bereich Berufsorientierung, die wir dann mhm teilweise auch ausprobieren und die wir dann nacher evaluieren, um herauszufinden, in diesem Fall betrifft die Evaluation meistens die Schüler, mhm ob sie die Schüler weitergebracht hat, also wir nehmen seit Jahren am Hochschultag teil, der auf großes Interesse seitens der Schüler stößt, dann haben wir z.B. eine Berufsbörse, wo die ehemaligen Schüler mhm Informationen zu Studium und Berufs geben, mhm, das haben wir auch erst letztes Jahr evaluiert. Mhm, beim Praktikum haben wir ja nur einen geringen Spielraum, d.h. es muss stattfinden und es gibt bestimmte institutionelle Vorgaben, die uns ein bisschen einschränken, d.h. wir können das Praktikum nicht soweit ausdehnen, wie Schüler sich das vielleicht wünschen würden, weil dann einfach auch viel Unterrichtszeit verloren geht und das ist eigentlich auch so dieser, ja dieser Draht(k) Balanceakt im Prinzip, also einmal, dass man natürlich berufsorientierende Maßnahmen anbieten will, dass aber auf der anderen Seite das häufig auf Kosten der regulären Unterrichtszeit geht. Mhm und deswegen ist es halt unsere Aufgabe zu gucken, wie die Maßnahmen, vor allem bei den Schülern, angekommen sind und ob die für sich daraus einen Sinn erkennen und dann abzuwägen: 'Können wir die Maßnahme weiter durchführen oder sollen wir die zugunsten einer anderen, beispielsweise, abschaffen?' Also ein konkretes Beispiel wäre, dass wir früher am Gefa-Test teilgenommen haben, der ja diese Fähigkeiten und Fertigkeiten von Schülern mhm entdecken oder aufschlüsseln soll und da waren die Schüler (..) unterschiedlich begeistert von und wir haben dann im letzten Jahr diesen Gefa-Test zugunsten des Projektes "Mein Weg Nach dem Abitur" von Gmbh Y sozusagen abgeschafft, d.h. wir haben dieses Gmbh Y Projekt einmal ausprobiert und das evaluiert und das ist halt sehr positiv angekommen und mhm beides durchzuführen ist für uns z.B. dann halt einfach aus den zeitlichen Vorgaben unmöglich, so dass wir uns dann für das entschieden haben, was bei den Schülern am Besten angekommen ist. 00:08:49-6

I: Z.B. in diesem Fall des Projekts " Mein Weg Nach dem Abitur ", wie können Sie oder wie haben Sie das überprüfen lassen, dass dieses Projekt ein Erfolg oder Misserfolg war? 00:09:08-4

L2: Zu diesem Projekt hat jeder Schüler einen Fragebogen mit, ich weiß nicht, vielleicht 10 verschiedenen Fragen bekommen und das wurde dann ausgewertet. 00:09:23-0

I: Ja, ok dieses Feedback zu bekommen ist sehr wichtig und dann mhm... Aber wie weit zeigt dieses Feedback, dass sich wirklich etwas in den Schüler ändert? Also Feedback ist der eine Fall und dann gibt es vielleicht eine andere der Evaluation, welche zeigt, dass sich z.B. etwas geändert hat, positiv wie negativ. Denken Sie 00:10:03-8

L1: Das ist ja für uns ganz schwierig festzustellen, weil das ja erst,(k) also niemand von den Schüler oder die wenigsten würd ich sagen, sagen ja beispielsweise: `Ich möchte Tierarzt werden` und dann machen die eine Berufsinformationsveranstaltung und sagen dann: `Ne, jetzt möchte ich aber Klempner werden!`. Also diese Verhaltensänderungen kriegen wir ja nur sporadisch mit, wenn sie denn überhaupt stattfindet 00:10:29-4

L3: Mmmhhmmm, ja viele haben ja nichtmal so klar, was sie denn 00:10:31-9

L1: Eben, das war jetzt auch nen Extrembeispiel und von daher kann man das ja schwer sagen, ne?! 00:10:38-9

I: Also soweit ich das verstehe, war der Feedback-Fragebogen von Gmbh Y konstruiert? 00:10:48-5

L1: Mmmhhmmmm 00:10:48-7

I: Also die Leute, die das Projekt durchgeführt haben und das Geld bekommen haben, die haben auch die Evaluation gemacht? 00:10:58-3

L1: Mmmhhmmmm 00:10:59-9

I: Also haben sie als Schule, wie erfolgreich diese Investition war, nicht gemacht?! Oder vielleicht wissen Sie... 00:11:10-7

L1: Ich weiß nicht in dem Fall 00:11:11-7

L2: In diesem waren mhm diese Fragebögen hab ich vorher bekommen um mir den anzugucken mhm und den Fragebogen fand ich so in Ordnung, dann wurde der vervielfältigt für die Schüler und mhm ich habe die Originalfragebögen von den Schülern bekommen, wobei die Auswertung, in Schaubildern, dann das Gmbh Y Projekt gemacht hat, aber ich habe die Originalbögen gesehen von den Schülern. Mhm beim ist Gmbh Y Projekt das so, dass im Prinzip so eine, ja, so eine Mini-Evaluation schon in diesem Projekt mit drin ist, d.h. die Schüler sollen am zweiten Treffen festlegen, was weitere Schritte für sie, im Bereich der Berufsorientierung, sein können und bei diesem dritten Termin wird dann mit ihren einzelnen Trainern besprochen, in wie weit sie diese Ziele umgesetzt haben, das (.) betrachtet aber nur im Zeitraum von zwei Monaten. In wie weit solche Projekte dann letztendlich, über einen längeren Zeitraum, sozusagen das Bewusstsein bei Schülern verändert haben, das können wir gar nicht nachhalten, mhm da habe ich auf einer Fortbildung für Berufskordinatoren haben wir da mhm auch drüber diskutiert, mhm im Prinzip wäre es ja wünschenswert, wenn man eine Langzeitstudie hätte, aber das können wir als Schule überhaupt nicht leisten, ne?! Also eigentlich müsste man ja fragen so, meinetwegen nachdem (k) nach dem Abitur `Was macht ihr jetzt? In wie weit haben euch die berufsorientierenden Maßnahmen an der Schule geholfen?` Und dann vielleicht nochmal in einem längeren Abstand von 10 Jahren, mhm, aber das ist für uns persönlich als Schule nicht leistbar. 00:12:52-6

I: Das ist wahrscheinlich auch sehr teuer. 00:12:54-3

L1: Mhm, ja.(...) Letztlich auch wenig sinnvoll bei dem riesen Aufwand bei den Ergebnissen was dann rauskommt, ne?! 00:13:05-9

L2: Ja! 00:13:06-3

L1: Ich meine eben, die Einflüsse die dann auf die Berufswahl einwirken, da ist ja die Berufsorientierung nur ein kleiner Baustein, wer weiß was die Eltern zu Hause sagen und wie die die, was weiß ich, NC, was weiß ich, vor zwei drei Tagen war eine Schülerin hier, die eigentlich Psychologie studieren wollte, das ist vielleicht durch die Berufsorientierung entstanden und jetzt ist der NC natürlich zu hoch und jetzt macht sie eben was anderes, ne?! Also das ist ja dann doch letztlich mhm von anderen Umständen bzw. Zufällen auch abhängig. 00:13:42-3

L2: Klar, auch so was wie finanzielle Ressourcen, ne, d.h. man hat dann eine bestimmte Einschränkung: kann man überhaupt studieren oder muss man eine Ausbildung machen, weil man für das Studium das Geld nicht hat oder wenn man studiert kann es sein, dass man aus finanziellen Gründen zuhause wohnen bleiben muss, so dass als Studienort meinetwegen nur Paderborn oder Bielefeld realistisch in Frage

kämen, mhm d.h. das (k) also wir im Prinzip verstehe ich unser System an Berufsorientierung so, dass wir denen verschiedene Angebote machen und versuchen denen so einen mhm 00:14:21-0

L1: Anregungen 00:14:22-7

L2: Genau, Anregungen zu geben aber letztendlich hängen die Entscheidungen nicht nur davon ab, was für Fähigkeiten und Fertigkeiten man hat, sondern von ganz vielen anderen Dingen, so ähnlich wie auch beim Wechsel der Schule nach der Grundschule, ne, das geht auch nichtmehr über die Qualität der Schule oder um deren Angebot, sondern auch darum, wo z.B. Freunde hingehen oder so was. 00:14:46-8

I: So wie ich das verstehe, haben Sie am Anfang alle Angebote und dann entscheiden Sie welches Angebot nützlich oder sinnvoll ist und dann bietet die Schule diese Intervention für die Schüler an und dann gibt es ein Feedback und dann endet das Projekt mit diesem Feedback?! Wenn ich das richtig verstehe? 00:15:32-4

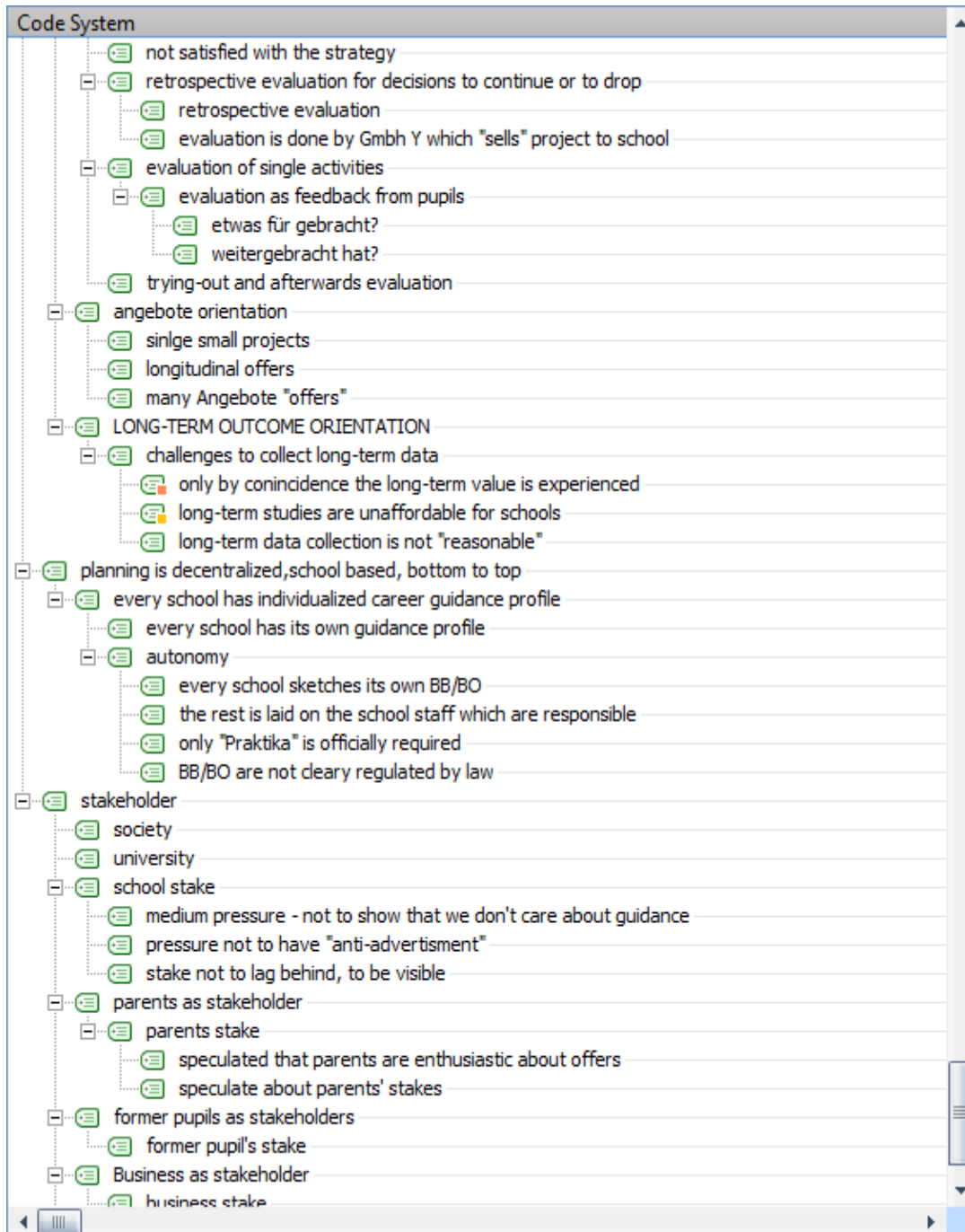
L1: Naja, das Projekt endet, wenn die Schüler die Schule verlassen, ich meine, letztlich. 00:15:37-3

L3: Ja... 00:15:38-6

L1: Die haben... Ja, tschuldigung. 00:15:39-4

L3: Wobei es da auch so ist, dass wir nicht nur einmal mit den Schülern was machen, sondern wirklich versucht haben von der Klasse fünf an immer verschiedene kleine Projekte zu machen mhm, um die auch die ganze Zeit zu begleiten und nicht erst in der zehnten Klasse oder in der Oberstufe, sondern da fangen wir schon früh mit an. 00:16:00-8

Appendix L – Code System Excerpt MAXQDA Screen Shot



Appendix M – Codes with Coded Segments (Excerpt MAXQDA HTML Table)

Cross-language Coding

teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\autonomy	5	5	an Schulen ist rechtlich vorgesehen relativ wenig, was Berufsberatung betrifft.	79
teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\autonomy\only "Praktika" is officially required	5	5	Also es gibt ein Erlass oder Gesetz, dass weiß ich nicht so genau, darüber dass Praktika durchgeführt werden müssen, an welcher Stelle das ist den Schulen überlassen mhm, es muss aber eins durchgeführt werden in der(k) am Gymnasium reicht das auch, wenn das in der Sek II erfolgt	280
teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\autonomy\the rest is laid on the school staff which are responsible	5	5	die ganze Ausgestaltung der Berufsorientierung in der Schule obliegt dann eigentlich mhm, ja denjenigen die sich in der Schule darum kümmern,	142
teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\every school has its own guidance profile	5	5	dann bastelt sich jede Schule ihr eigenes System der Berufsberatung um dieses Praktikum herum.	95
teachers-career guidance coordinators gymnasium	stakeholder\parents and pupils	9	9	Eltern und Schüler	18
teachers-career guidance coordinators gymnasium	stakeholder\teachers	9	9	wir Lehrer haben auch ein Interesse an Berufsberatung	53
teachers-career guidance coordinators gymnasium	stakeholder\FEA as stakeholder	9	9	dann noch als handelnder Akteur auftritt sind natürlich die Agenturen für Arbeit,	83
teachers-career guidance coordinators gymnasium	stakeholder\Business as stakeholder	9	9	die Wirtschaftsvertreter, also das bedeutet für uns konkret, dass wir mit mhm Unternehmen, die den Rotariern angehören, zusammenarbeiten	136
teachers-career guidance coordinators gymnasium	stakeholder\Business as stakeholder\business stake	9	9	die unterstützen uns durch eine Patenschaft und deswegen haben wir mit diesen Wirtschaftsvertretern auch sehr regen Kontakt. Die helfen uns z.B. bei der Vergabe von Praktikumsplätzen oder unterstützen bestimmte, mhm berufsorientierende Maßnahmen an dieser Schule, finanziell oder durch mhm "Menpower" sozusagen, d.h. durch Experten die bei uns in den Unterricht kommen und die organisieren für uns Betriebsbesichtigungen und sowas in der Art und die haben natürlich auch ein eigenes Interesse daran,	499

teachers-career guidance coordinators gymnasium	stakeholder\Business as stakeholder\business stake	9	9	die haben nicht nur (k)die verfolgen nicht nur sozusagen diesen wohltätigen Zweck oder Aspekt, sondern sind natürlich auch daran interessiert möglichst qualifizierte Schüler, später, in ihren eigenen Unternehmen zu haben, die dann dort eine Ausbildung machen zum Beispiel.	272
teachers-career guidance coordinators gymnasium	stakeholder\former pupils as stakeholders	10	10	ehemalige Schüler auch,	23
teachers-career guidance coordinators gymnasium	stakeholder\former pupils as stakeholders\former pupil's stake	10	10	die mhm daran teilnehmen und auch, auch regelmäßig an Informationsveranstaltungen teilnehmen, ne?! Die dann kommen und ihr Studienfach oder ihren Arbeitsbereich vorstellen.	262
teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\autonomy\BB/BO are not clearly regulated by law	14	14	nur sehr spärliche Vorgaben sind	33
teachers-career guidance coordinators gymnasium	planning is decentralized, school-based, bottom to top\every school has individualized career guidance profile\autonomy\every school sketches its own BB/BO	14	14	das es ja dann eigentlich schon Aufgabe der Schule ist, also dann wieder von unten, daraus das anzunehmen und eigentlich da dann ein eigenes System auch aufzubauen.	164
teachers-career guidance coordinators gymnasium	DEVELOPMENT STRATEGIES\angebote orientation\many Angebote "offers"	15	15	gibt ganz viele verschiedene Angebote im Bereich Berufsorientierung	68
teachers-career guidance coordinators gymnasium	DEVELOPMENT STRATEGIES\the main strategy - retrospective evaluation\trying-out and afterwards evaluation	15	15	viele verschiedene Angebote im Bereich Berufsorientierung, die wir dann mhm teilweise auch ausprobieren und die wir dann nacher evaluieren,	

Appendix N – Intra-Coder Consistency Test

	Initial coding MaxQDA	After re-coding MaxQDA		N	%	
DS1 (Data Set 1)	N=109	N=116	Same code (Consistent)	Exact	87	75%
				Phrasing different	18	16%
				TOTAL:	105	91%
			Amendment (Non – consistent)	<i>Different code</i>	4	3%
				<i>New (additional) segments coded</i>	7	6%
Total				116	100%	
Total consistency	109	116			91%	

	Initial coding MaxQDA	After re-coding MaxQDA		N	%	
DS2	N=138	N=123	Same code (Consistent)	Exact	118	86%
				Phrasing different	5	4%
				TOTAL:	123	89%
			Amendment (Non – consistent)	<i>Different code</i>	15	11%
				<i>New (additional) segments coded</i>	0	0%
Total				138	100%	
Total consistency	138	123			89%	

	Initial coding MaxQDA	After re-coding MaxQDA		N	%	
DS3	N=154	N=125	Same code (Consistent)	Exact	123	80%
				Phrasing different	2	1%
				TOTAL:	125	81%
			Amendment (Non – consistent)	<i>Different code</i>	29	19%
				<i>New (additional) segments coded</i>	0	0%
Total				154	100%	
Total consistency	154	125			81%	

Appendix O – School Principals On-line Survey (Main Questions Related to the Study)

18 [Seiten-ID: 1139732] [L]

9a PISA2000 Angebote zur Berufsberatung

Berufsorientierung und Berufsberatung

Gibt es an Ihrer Schule in diesem Schuljahr (2010/2011) Angebote für Schülerinnen und Schüler zur Berufsorientierung/-vorbereitung?

Bitte kreuzen Sie nur ein Kästchen an.

Ja

Nein

19.1 [Seiten-ID: 1144286] [L]

NEU Berufsvorbereitungskonzept

Berufsorientierung und Berufsberatung

Verfügt Ihre Schule über ein Berufsvorbereitungskonzept?

Bitte kreuzen Sie nur ein Kästchen an.

- Ja
- Nein

Ab welchem Jahrgang beginnt in Ihrer Schule eine aktive Berufsvorbereitung der Schülerinnen und Schüler?

Bitte tragen Sie Ihre Antwort in das Textfeld ein.

Ab Jahrgang

19.2 [Seiten-ID: 1144311] [L]

NEU berufsvorbereitende Aktivitäten

Berufsorientierung und Berufsberatung

Welche berufsvorbereitenden Aktivitäten finden an Ihrer Schule statt?

Mehrfachnennungen möglich.

- | | |
|--|---|
| <input type="checkbox"/> Beratung durch die Agentur für Arbeit | <input type="checkbox"/> Individuelle Berufsberatung |
| <input type="checkbox"/> Vorstellung von Institutionen und Unternehmen (z. B. Berufemarkt) | <input type="checkbox"/> Interessens-/Neigungs-/Kompetenztest |
| <input type="checkbox"/> Besuch von Hochschulen/Universitäten | <input type="checkbox"/> Bewerbungstraining |
| <input type="checkbox"/> Besuch von Jobbörsen/-messen | <input type="checkbox"/> Schülerfirmen |
| <input type="checkbox"/> Besuch in einem Berufsorientierungsbüro | <input type="checkbox"/> Veranstaltungen mit ehemaligen Schülerinnen und Schülern |
| <input type="checkbox"/> Besuche in Betrieben | <input type="checkbox"/> Informationsveranstaltung in der Schule |
| <input type="checkbox"/> Betriebspraktikum | <input type="checkbox"/> Unterrichtsimmanente Berufsvorbereitung |
| <input type="checkbox"/> Berufsorientierungscamp | <input type="checkbox"/> Projekttag |
| <input type="checkbox"/> Sonstiges, und zwar: <input type="text"/> | |

19.3 [Seiten-ID: 1149573] [L]

UMFORMATIERT NEU Berufsorientierung/Berufsberatung 3 Kavale

Berufsorientierung und Berufsberatung

In welchem Maße sind die folgenden Personengruppen bei der (Weiter-)Entwicklung der Berufsorientierung/-beratung an Ihrer Schule beteiligt?

Bitte kreuzen Sie in jeder Zeile nur ein Kästchen an.

	Sehr stark	Teilweise	Gar nicht
Schulleitung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lehrerinnen und Lehrer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weiteres päd. tätiges Personal der Schule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schülerinnen und Schüler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eltern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutionen der Weiterbildung: Hochschule, Universität, Berufskolleg etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Unternehmerinnen und Unternehmer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kommunale Einrichtungen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agentur für Arbeit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19.4 [Seiten-ID: 1151992] [L]

UMFORMATIERT NEU Berufsorientierung/Berufsberatung 4 Kavale

Berufsorientierung und Berufsberatung

Welche Informationen verwenden Sie für die (Weiter-)Entwicklung der Berufsorientierung/-beratung an Ihrer Schule?

Mehrfachnennungen möglich.

- | | |
|--|--|
| <input type="checkbox"/> Feedback von Schülerinnen und Schülern | <input type="checkbox"/> Erhalt von Ausbildungsplätzen ehemaliger Schülerinnen und Schüler |
| <input type="checkbox"/> Feedback von Eltern | <input type="checkbox"/> Entdeckung der Schülerinnen und Schüler einer Berufung für einen bestimmten Beruf |
| <input type="checkbox"/> Feedback von weiteren Interessengruppen, und zwar: <input type="text"/> | <input type="checkbox"/> Finanzielles Auskommen ehemaliger Schülerinnen und Schüler |
| <input type="checkbox"/> Kurzfristige Resultate (z. B. Karrierekompetenz, Entwicklung von Schülerinnen und Schülern) | <input type="checkbox"/> Langfristige berufliche Beschäftigung ehemaliger Schülerinnen und Schüler |
| <input type="checkbox"/> Motivation von Schülerinnen und Schülern | <input type="checkbox"/> hohe Lebenszufriedenheit ehemaliger Schülerinnen und Schüler |

19.5.1 [Seiten-ID: 1149568] [L]

UMFORMATIERT NEU Berufsorientierung/Berufsberatung 1a Kavale

Berufsorientierung und Berufsberatung

Inwieweit treffen die folgenden Aussagen auf die Berufsorientierung/-beratung an Ihrer Schule zu?

Bitte kreuzen Sie in jeder Zeile nur ein Kästchen an.

	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu
Unser Berufsberatungskonzept ist systemisch (Ziele und Vorgaben von externen Interessengruppen sind eingebunden).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unser Berufsberatungskonzept ist strategisch (langfristige Ziele und Vorgaben sind eingebunden).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Führen Sie an Ihrer Schule regelmäßig eine Evaluation zur Berufsorientierung/-beratung durch?

Bitte kreuzen Sie nur ein Kästchen an.

- Ja
- Nein

19.5.2.1 [Seiten-ID: 1149572] [L]

UMFORMATIERT NEU Berufsorientierung/Berufsberatung 2 Kavale

Berufsorientierung und Berufsberatung

Welche Personengruppen werden bei einer Evaluation der Berufsorientierung/-beratung an Ihrer Schule eingebunden?

Mehrfachnennungen möglich.

- | | |
|---|---|
| <input type="checkbox"/> Schulleitung | <input type="checkbox"/> Institutionen der Weiterbildung:
Hochschule, Universität, Berufskolleg etc. |
| <input type="checkbox"/> Lehrerinnen und Lehrer | <input type="checkbox"/> Unternehmerinnen und Unternehmer |
| <input type="checkbox"/> Weiteres päd. tätiges Personal | <input type="checkbox"/> Kommunale Einrichtungen |
| <input type="checkbox"/> Schülerinnen und Schüler | <input type="checkbox"/> Agentur für Arbeit |
| <input type="checkbox"/> Eltern | <input type="checkbox"/> Andere: <input type="text"/> |
-

Appendix P – Consent Form

Zustimmung zur Teilnahme an der Studie zur Berufsorientierung und Berufsberatung

- (1) Alle Informationen, die während dieses Interviews gesammelt werden, bleiben vertraulich und werden nur vom Untersuchenden und anderen Wissenschaftlern für Ziele der wissenschaftlichen Forschung verwendet.
- (2) Die Teilnahme an der Untersuchung ist freiwillig. Das Interview kann vom Befragten jederzeit abgebrochen werden.
- (3) Der Interviewer versichert, keinerlei Informationen aus den Gesprächen an Dritte weiterzugeben.

Ich habe diese Regelungen zur Kenntnis genommen und bin einverstanden

Ort, Datum

Nachname, Vorname, Unterschrift (bei Minderjährigen auch durch ein Elternteil)

Vielen Dank für Ihre Zustimmung zur Teilnahme!

Zustimmung zur Aufnahme und Aufzeichnung des Gesprächs

Ich, (Nachname, Vorname)

bin einverstanden, dass das Gespräch mit Audio/Video-Geräten aufgenommen, analysiert und zu wissenschaftlichen Zwecken verwendet wird.

Ort, Datum

Unterschrift (bei Minderjährigen auch durch ein Elternteil)

Appendix Q – Focus groups and Individual Interview Guidelines

Perspektiven des Schulischen Berufsberatungssystems: Entwicklung und Planung

Befragung von Berufsberatung und Berufsorientierung Interessengruppen in NRW.

Fragen für Zielgruppen-Interviews

Einführung

1. Bitte teilen Sie uns über Ihre Arbeit im Bereich Berufsberatung und Berufsorientierung an der Schule. Was tun Sie, und was ist das Hauptziel in Ihrer Arbeit?
 2. Planen Sie Ihre Arbeit?
 3. Wie?
-
4. Wenn Sie in Ihrer Arbeit sah von der "Vogelperspektive", wo würden Sie sich sehen in das gesamte System des lebenslangen Berufsorientierung und Berufsberatung? Welche Akteure spielen welche Rolle bei der Berufsberatung und Berufsorientierung an der Schule? Was ist dabei Ihre Rolle und Ihre Interessen?
 5. Fühlen Sie sich so, dass sie die Ergebnisse der Berufsberatung und Berufsorientierung an der Schule beeinflussen und verwenden?
 6. Ist sie zweifelhaft oder ist sie beweisbar, warum muss man immer mehr in die Berufsberatung investieren, erweitern und ihre Gefälligkeiten verwenden?
 7. Ihre Meinung nach wer beschließt/sollte Ziele, Mission und Aufgaben der Berufsberatung beschließen?
 8. Welche Bedürfnisse haben die unterschiedlichen Akteure? Und wie werden die Bedürfnisse artikuliert? Spiegeln die Ziele der Berufsberatung diese Bedürfnisse wieder?
 9. Wenn die Akteure eine allgemeine Verantwortung für die Planung und die Verbesserung der Berufsberatung und Berufsorientierung teilen, was wären die Ergebnisse?
Wer sollte am "Planungstisch" sitzen?
Was sollte die Planungsstrategie sein? Erste Schritte?
Was wären die Ziele?