

LIFELONG LEARNING PROGRAMME
Leonardo da Vinci Transfer of Innovation

Textbook 04: Career Guidance for Mobility

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1 About this module

This module has been designed to provide participants with knowledge and skills as regards with the concept of mobility and its dimensions focusing both on educational and work mobility. Career guidance for transnational /geographical mobility is actually where this guide was mainly focused on. Special emphasis is placed on academic/student mobility. Particularly, the module aims at presenting special elements such as the existing theoretical background on mobility, European prospects and policies concerning mobility, positive and negative effects of mobility on the individual, issues that pertain to career guidance and career guidance for mobility. There is also included a description of basic mobility career guidance processes, interview, and techniques. Finally, another aim of the module is to provide trainees with examples of innovative tools and exercises being used to support people engaged in mobility.

2 Learning outcomes

At the end of this module you will be able to work with students (high school students, university students etc.) who think about going abroad or in another city inside their countries in the future for studies or work. Another target group of clients you could work with are adults searching for work abroad or strive to deal with problems connected to living and working in a foreign country, searching for educational and vocational information and career opportunities as well as people dealing with transition.

Hopefully, by the end of this module you will be able to:

-identify the role and importance of mobility in the context of education and career in general

- be aware of the theoretical background related to the concept of mobility
- learn about mobility policies and prospects in Europe
- learn about the effects of mobility on individuals and how you can deal with these effects as a counsellor,
- acquire basic knowledge regarding career guidance for mobility,
- be aware of tools and exercises that should be used for career guidance for mobility.

3 Study material content

3.1 Introduction

A fundamental career development feature in the 21st century pertains to the greater need for individuals, as compared to the past, to take personal responsibility as regards with career management including multiple roles and transitions. In the same direction, it seems that it is becoming increasingly common for workers to sign “flexible” job contracts and change work environments and vocational roles more frequently. Today the concept of career has largely lost its traditional features related to the notion of linearity and predictability (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013). During the current critical period we are going through, citizens of various age groups are asked to cope with an environment characterized from socio-economic variability as well as rapid and frequently unexpected changes in both national and global level. Changes occurring affect with unpredictable ways both individual’s career and their personal and family life (Sidiropoulou-Dimakakou, Argyropoulou, & Drosos, 2013).

Moreover, in the postmodern era globally citizens face complex situations such as the increase of unemployment and underemployment rates, a tendency for frequent changes of workplaces and also changes in the concept of career, life style and career planning (Kaliris & Kriwas, 2014). To a great extent, conditions of variability and multiplicity are emanating from the phenomenon of globalization as well as from the contemporary global financial crisis.

Thus, the individual needs to learn ways and techniques to design their career so as they sustain employability while at the same time they need to draw meaning and satisfaction from life and career. Given the context of complexity described above it is evident that lifelong education plays crucial role for citizens’ career in the form of various opportunities for studies and work both within their country and abroad and the related career guidance support about studying or working away from the country or city of origin or moving between several different roles or departments at work; introducing the concepts of *mobility* and *career guidance for mobility*, respectively. Mobility and the intercultural exchange of young people are not new concepts. In fact, “after WW II the exchange of young people in Europe was encouraged to bring countries together and promote international understanding” (Euroguidance, 2014, p. 4). First initiatives on mobility were related to youth work and were followed by voluntary work all around the world. Meanwhile, schools, universities, NGOs and others gradually engaged in a variety of mobility initiatives (Euroguidance, 2014). Especially, student mobility has been actively promoted in the European Union and in many other parts of the world. However, it should be noted that mobility is both a possibility and a challenge (Puukari, 2012). It is worth mentioning that In accordance with the priorities set by the European Union at “Europe 2020” Strategy (2010), it is rendered essential that the quality and international attractiveness of the European higher education improves through promotion of students and young professionals’ mobility. Moreover, in Europe 2020 strategy is indicated that employment opportunities in all member states should be more easily accessible in whole Europe. Focusing on student mobility it is underlined that the European Higher Education contributes fundamentally to the achievement of a Europe of knowledge, highly creative and innovative. This challenge can be achieved if Europe maximizes the talents and capacities of all its citizens and fully involve them in learning throughout life (Lifelong Learning). The exchange and the mobility of University students are strategic goals of the European Higher Education Area (EHEA) that serve as key elements in achieving the above challenges. Actually,

student mobility represents an opportunity for education and especially University higher education that addresses the needs of society and the labor market (Garcia Murias, 2014). As expected career guidance has also been gradually changing due to all aforementioned changes and needs that have quite recently emerged in our globalizing society. These conditions call for skills and attitudes on the part of the citizens which refer to the concepts of flexibility, movement, transition and adaptability. Consequently, they bring along new requirements for the training and the qualification of career counsellors; as working environment has been constantly changing and clients have become more and more diversified. It is profound that in the current period education and training of career guidance specialists is very important. Among other traditional career guidance issues (interview, use of questionnaires, provision of information etc.) provision of efficient career guidance services largely depends on adequate and systematic preparation of career counsellors to deal with intentions or decisions related to educational and work mobility; support of the career guidance services users to design and fulfill their plans and receive intercultural training; support of the users prior or during the stay in order to deal with possible difficulties (see Hansel, 2005), activities and communication issues and; finally, help individuals realize what they have gained from the mobility experience, how they can exploit acquired skills and knowledge, and how they can cope with cultural adjustment issues connected to the period after returning home.

Thus, in addition to existing skills career guidance counsellors should also possess substantive knowledge and skills such as information management and analysis, with an emphasis placed not only on national and regional aspects but also on an international dimension. International dimension of career counsellor education can significantly support mobility for education and work. Particularly, in the international context career counsellors are expected to have the following skills and knowledge (Arthur, 2005, as cited at Puukari, 2012):

- Knowledge of theories concerning lifelong career development;
- Knowledge as regards with theories and models dealing with cross-cultural transitions;
- Respect of cultural diversities, ethic and moral norms;
- Social and intercultural sensitivity, respect of gender equality;
- Enhancement of multicultural competencies, including self-awareness, knowledge and skills;
- Development of ways to be proactive in encouraging international students to participate in career guidance programmes and services;
- Knowledge of legislative and legal norms (on study, work, health, social issues);
- Skills in using ICT in the field of career guidance career guidance in national and international space;
- Skills in the field of direct contact with individual clients, groups and members of cooperating networks (literacy in at least one basic foreign language).

3.2 Concept of mobility – Theoretical background

Short Summary of the Chapter

This chapter deals with the notion of mobility for work and study purposes. The concepts of career and academic/student mobility are briefly presented. We particularly emphasize benefits and barriers related to student mobility. The importance and impact of intercultural training and skills as well as examples of relevant theoretical models are examined.

As stated previously rapid changes occur in the world of work, education and society. These changes have an enormous impact on individual's career. In this sense, the world is moving constantly and we must move right along with it if we want as citizens to meet the challenges of certain situations that we face in life. This will happen whether we like it or not. Sometimes that "moving along" occurs automatically, without noticing it, and other times we just leave things the way they have always been because we do not want to move further (Key to Mobility, 2011). Individuals face situations, today and in the future, that require them to change, as follows: A new friendship, a relocation, a training or a new job, a new workplace, a new work or life role (e.g. becoming a parent), a work or educational transition; all are situations that compel people to move forward. If individuals face such a change in life, there are many new adjustments they will need to make as well as many skills they will have to demonstrate in order to cope effectively with various challenges.

All the above type of changes illustrate what we mean when we use the fancy word "mobility". Mobility is "the ability to move and adapt to different situations" (Key to Mobility, 2011, p. 1). Generally speaking, mobility pertains to various changes or challenges in life.

Most often, the notion of movement (mobility) of population is related to changes in the classification of individuals (residents) in any system of designated units:

- If the unit of such a system is certain social formations (professional, social, cultural groups), we call these changes "**social mobility**";
- if these units are spatial (regional), we are talking about "**spatial mobility**" of the population (sometimes referred to also as a regional or geographic mobility of the population)

The spatial and social mobility of the population are interrelated - changes of the social structure causes spatial movements and vice versa. As an example, the relationship between the processes of industrialization and urbanization - industrial development, industrialization, development of tertiary activities and their localization, particularly in towns sparked last years in almost all regions of the world major shifts of the rural population to cities (urbanization) (Seidenglanz, 2006). The concept of job search, or just looking for a better job, leads to geographical mobility and vice versa, geographical mobility leads to work changes. Sometimes we use the term "institutional" mobility referring to various exchange programs, usually consisting of students that are coordinated from an institution or agency, e.g. a university department.

Most of the times, we use the term "career mobility" to refer to changes that occur in the vocational situation of the person. Nevertheless, when we refer to work mobility that implies an individual's initiative lying on personal resources, then this type of mobility is usually called "individual mobility". Even student/educational mobility is usually an initiative that starts from the person, so consequently, the latter should search for alternative choices as well as for the appropriate solutions and their implementation (National Organisation for the Certification of Qualifications and Vocational Guidance - EOPPEP, 2012).As already mentioned, the focus of this textbook is on academic/student mobility. So in this chapter and the ones that follow mainly refer to the concept of academic mobility, well-known models about academic mobility, the benefits

and difficulties this type of mobility is connected to, European prospects on mobility, issues related to career guidance interview for mobility initiatives as well as exercises focused on facilitating mobility actions and enabling people to cope better with the mobility experience before the initiation of the movement, during the stay and after the return.

Academic/ Student mobility is of crucial importance at individual and community level, both for hosting and sending institutions and cultures. In particular, it is a powerful tool that enables the wider spread of relevant knowledge and best practices across different cultures, scientific areas or disciplines.

Metaphorically described, studying abroad is an academic, intellectual, cultural, and emotional journey, which offers opportunities for international interaction and personal growth – enriching experiences, gaining knowledge, and developing skills that benefit a student both professionally and personally (Puukari, 2012).

An increasing number of students is taking the advantage of the opportunity to study abroad. Concomitantly, universities have intensified their efforts to expose students to other cultures and to attract more and more culturally diverse international applicants. Student mobility is not just a significant opportunity but it also represents a challenge.

Cross cultural dynamics provide a high valuable experience both academically and culturally. However, they are not enough to warrant the short and long term efficiency of the process. Both mobile students and their universities have to be adequately prepared for such a challenging intercultural experience. This requires not only solid institutional arrangements but also an open attitude to interact with people who have different cultural background as well as willingness to learn and develop one's cultural sensitivity (Nedelcu & Ulrich, 2014).

Therefore, a legitimate question is still to be answered: "how prepared are students and universities for international mobility?". Except for the appropriate preparation for student mobility and the positive attitude that is needed towards intercultural communication, recent research has shown that there are several barriers to international student mobility. Souto-Otero, Huisman, Beerkens, de Wit, & Vujić (2013) made use of a large data set of Erasmus and non-Erasmus students in seven European countries and compared perceived barriers to student mobility between these two groups. Results revealed the overall impact of financial barriers but also suggested that it is personal characteristics that help us to better differentiate between Erasmus and non-Erasmus students. In particular, the results underlined the effects of personal and social considerations that relate to balancing the risks (credit recognition, costs and benefits) and to managing personal anxieties (social factors) as the differentiating points between Erasmus and non-Erasmus students (Souto-Otero et al., 2013). Moreover, the previous research further supported views expressed by professionals or researchers working on mobility highlighting the importance of adequate information and communication skills as elements that foster mobility initiatives (Garcia Murias, 2014).

In the context of the European Union there is a strong belief that the increase of opportunities for European citizens and their facilitation to change place of residence or work could contribute to making Europe more competitive and powerful, based on knowledge and economy, according to the goals set from the Lisbon Strategy. Mobility is the precondition for the improvement of employment through the exploitation of citizens' potential enhancing their skills to undertake new and more specialized job positions and providing them with the capacities to move towards where best opportunities are located.

Nevertheless, there are many barriers people who move to another country or place for studies or work within the country confront and these are mainly related to culture, cultural beliefs and

values, behavior and expectations lying behind behavior¹. At that point, the introduction of the term “subjective culture” is considerably relevant. The above term means that we can see positive characteristics to our self-image and we tend to see negative characteristics to a foreigner’s image that we interpret according to our culture. So in order to comprehend our limitations we first have to see beyond them. The multicultural view embraces the idea that even our everyday perceptions and ethical rules are to a great extent formed from the cultural background which we belong to. Thus, deep understanding of others requires a great deal of knowledge about the ways individuals of another culture formulate beliefs and perceptions (EOPPEP, 2012).

According to Peterson (2004, as cited at EOPPEP, 2012) culture looks like an iceberg: deeper layers (traditions, attitudes, values) are hidden from our view. We usually see and hear only the outer layers located on the surface, that is, the observable elements of a cultural identity (e.g. trends, music, fashion), verbal and non-verbal symbols. The amount of deeply hidden values and attitudes (hidden part of the iceberg) which we learn about within the culture we live in is the “invisible” part of both our own culture and others’ culture.

On the basis of the prior approach some of the elements included in both sides of the iceberg have crucial importance to comprehend and finally get closer to a person of different culture; whereas there are other less important elements through this path of knowledge. However, both parts of the iceberg constitute together an amazing cultural variety, our *cultural identity*. Consequently, developing multicultural competencies and preparing appropriately for a mobility experience supports the individual to conceptualize limitations. It is also a very important presupposition in order; on the one hand, to decide whether they will get involved in a mobility process and on the other hand, to promote a positive mobility experience; to contribute to the development of key skills and the acquisition of unique life experiences both at personal and vocational or educational level. The term “multicultural competencies” refers to the spectrum of skills, knowledge, and attitudes that allows the individual to act at a transnational and multicultural level (Kristensen, 1997, as cited at Sidiropoulou-Dimakakou et al., 2013). It is quite difficult to define specifically the above skills targeting to the contemporary worker because they are differentiated according to the employment sector, the enterprise or the job position.

Transnational skills consist of three major categories:

1. Adequacy in languages
2. Multicultural skills, and
3. International vocational skills, that refer to specific skills essential for certain occupations, so that somebody can act internationally, e.g. knowledge about law and administration issues.

Multicultural skill is considered as the ability to creatively interact with people coming from a different cultural background, on the basis of understanding differentiations and similarities in

¹ Reference to multicultural issues as regards with mobility is part of the training program and the training material dossier of the seminar on Multicultural Counselling for Career Guidance Counsellors organized by EOPPEP (Mastoraki, E., & Sotiropoulou, K., EKEP, 2009).
http://www.eoppep.gr/images/SYEP/Ekpaideutiko_Yliko_Symvoulon_Polypolitismiki.pdf

values and attitudes. Three basic levels of multicultural competence (Sidiropoulou-Dimakakou et al., 2013) are briefly defined below:

- *Mono-cultural*: The individual views and considers everything according to their own cultural standards. Their attitude to other cultures is characterized by stereotypes.
- *Transcultural*: The individual can explain multicultural differences due to specific knowledge they have acquired or through personal experience or other resources.
- *Hyper-cultural*: The individual is able to detect cultural differences and resolve transcultural problems in balanced ways.

Individual's involvement in transnational experiences and mobility opportunities either for educational or occupational reasons, contributes to the development of further skills, behaviours and attitudes which significantly enhance both personal development and maturity, career perspectives and social relationships. In particular, these are: Access to new knowledge concerning an organized amount of knowledge, or learning incidents; acquisition of new skills either through the workplace or through the field of studies; management of daily life and routine; enhancement of employability; development of linguistic skills at a level where that cannot be achieved by other means except through the mobility experience; the development of transcultural skills, such as, flexibility and adaptability; understanding and acceptance of the "other" which is acquired through the knowledge and experience of another culture, the transcultural sensitivity (Sidiropoulou-Dimakakou et al., 2013).

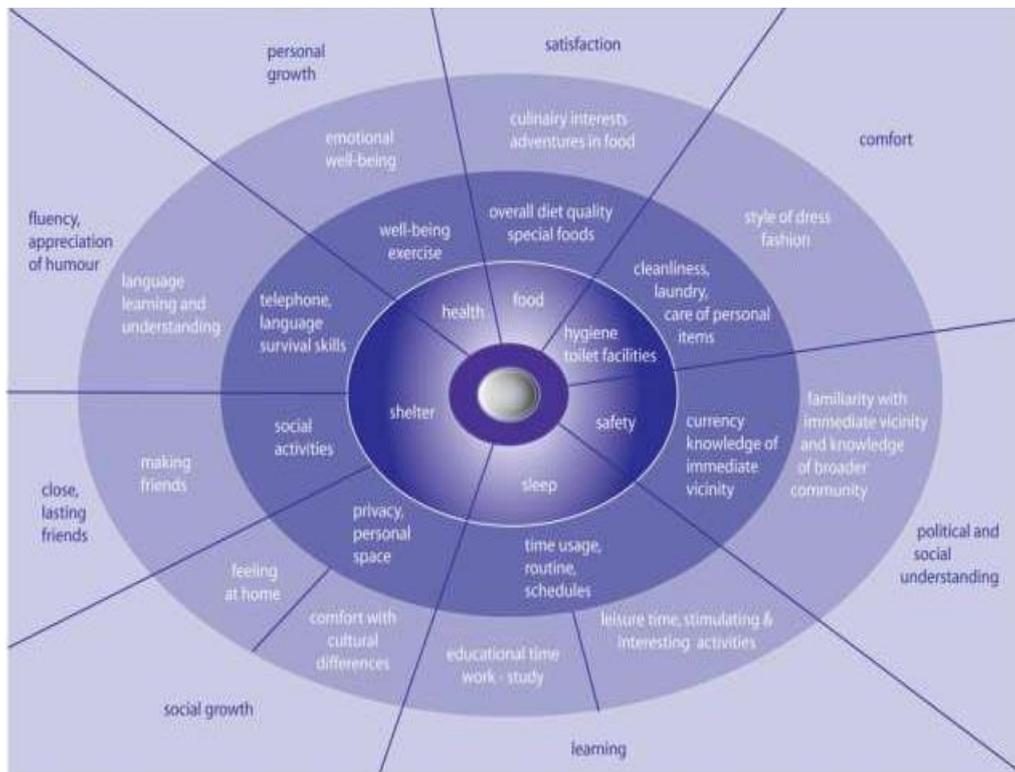
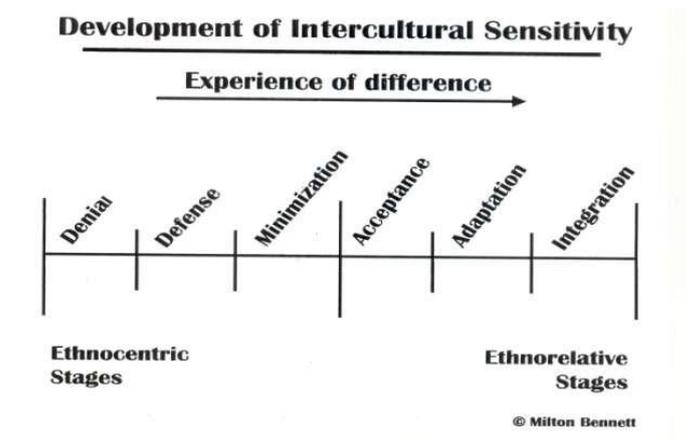


Figure 1. Concentric circles approach (Rohrlich, 1993)

Below² there are briefly presented two well-known models of multicultural training³ that are relevant to mobility issues (especially about moving to a foreign country for studies or work) and can help career counsellors explain and interpret: Firstly, which needs are most important and which of them occupy minor importance and in which ways students or workers who move to other countries cover their physical and psychosocial needs; secondly, the stages the individual needs to undertake in order to develop intercultural sensitivity; a feature which plays a vital role to the adaptation process in a foreign country. Rohrlich's (1993) model of co-centric circles (Figure 1) shows that what youngsters moving to a foreign country need most is practical information and intercultural training. This is not a surprise because it is widely known from related studies that practical information connected to trips, food, health, and hygiene facilities (see internal circle) should be prioritized. Since the aforementioned needs have been addressed the next circle is taking place.

The "Developmental Model of Intercultural Sensitivity" (DMIS; Bennett, 1993) is an interesting and also useful idea that can be used by career guidance counselors to better prepare youth for mobility issues. DMIS (Figure 2) explains how individuals or groups tend to think or feel concerning cultural differences. Moreover, Bennett's (1993) framework forms the basis for individuals' effective guidance and personal development, and supports counsellors to work more effectively with people representing a different cultural background. Bennett's model is based on longitudinal observation and research. It is quite useful for career guidance counsellors (or mobility counsellors) because it provides the appropriate structure to comprehend how people experience cultural differences. The model recognizes six stages of perspectives that describe how a person views, thinks and interprets events occurring around from the scope of transcultural difference (EOPPEP, 2012). DMIS highlights that cultural underpinnings of a person can both promote or limit the experience of cultural difference. In the context of working in teams this means that intercultural sensitivity level can promote or hinder communication.



² It would be beneficial for the reader to learn more about cultural adaptation issues that students or workers face in a foreign country in related sources, e.g. Puukari, 2012, p. 3-5, which is included in the references list at the end of the present textbook or Otten (2000), who describes a four-stage theoretical model of adaptation into a new culture and points out the needs that arise for counselling at each stage of this process.

³ For further information about these models the career guidance counselors or any other interested social scientist or professional could consult the references listed at the end of the textbook.

Figure 2. DMIS model (Bennett, 1993)

Moreover, DIMIS approach suggests that cultural sensitivity and cultural differences may be an obstacle or a “bridge” to developing relationships and communicating effectively with others. The six stages of DIMIS, as shown below (Figure 2) represent in consequence higher skill of understanding and a more complete experience of the cultural difference. The first three stages are considered ethnocentric while the last three are considered ethnorelative. *Ethnocentric* means that somebody’s culture is regarded as the unique culture or the “better” existing culture. In contrast, *ethnorelative* refers to the perception of equality among different cultures. As such, ethnorelative stages are characterized from a positive attitude toward cultural differences. It is worth mentioning that DIMIS can be used as a framework for the career counselor to assess the stage of intercultural sensitivity a young person has during the stages of preparation for mobility, stay in the foreign country and follow-up, through the process of career guidance for mobility. DIMIS could also be used for the training of career guidance counselors working with ethnic minorities or with issues of international mobility.

People who live in a foreign country often face difficulties to adapt to a new way of living. This usually is the case with University students who study abroad. This type of difficulties strongly relates to adaptation to a new educational system, communication style and way of thinking (Shaheen, 2004). Cultural shock has been defined by Oberg (1958, as cited at EOPPEP, 2012) as the shock that stems from the loss of all familiar signs, symbols or social contacts, whereas Adler (1977, as cited at EOPPEP, 2012) describes it as the amount of emotional reactions against the loss or perceived reinforcements from someone’s culture to new cultural stimuli which hold little or no importance at all and the misunderstanding of the new different experiences. The above attitudes may include emotions of inability, irritability and fear about several possible negative outcomes, e.g. feeling ignored by others or afraid of being infected etc. However, it should be noted that earlier models of cultural adaptation as those described before have been criticized by later researchers for ignoring individual differences and non-linearity in the adaptation patterns (Leong & Chou, 2002; as cited at Puukari, 2012). Some research perspectives have indicated that cultural shock phases can be sequential or cyclical, depending on the individual’s experience.

<p>Questions</p> <p>And tasks</p>	<p>Issues for reflection and review</p> <ol style="list-style-type: none"> 1. Write down on a piece of paper what we mean by the terms “career mobility” and “academic/student mobility” 2. Why mobility initiatives are important and in which ways? 3. Mention on a piece of paper the basic principles of the theoretical models of intercultural adjustment described within the chapter.
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3.3 Mobility experience and its effects to individuals

<p>Short Summary of the Chapter</p>
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The present chapter refers to several benefits and barriers of mobility for individuals as summarized in recent bibliography. However, it is of vital importance how the mobility experience is perceived by the individual. In this sense, it is meaningful to understand the notion of “triggers” and their impact on the personal and professional development of individuals.

It holds true that academic and work mobility experiences offer several benefits to individuals. Research results and practice show that mobility initiatives are associated with (EOPPEP, 2012):

- Enhancement of personal growth and development – acquisition of new skills and competences
- Access to up-to-date knowledge and information
- Development of linguistic skills
- Development of transcultural and multicultural skills through the acquisition of knowledge related to other cultures
- Coping with the non-mobility paradox: Even today in a period of severe crisis, there are numerous vacancies in many countries due to lack of skills
- Reinforcement of future employability
- Those who move as students is very likely they move in the future as workers.

Additionally, in a recent report on mobility guidance of the Euroguidance network it is supported that mobility in all its forms can have a positive effect on the personal development of young people (Euroguidance, 2014). For example large scale studies that have carried out in Germany and US on intercultural programmes and youth exchange (AFS, 1993; International Youth Exchange and Visitor’s Service of the Federal Republic of Germany, 2005) have shown that a short exchange have positive effects on the personal development of youngsters. In Nedelcu and Ulrich’s research (2014) was shown that the main impact of mobility was perceived at the individual level, in terms of personal development of the participating students.

Nevertheless, it is essential that more studies relevant to mobility effects and outcomes will be carried out in the future.

As previous research and practice has shown, besides the added value and the benefits of mobility experience for individuals, labor market and society, there are some adversities and consequently negative effects or challenges those who move may encounter. These are mostly related to (Vlachaki & Doulami, 2012):

- Different culture, cultural beliefs and values, our behavior toward others and others’ behavior toward us as well as expectations lying behind this behavior for both sides
- Knowledge of the language – misunderstandings because of the use of the language
- Occupational and career problems in general
- Mobility-related challenges (different language and context), practical challenges (accommodation, transportation) and personal challenges such as long distance relationships, missing favourite foods and socializing activities (see Nedelcu & Ulrich, 2014)

- Social and emotional harm entailed at leaving behind family, friends and your state/country.

Hansel's research (2005) aimed at highlighting the kinds of difficulties, if any, individuals who move are dealing with, revealed that:

- 21% Have not experienced any problem during the stay
- 20% Had problems with adapting to traditions and daily life overseas
- 17% Reports an intercultural problem linked to their autonomy
- 17% Had difficulties with the style of communication
- 15% Experienced problems as a result of a social-oriented or political discussion
- 13% Experienced the new culture as cold and non-communicative
- 13% Reports problems with certain social relations (host family...).

Hansel's study (2005) highlights the crucial role of communicative and intercultural difficulties as it is shown at the relatively high percentage these categories hold. Problems related to interacting inadequately with others in the foreign country, style of communication, adaptation to customs, traditions and daily life overseas are issues that should be taken into consideration in a mobility career guidance process.

As far as international students are concerned, they are challenged by cultural developmental tasks which arise from interactions between people and their environments; namely, there is a number of critical factors involved in the cultural adaptation process linked to the student's self, i.e. the mental stress of adjustment, the need for reflexivity in studying, different motivational factors and in general, aspects related to reconstructing one's own identity in a new environment (Puukari, 2012).

Students may also be challenged by the studying itself in a foreign country, where for example the way and pace of studies can be very different from their country or when teaching and learning methods follow constructivist and discovery learning approaches. Particularly, studying can be hard for students who are accustomed to learn according to didactic method of instruction (Barker, Child, Gallois, Jones, & Callan, 1991; Sheehan & Pearson, 1995; as cited at Puukari, 2012). Language proficiency is also very important as it seems to affect the academic and social adjustment of international students. Moreover, level of confidence in using acquired language skills plays a crucial role since it has been shown to be a stronger predictor of individual differences in adjustment than language ability as such (Swagler & Ellis, 2003; as cited at Puukari, 2012). Finally, it is noteworthy that international students may encounter cultural racism, especially if significant differences are observed in culture and skin colour from the host country. Actually, sudden and unexpected expressions of racism can be frightening for the students who are being regarded for the first time in their life as members of a minority group.

It is of vital importance how the mobility experience is perceived by the individual; that is, whether the experience abroad is perceived as positive or negative is largely depended on the so-called triggers. “Triggers are specific situations, positive or negative, which during the mobility conflict with the expectations of participants and will be remembered by the person years after the exchange” (Euroguidance, 2014, p. 5). In most cases triggers are related to:

-experienced differences during the exchange (food, etc),

-contacts with the “significant others” (other participants, local responsible manager of the program etc.),

-the group dynamics (conflicts, feeling of solidarity, etc.) and hospitality (host family, etc.).

Triggers are considered very important because positive triggers tend to generate positive effects on the personal development of young people whereas negative triggers is likely to cause opposite effects.

Questions	Issues for reflection and review <ol style="list-style-type: none"> 4. How a student can benefit from a mobility experience? 5. What risks are involved in a mobility initiative? 6. What do we mean by the term “triggers”? 7. Why are triggers important? 8. Mandatory activity Describe some intercultural / communicative difficulties a person can face while undertaking a mobility initiative.
And tasks	

3.4 European policy and prospects about mobility

Short Summary of the Chapter
The present chapter focuses on mobility as a European Union priority that intends to promote lifelong learning and career development. Furthermore, there are shortly presented several examples of European programmes related to mobility for students, workers, researchers and career guidance counsellors.

Mobility is prioritized by the European Union. According to the Strategic Framework for the European Cooperation in Education and Training 2020, at least 20% of graduates from European Higher Education should have gained some educational or training experience abroad in order to realize lifelong learning and mobility initiatives, to advance quality and effectiveness of education and training, to promote equality and social cohesion, as well as active citizenship. Another goal of the prior actions is to enhance creativity, innovativeness and entrepreneurship at all levels of education and employment (EOPPEP, 2012; Vlachaki & Doulami, 2012).

In this context the role of lifelong guidance becomes crucial as the Resolution of the Council of Ministers of Education in EU (May 2004) - Council of the European Union (2004). *Strengthening Policies, Systems and Practices on Guidance throughout Life*. 9286/04. EDUC 109 SOC 234. - for

Career Guidance, recognizes the importance of career guidance for promoting lifelong learning, access to information, employment, social inclusion, career decision-making competences and career management skills.

Moreover, the Resolution of the Council of Ministers of Education in EU for Career Guidance Career guidance (November 2008) - Council of the European Union (2008). Better Integrating Lifelong Guidance into Lifelong Learning Strategies. 15030/08. EDUC 257 SOC 653. called for the better incorporation of Lifelong Career Guidance into Lifelong Strategies and attributed great value to career guidance as a lifelong process which allows citizens in any life stage to be aware of their skills and interests; to make appropriate educational and occupational decisions, to design and manage the career roles they undertake and to achieve balance between personal and work life, etc.

European Lifelong Guidance Policy Network (ELGPN) is a network of career guidance experts that has supported since 2007 all aforementioned strategies. Euroguidance Network was established in 1992 and nowadays is connected to 68 national Euroguidance centers and has promoted important actions that promote mobility both at national and European level by providing up-to-date information and training to career guidance counselors, students, educators and other stakeholders. Meanwhile, Euroguidance, promotes and incorporates the European dimension of Career Guidance into the corresponding national systems

The Green Paper: Promoting Learning Mobility of Young People (2009) aimed at promoting educational mobility for young people in European Union and tightly connecting it to the whole educational process. An additional target of Green Paper is to involve institutions and agencies related to mobility in supporting and developing actions that reinforce youth educational mobility. Specifically, the fundamental future perspectives of the Green Paper are as follows:

- connection of mobility to educational outcomes, gaining knowledge, qualifications and occupational experience,
- promotion of mobility among European Union countries and development of exchange programs around the world,
- promotion of mobility across sectors, e.g. between education and labor market,
- focus on physical mobility and utilization of virtual mobility with the use of ICT,
- focus on youth mobility (ages 16-35).

Below there are shortly presented several examples of European programmes and projects related to mobility which are set up in order to enhance mobility initiatives and widely promote a culture of exchange of knowledge and mobility experiences in EU. Most of these programmes are mainly targeting to youth and student mobility. Several EU-programmes focus on stimulating EU-citizenship and offer EU-citizens learning experiences abroad. On the one hand education and training programmes are focused on stimulating learning opportunities across Europe; whereas youth programmes focus on the development of active EU-citizenship.

- **The Erasmus+ Programme** (http://ec.europa.eu/programmes/erasmus-plus/index_el.htm) enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It is an umbrella programme integrating various educational and training initiatives. *The section* of Erasmus programme named Erasmus+ Youth mobility focuses on the promotion of mobility in higher education (students) and youth workers (http://ec.europa.eu/youth/programme/mobility/index_en.htm) and is characterized as one of the most representative initiatives of educational policy of the European Union in the field of

mobility. It is the most significant and impactful action conducted by the European Union in terms of promoting students, teachers and staff's mobility opportunities.

Concerning Higher Education Erasmus targets institutions, teachers and students by providing funding for studies, placements abroad, as well as intensive language courses. Introduced as the EU's flagship education and training programme for mobility and cooperation in higher education, ERASMUS has always targeted very ambitious aims: to help students to become internationally competent and well-prepared for job requirements in a closely interrelated European economy. It is expected that this international experience has a positive impact on the personal development of the students and in particular on intercultural understanding and foreign language proficiency, but also on their academic development. At the same time, the programme goals include the enhancement of quality and volume of student, teacher staff mobility and multilateral cooperation throughout Europe, closer cooperation between higher education institutions and enterprises, promotion of compatibility between higher education and advanced vocational education qualifications in Europe. Higher education institutions around Europe have Erasmus offices that students can address in order to be informed about exchange programmes or apply for those they are interested in.

More data which prove Erasmus mobility program impact are synthesized by VALERA (The Professional Value of ERASMUS) study in which 4,600 former Erasmus students from the academic year 2000/01 were surveyed in 2005. According to former Erasmus students' responses, their international experience played an important role when entering the labour market. Also, the VALERA survey showed that Erasmus graduates often report an international focus of their work tasks and their employment situation (Nedelcu & Ulrich, 2014). All in all, the programme is considered a European success story. Within over 20 years of its existence, the programme has supported mobility of more than 2 million Erasmus students and has contributed significantly to the European dimension of higher education by supporting student, teacher mobility and multilateral cooperation among European higher education institutions.

- **Youth in Action** stands as a part of Erasmus+. It promotes active involvement in the community and supports projects giving young people a greater sense of EU-citizenship. The general objectives stated in the legal basis of the Youth in Action Programme are to:

- promote young people active citizenship in general and their European citizenship in particular
- develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union-foster mutual understanding between young people in different countries

- contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field

- promote European cooperation in the youth field.

- **Key to mobility** is a European Leonardo da Vinci project that stimulates the European mobility of young people at risk. The general objective is to equip teachers and trainers with the necessary skills and knowledge to support VET participants in the acquisition of key competences for mobility and to prepare students to access mobility programmes. The mobility guide that has been prepared for the purposes of the programme is aimed at teachers and trainers to prepare, to perform and to evaluate mobility projects.

- **Youth on the move** (<http://ec.europa.eu/youthonthemove>) significantly contributes to the enhancement of youth mobility and the capitalization on opportunities for studies, training and work around Europe. Youth on the move is a bundle of policy initiatives for work, employment and training around Europe. It initiated in 2010 and constitutes part of Europe 2020 Strategy for smart,

sustainable and inclusive development. Youth on the move aims at improving youth education and employability, reducing high unemployment rates of youngsters and increasing the rate of young workers – according to the goal European Union has set for 75% employment rate for the population within the age range of 20 – 64 years old.

Furthermore, there are several networks, organizations and fora at European and International level that provide career guidance counselors with information, knowledge and guidelines relevant to the international dimension in Career Guidance and therefore, promote mobility initiatives and support career guidance counselors to help their clients dealing with mobility issues. Some key networks or organizations are briefly presented⁴.

- ***Euroguidance***

The Euroguidance network (<http://euroguidance.eu/>) is a network of centers linking together the Careers Guidance systems in Europe. Euroguidance promotes mobility, helping guidance counsellors and individuals to better understand the opportunities available to European citizens throughout Europe.

- ***Eures***

The purpose of EURES (<http://ec.europa.eu/eures/>) is to provide information, advice and recruitment/placement (job-matching) services for the benefit of workers and employers as well as any citizen wishing to benefit from the principle of the free movement of persons. Set up in 1993, EURES is a co-operation network between the European Commission and the Public Employment Services of the EEA Member States (The EU countries plus Norway, Iceland and Liechtenstein) and other partner organizations. Switzerland also takes part in EURES co-operation. The joint resources of the EURES member and partner organizations provide a solid basis for the EURES network to offer high quality services for both workers and employers.

- ***Eurodesk***

Eurodesk (<http://www.eurodesk.org/>) is a European network of information services in 31 countries providing a unique access to European information for young people and those who work with them. This section gives information about: who is involved with the network, - national Eurodesk partners; - local Eurodesk relays; - Eurodesk Brussels Link; what are the services offered - a range of public European information services at national and local levels; how you can access the services - on-line - on-site.

- ***Euraccess***

EURAXESS - Researchers in Motion (<http://ec.europa.eu/euraxess/>) is a one-stop shop for researchers seeking to advance their careers and personal development by moving to other countries. In addition to the information on training and jobs, this electronic gateway is the entry point to a wealth of practical information on living, working and relaxing in the European countries involved.

- ***European Lifelong Guidance Policy Network (ELGPN)***

⁴ For further information on the programmes or projects' targets, content and specific actions related to mobility at a European level both for students /workers and career guidance counsellors are advised to visit the web page of each programme as referred within the text.

ELGPN (www.elgpn.eu) aims to assist the European Union Member States and the Commission in moving European cooperation on lifelong guidance forward in both the education and the employment sectors. The purpose is to promote cooperation at Member State level on lifelong guidance and to propose appropriate structures and support mechanisms in implementing the priorities identified in the Resolution on Lifelong Guidance (2004).

- **Guidenet**

Guidenet (<http://www.guidenet.org/>) offers the UK Guidance community an opportunity to network and establish links with a wide range of guidance and education organizations throughout the EU, EEA and pre-accession countries. The Guidenet project will establish a transnational network of expertise to gather together guidance initiatives, evaluate and comment upon them and to disseminate them as widely as possible within the guidance communities in Europe. The fact that there is a need for such a network can be demonstrated by the interest shown in practice and developments in other countries by policy makers and practitioners in Europe. The primary target groups for Guidenet are guidance counsellors, guidance organizations, policy makers and other actors in the guidance field at all levels nationally and transnationally.

Questions and tasks	<p>Issues for reflection and review</p> <ol style="list-style-type: none"> 9. Which are the priorities of EU in relevance with mobility initiatives? 10. Which are the benefits of mobility for society, individuals and EU according to recent official EU documents about lifelong learning and lifelong career guidance? 11. Mention 3-4 examples of European programmes that refer to mobility initiatives. Which services do they offer to participants?
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3.5 Career Guidance on mobility issues

Short Summary of the Chapter

In this chapter is described the process of career guidance on mobility issues, its importance and the main aspects it deals with. It is emphasized that career guidance on mobility should help counselees cope with multicultural issues and adjustment to a new reality. There are also illustrated core skills a career guidance counselor must possess to provide effective mobility counselling services.

Performing a mobility action requires from the person that is moving the implementation of different kinds of skills/competences, among which are those related to decision-making and information management. Career Guidance, understood as a continuous process throughout life (Lifelong Guidance), is considered in this context to be an effective supporting tool contributing to an informed decision on whether to implement mobility or not as well as to positively experience the mobility initiative (Garcia Murias, 2014).

Career Guidance for mobility either for educational or work reasons covers several issues such as assistance with planning and implementing a mobility action, providing information to those who move, and generally, any activity involved in the framework of lifelong career guidance

(studies, work, retraining etc.). More specifically, these activities include career guidance interviews, designing and implementing a plan for mobility, developing awareness, etc. As any type of career guidance, mobility guidance career guidance should be trustworthy and take into account feedback given by all parts involved in the process (EOPPEP, 2012). Precisely all valuable information and experiences can feed the mobility guidance process for continuous improvement (Vanraepenbusch, 2012).

Career guidance for mobility is a very important and also a complex and demanding process. It seems that the above type of career guidance should incorporate and embrace multicultural career guidance techniques and considerations which are rendered essential so that counsellors can cope effectively with career guidance for mobile individuals. The counsellor should be able to adapt his/her communication style so that clients feel safe, counseling strategies to the needs of clients, their cultural values and expectations, , to explain the adjustment process to the clients, to deal with adjustment-related depression, to address presenting concerns first (e.g. practical issues such as lack of information, academic differences, financial difficulties). Since all above problems have been solved the counsellor can move to deeper personal issues (Khoo, Abu-Rasain, & Hornby, 2006).

As far as international students are concerned, they need to be prepared for the whole range of triggers they will be exposed to. The counselling support abroad should be directed to create situations with positive triggers and learning to cope with negative ones (see Chapter 3). As mentioned before Career Guidance process is not limited to a good preparation for mobility, but support during and follow-up after the mobility experience is equally important. Both the preparation and the support during the stay abroad should be directed to deal in a positive way with triggers, and to learn from crises which will inevitably take place during the stay. Conflicts and crises, if any, could be seen by the individual as positive challenges. In most cases the support of a "significant other" or "peer group" is crucial in dealing with crises and triggers (Euroguidance, 2014). Not only interpreting and explaining the triggers is important. Attention should also be given to get rid of reversion (when the other culture is praised to the skies in relation to one's own culture) and duality (polarisation of cultural differences) on the one hand, and dealing with liminality on the other hand. Liminality occurs when participants returning after a stay abroad indicate not feeling at home either in the home culture or the foreign culture. This should be transformed into a form of 'world citizenship'.

Mobility participants should get the chance to tell their story and exchange experiences with others, and reflect on what they have learned. How do you give the stay abroad the right place in the life of participants? What are the opportunities and challenges for LLL? Self- assessment instruments and DMIS (Bennett, 1993) can also be used in this context in order to "measure" and make participants aware of progress made in intercultural sensitivity, learning styles, etc. Evaluation can be repeated a couple of months later as the individual will have been able to take some distance from what happened abroad and by consequence they would have been more objective in their judgements. In this way they will have an opportunity to tell their story again at a point in time where there are no longer many chances to do this and not many interested listeners either (Euroguidance, 2014). Moreover, efforts should be made to try to involve mobility partners (school, University, company, NGO, etc) from abroad in the follow-up of the participants, this can give partners valuable feedback about the way in which they have dealt with foreigners in their organisation. This process can be facilitated with modern ICT-technology like video-conferencing, skype, etc.

The mobility experience for an individual is always a process and not a product. It has to be assessed, but how? This is further complicated by the fact that the principle gain for the individual lies largely in transversal skills: how do you assess self-confidence, adaptability, stress management, open-mindedness, etc.?

In fact, It is necessary for the mobility advice professional to understand the mechanisms put in place in order to carry out an assessment and a quality approach (Euroguidance, 2010). Assessing the act of giving mobility advice is currently done primarily using a quantitative assessment: number of interviews conducted, number of information sessions, etc.

It is also noted that Internet users regularly consult websites dedicated to mobility. But this tells us nothing about the quality of advice given and or its impact on career decisions and on mobility itself: we can see how many people consult the websites but how many follow the process through to the end? How do you take qualitative aspects into account in mobility advice?

It is worth remembering that mobility advice can be acted upon at a later date, particularly in cases of individual mobility. Secondly, it is important to see if and how mobility is promoted as part of training and professional integration programs.

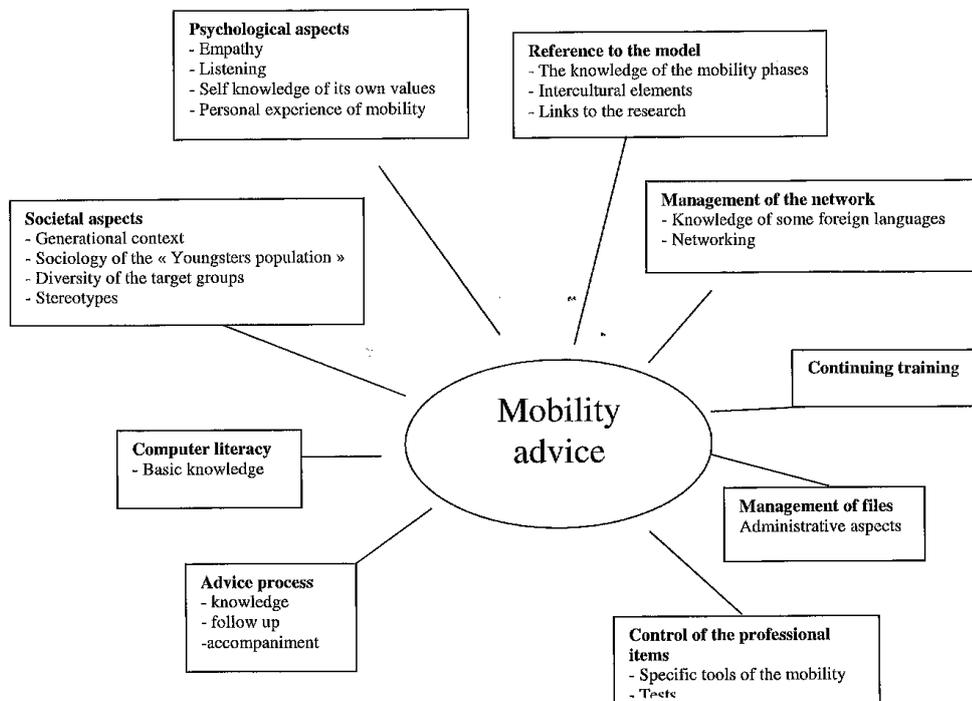


Figure 3. Diagram of the skills and knowledge a counsellor must possess to provide effective mobility career guidance.

Source: Euroguidance. (2010). *Mobility advice interview: A quality approach to mobility advice*. Euroguidance: European Network to Support Guidance Career guidance.

Assessment of the mobility project by a professional means (Euroguidance, 2010):

- Assessing the motivation and commitment of the advice-seeker and their suitability for the project
- Assessing whether or not young people have the support of their parents.

- Assessing ability to improvise, independence, maturity, ability to overcome stereotypes, skills, including linguistic skills, curiosity, etc.
- Assessing project feasibility: cost, practical and administrative details, timeframes, etc.
- Assessing the risks associated with mobility.
- Assessing the principal gain for each program.

Euroguidance Network (2010, p. 5) has drawn up a diagram based on a brain-storming session aimed at spotting the skills and knowledge used in mobility advice (Figure 3).

Although the need for career guidance services for international students is great, many studies have shown that students are often reluctant to use the career guidance services (Abe, Talbot, & Geelhoed, 1998; Pedersen, 1991; Sandhu, 1994; as cited at Puukari, 2012). One reason for this may be that the training of counsellors has not included necessary preparation for providing career guidance to international students (Fouad, 1991, as cited at Puukari, 2012).

Another reason may be that international students expect immediate solutions to their crisis-management and problems related to cross-cultural transition (Hayes & Lin, 1994, as cited at Puukari, 2012). Bearing this in mind, counsellors should try to respond to these immediate concerns and assist students in finding relevant resources and ways to deal with the problems as well as and encourage them to continue career guidance if needed. Furthermore, such services are not familiar for many international students because they do not exist in their home country.

Therefore, it is important that an introductory period includes opportunities to get information on what these services are, when and how they can be used and what one can expect from such services. Arthur (2003a, cited at Puukari, 2012) notes that for counsellors it is good to take part in student orientations and get to know them also informally so that the students feel more comfortable to take contact with them when needed.

Thomsen (2012, as cited at Puukari, 2012) has found evidence that guidance career guidance services are often accepted more strongly, if they are offered to groups rather than to individuals – an aspect worth noting when planning the future development of student support.

Sometimes other students may be the ones for whom it is easier to contact personnel who provide help for students with study or personal problems. This is why it is a good idea to encourage fellow students to take care of each other and to help peer tutors to recognize situations when they should propose an international student to seek professional help and suggest they can make the initial contact and perhaps also introduce the student to the counsellor or other expert upon the first meeting.

All in all, as far as the setting of goals for the career guidance of international students is concerned, it is important to look at career guidance from different points of view. For example, from a developmental point of view, the aims of student career guidance shift from problem-solving to supporting the student's development process. According to Kagan and Cohen (1990, as cited at Puukari, 2012), international students who make friends with nationals from the host country and who can speak the language, adapt well to the new culture. The emphasis in career guidance therefore should be on helping international students manage their adaptation to the foreign culture. Counsellors should consciously try to encourage international students to develop their intercultural competence, and not simply view their task in terms of the visitors' adaptation to the host country's culture

Hargrove et al. (2003, as cited at Puukari, 2012) suggest that career counsellors familiarize themselves with the current research on the career behaviours of ethnic minorities. They should also become actively involved in the educational, workplace, family, and community settings of

members from different cultural groups. It is not necessarily realistic to expect all counsellors be so active. However, the idea that counsellors have both knowledge of and personal interaction with people from different cultural groups, it is very useful. Career guidance services directed at helping international students to find a job, need to put more emphasis on work experience and practical help in getting work, such as offering advice on how to write a good application or practicing for an interview. One of the leading researchers in the area of career guidance internationally, Nancy Arthur, has noted that acquiring career and life planning skills should be seen as key components of managing international students' cross-cultural transition. Students who take career planning as an integral part of their international studies are better prepared for returning home and utilizing their experiences when entering working life.

Arthur (2005) suggests five key areas of training and development for counsellors working with international students:-Acquire more knowledge about theories and models dealing with cross-cultural transitions;-Obtain knowledge regarding the typical demands confronted by international students;-Enhance multicultural competencies, including self-awareness, knowledge and skills;-Develop ways to be proactive in encouraging international students to participate in career guidance programmes and services and,-Expand career guidance roles to include advocacy for responding to systemic barriers and improving institutional policies and practices that impact international students.

Moreover, Khoo et al. (2006) provide a list of guidelines for cross-cultural career guidance wherein are included suggestions particularly relevant to the counselling of foreign students; based on suggestions made by APA (1993, as cited at Khoo et al., 2006) and Pedersen (1991, as cited at Khoo et al., 2006). There appears a summary of these suggestions, as follows (Khoo et al., 2006, pp. 111-112):

- Counsellors should educate their clients on the goals, expectations and scope of counselling as well as the counsellor's own orientation.
- Counsellors should be aware of research and issues related to their clients (i.e. foreign students).
- Counsellors should acknowledge ethnicity and culture as important parameters in understanding psychological processes.
- Counsellors should respect the roles of family and community values and beliefs in the client's culture.
- Counsellors should try to eliminate biases and prejudices.
- When counselling foreign students they should not over-emphasize or under-emphasize the cultural differences between them and the student.
- They should identify specific skills to help foreign students adapt to specific roles and situations.
- Counsellors should encourage the bonds between foreign students and their fellow nationals as a form of support.
- Counsellors should strive to facilitate students' orientation to the host culture which requires contact with students before they arrive, during their studies and after they have returned home.
- Counsellors should help students deal with re-entry problems for when they return home.

Questions And tasks	<p>Issues for reflection and review</p> <p style="text-align: center;">12. Mandatory activity</p> <p>Please write down on a piece of paper which are the key points of assessing a mobility project that a counsellor should consider in their work?</p>
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	<p>13. Mandatory activity Please write down on a piece of paper which skills a counselor should develop to work effectively on cross-cultural and mobility issues according to Arthur (2005) and Khoo et al. (2006).</p> <p>14. Mandatory activity Think about critical aspects (e.g. expenses, feasibility of the plan) you would take into account in career guidance with a client who undertakes a mobility initiative and then note them down in the form of a simple diagram.</p>
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3.6 Counselling interview, exercises and tools for mobility

Short Summary of the Chapter

In this chapter are described the most common stages of a counseling interview for mobility. There are also given examples of activities and tools the counsellor could use with their clients with the aim to assess a mobility action, preparedness degree for such an action, interpretation of an individual's mobility experiences and the degree of an individual's transcultural awareness as well.

The phases of transnational mobility as noted in the previous chapter are in general taking place before the mobility action, during the stay and after the return. However, the career guidance approach used is similar for young or older clients (e.g. workers).

Principal stages regarding the mobility advice interview have been proposed by Euroguidance (2014) and specifically, Mihai Jigau (Euroguidance Romania), Jozef Vanraepenbush (Euroguidance Belgium, Flanders) with support from Graziana Boscato (Euroguidance France), Ilze Jansone (Euroguidance Latvia) and Hilary Lynch (Euroguidance Ireland). These stages roughly include the following processes⁵:

- Establishing the career guidance relationship between the mobility counsellor and the client
- Analyzing the individual development project: Evaluating, identifying problems, working on individual stereotypes
- Supporting the client's mobility project
- Concluding the preparatory phase prior to mobility
- Monitoring during the mobility period
- Evaluating and capitalizing on the experience following return.

Nevertheless, it should be noted here that regarding the support during the stay is not very common. Even so the client should come in contact with his/her counsellor just in case of severe problem. Some thinking is needed to see how this support can be best organized and delivered. In this particular stage monitoring and evaluation can play an important role in detecting problems

⁵ The whole analysis of the mobility advice interview can be found at the report: Euroguidance. (2014). *Mobility advice interview: Mobility advice process*. Euroguidance: European Network to Support Guidance .

and help clients to reflect and change their behaviour and attitudes. Modern ICT can be used here in the form of blogs, Internet diaries, Skype, MSN etc. The above mentioned self-assessment instruments and the DMIS of Bennett (1993) can also be used in the evaluation process. This type of instruments can help mobile people to map for themselves their own competences, growth and intercultural learning during the stay abroad.

Below are presented exemplars of activities that can facilitate users of mobile career guidance services to map their personal development, their attitudes towards mobility, the level of adaptation to the new culture, their readiness to take a mobility initiative, their needs or conflicts during the stay etc. The counsellor can choose to use only one exercise or that exercise in conjunction with others in order to better address individual's needs. All exercises are adjusted from the ones created by the Centre for International Mobility, CIMO, Finland, or the Mobility Guide constructed by EOPPEP (2012).

Travel Journal

You can complete the travel journal after you return to Finland (or any other country..). Or if you decide to stay abroad for a longer period, you can use the travel journal to evaluate your experiences. You can also use the travel journal to reflect upon your previous experiences abroad, even if you do not complete any of the other exercises in this guide.

Complete the sentences

The purpose of my journey was to _____

When I left, I did not expect to experience _____

I have gained _____

I feel that I have changed in the sense that _____

What I liked most about the country I lived in was _____

I did not like _____

I missed _____

My earlier prejudices that were proved wrong were _____

An unforgettable piece of scenery was _____

My weakest moment was _____

If I had lived in Finland for the same period, I probably would not have learned _____

My time abroad gave me _____

My attitude to change has taught me _____

If I went abroad again, I would do the following things differently _____

My advice for others going abroad, would be _____

The experiences I most enjoy telling my friends about are _____

I would like to tell my future employers that I have learned in particular _____

My relationship with my native country is _____

The things that I will miss from abroad are _____

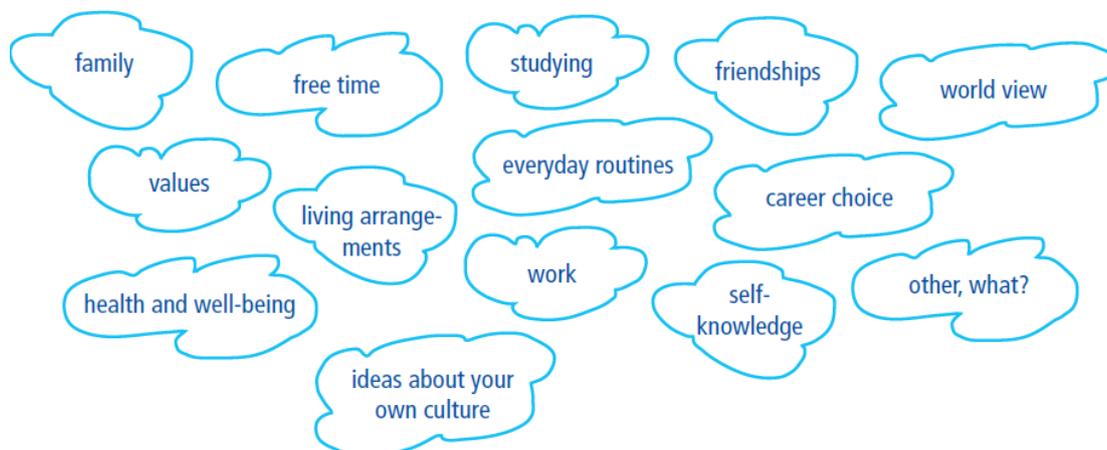
My next international destination is _____

New language – new Horizons?

Moving abroad to an unfamiliar environment with a strange language and culture is a major change in a person's life. Some changes are impossible to prepare for in advance. What you can do, however, is to assess how prepared you are by anticipating any possible changes and to consider how you would relate to these changes.

Clouds

The clouds represent different areas in your life that may be affected by moving abroad. Tick the clouds that you think would be affected the most if you moved abroad.



Transcultural awareness

In the table below note down how you assess yourself at each trait related to transcultural awareness.

How do you assess yourself?	It needs improvement	Strong point	Extremely strong point
Open minded			
Flexibility and tolerance at different views and behaviours			
Skill to adjust your behaviour			
Comfort in situations of uncertainty			
Ability to trust somebody/something even if they are not so familiar			
Modesty			
To be attracted by something new or different			
Extroversion			
Creativity			
Tactfulness			
Decision-making skill besides the lack of means			
To admit as a challenge that your views are in question			
Patience when there is a lack of the sense of control			
Anxiety management skills against new and unforeseen situations			
Sensitivity to several sides the “different” has			
Respect to the others			
Willingness to change yourself and desire for learning as you grow up (instead of expecting others to change for you)			
Empathic understanding			
Sense of humour			

	<p>item by clicking on the appropriate column. The more strong points you gather the more transcultural awareness you may exhibit.</p> <p>18. In the activity “Travel Fever” read the statements and tick the most suitable section of the travel thermometer (interactive).</p> <p>19. Pick up two of the activities mentioned in this chapter and write down briefly (2-3 sentences) which is their goal, for which type of clients they would be more appropriate and which phase of the career guidance for mobility you would use them in.</p>
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4. Assessment procedure

Successful completion of the module is conditional upon:

- Attendance at face-to-face sessions.
- Successful completion of 4 out of 5 obligatory tasks No 8, 12, 13, 14, 15. Completion of the tasks will be evaluated by the tutor on scale 1-100. All obligatory tasks as well as other tasks chosen by the trainee will be prepared by the trainee and his answers/work will be uploaded by him to the inno-career training platform before the final assessment procedure.
- Successful pass of a written test which will evaluate the competences acquired by the trainee. It will include 10 multiple choice questions and 1 open question. For a successful pass, 80% of the questions (9 questions) must be answered correctly. The test will be evaluated by the tutor on scale 1-100. The test will be given to the trainees by the tutor of the module at the final assessment phase of the program. The day of the final assessment will be set by the organizers of the training program.
- Filling in an online self-evaluation questionnaire containing multiple choice and open questions aiming to assess the learning outcomes before and after the module training. Before the start of the training at the particular module trainees will complete the questionnaire to make the initial assessment of their competences. After the end of the training and until the final assessment phase they will complete the same questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

Final assessment procedure

The final (summative) assessment procedure of the trainee consists of a:

- Written essay on a training module topic chosen by the trainee. If the trainee chooses this module he/she must choose one of the following topics:
 - Possible advantages and limitations of mobility initiatives.
 - Description of the counseling approach, methodologies and techniques related to the standard process of mobility counselling.
 - Connection of career guidance activities to academic mobility: Implications for career guidance and counselling activities.
 - Transcultural skills: Their role and significance towards counsellor effectiveness on the management of mobility issues.

The essay must have a length of 15-20 standard pages minimum including bibliography, tables and contents. One standard page is 1800 characters with spaces. The essay must be uploaded by the trainee to the inno-career training platform before the final assessment phase.

OR alternatively

- Simulation of a counselling session combining the theory and practice of a module chosen by the trainee. If the trainee chooses this module he must cooperate with another trainee having chosen the same module. At the final assessment phase the two trainees will play the role of counsellor – counselee and vice versa. The simulation will last approximately 1 hour/couple. The goal is to create an environment very similar to the working one in order to better evaluate the participant's skills in practice. (Competency-based training). The simulation will be evaluated by the tutor of the module.

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