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About Project CareersS

Tempus Project title:

DEVELOPMENT OF CAREER GUIDANCE AIMED AT IMPROVING HIGHER EDUCATION IN SERBIA (CareerS)

Duration: 3 years (15.Oct.2011. - 15.Oct.2014)

Scope: NATIONAL / Type: STRUCTURAL MEASURES - GOVERNANCE REFORM

Beside high rate of unemployment, Serbia has just about 7% of highly educated population, students on average take twice as long to complete their studies, on average only 15% of students complete their studies, while total number of students who completed studies is about 60%. In this reality framework, high quality education and training, as well as career guidance and counselling services in higher education gain significance. It is indisputable that career guidance contributes to the accomplishing of important goals in higher education – contributes to higher efficiency, higher level and better quality of human resource, addresses shortage of skills, decreases drop out, but also contributes in achieving significant objectives in field of employment – better preparedness and adaptability of work force, greater efficiency and mobility.

Through realization of the project CareerS we will try to contribute to the implementation of certain measures and activities of the National Strategy of career guidance and counseling (CGC), which are primarily related to students. Main objective of the strategy is establishment and development of career guidance and counseling in Serbia. The document itself represents an important strategic framework, and along with Action plan for period 2010-2014 represents a platform for institutionalization, sustainability and further development and promotion of CGC in Serbia. Measures and activities related to HE sector are result of joint process in which all stake holders, including universities and career centers, provided their suggestions taking into consideration current state and perspectives of career guidance in higher education in Serbia. At the operational level of the project Careers, development of practice of CGC in HE, focus is placed on building the system of career guidance at university level, according to the priorities that define the new paradigm of career guidance – lifelong guidance (promoted in numerous EU documents): the centrality of the individual/learner in the provision of career services, the need to refocus provision to develop the skills of individuals to manage their career and learning, widen access to services and improve the quality of the services. Measures and activities represented in the Action Plan of the National Strategy of CGC that directly affect the development of system of career guidance in HE are included, in the elaborated form in the work packages and activities of the project.

Specific objectives of project are: Development of Programs of Career Information, Guidance and Education aiming to increase youth employability; Enabling wider accessibility and variety of programs in Career guidance at Higher Education Institutions; Raising the level of recognizing importance of Career Guidance by the policy makers and other stake holders and Development of CGC Programme for Youth and Methodology for CGC centers at Serbian HE institution.

Benefit of the project will have students, universities, academic staff, employers and policy makers, since the project will enable students to manage and plan learning and work pathways in accordance with their career goals, relating their competences and interests to education, training and labour market opportunities; assist institutions to have motivated students and better connections with employers; assist employers to have motivated, employable and adaptable staff and better connections with university and encourage policy makers to achieve a wide range of public policy goals.

Project partners from EU: Swansea University, UK, University of Padova, Italy, University of Silesia in Katowice, Poland

The Project partners from Serbia: Ministry of Education, Ministry of Youth and Sport, Student Conference of Serbian Universities, University Novi Sad, University of Kragujevac, University of Niš, University Singidunum, Megatrend, Infostud 3, d.o.o., Public Enterprise for electric energy transmission, Belgrade Open School.

The Project coordinator: University of Belgrade

www.careers.ac.rs

About Conference

“Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives”

The conference “Serbia within European Paradigm of Career Guidance - Recommendations and Perspectives” is organized within the Tempus Project “Development of Career Guidance Aimed at Improving Higher Education in Serbia” for the purpose of creation of Strategic plan for development of career centers at universities in Serbia for the period 2013 - 2020.

Main purpose of the conference is to enable transfer of experience and knowledge from Europe related to strategic planning of a continuing development of career centers and career guidance at higher education institutions.

This conference will gather relevant representatives of CareerS project Consortium from the University of Belgrade (grant holder), University of Swansea (UK), University of Padua (Italy), Silesia University (Poland), Ministry of Education, Science and Technological Development of Serbia, Ministry of Youth and Sport of Serbia, University of Niš, University of Novi Sad, University of Kragujevac, Singidunum University, Megatrend University, Student Conference of Universities of Serbia, Public Enterprise “Elektromreza Srbije” and Belgrade Open School.

We believe that the conference topics will be of interest to wider academic and business community and we are welcoming participation of university teachers, students, and various representatives of organizations outside of CareerS Consortium who are interested to contribute to and benefit from the work of this conference.

The conference is held at the University of Niš (Building of the Rectorate, Ceremonial Hall) on 24 October 2013.

Welcome to Niš, the birthplace of Constantine the Great, in the year of celebration of the great jubilee - the 1700 years of Milan Edict.

Conference program

INTERNATIONAL CAREERS CONFERENCE

Serbia within European Paradigm of Career Guidance –

Recommendations and Perspectives

University of Nis, October, 24th 2013

8.30–9.00	Registration and welcome coffee	
9.00–9.20	Opening - Welcome addresses	
	<p>Prof. Dr. Zoran Nikolić, Vice-Rector of the University of Niš Prof. Dr. Slobodan Stupar, Assistant to Minister of Education, Science and Technological development of Serbia Prof. Dr. Miodrag Lazić, Director of Career Centre of University of Niš</p>	
	Serbia within European Paradigm of Career Guidance	
9.20–9.50	The Enhancement of Students' Career Management Competence – a Strategic Higher Education Policy Approach	Dr Gerhard Rott, Bergische Universitaet Wuppertal, Germany
9.50–10.10	European trends and challenges of career guidance in Serbia	Snežana Klačnja, Ministry of Youth and Sport, Serbia
10.10–10.30	Career guidance in Europe – resources for guidance practitioners from Serbia	Marko Banković, Milena Škaljac, Euroguidance Centre – Foundation Tempus, Serbia
10.30–10.50	Career Guidance at university level in Serbia - from 2006 to 2020	Dejana Lazić, Marija Jovanović, University of Belgrade
10.50–11.10	Coffee break	
	Key challenges for career centers at the higher education institutions – European and Serbian experiences	
11.10–11.40	Changing conceptions of students' career development needs	Jane Artess, HESCU, UK
11.40–12.00	A strategic challenge for the Careers and Employability Service at Swansea University: How can we develop Global Graduates?	Pauline McDonald, Swansea University, UK
12.00–12.20	Key challenges for the Career Centers Development. An Italian example: the FlxO Project	Dr. Agostino Petrangeli, Manager and Coordinator of the FlxO project, Italia Lavoro, Italy
12.20–12.40	The role of the university in enhancing students' career capital	Dr. Jaroslaw Polak University of Silesia in Katowice, Poland
12.40–12.50	Development of cooperation with academic community: Key for provision of systematic support in realisation of Career guidance and counselling at Universities in Serbia	Ana Janković-Barović, University of Belgrade, Serbia
12.50–14.10	Lunch	

CONFERENCE PROGRAM

Best practices and models for improved careers services at higher education institutions		
14.10–14.30	Best ICT practices within the Career Services: the University of Padova platform and other European practices	Dr. Gilda Rota, University of Padua, Italy
14.30–15.00	Do students really need instructions for career success? The role of proactivity in career planning?	Agnieszka Dunaj, Dr. Barbara Smorzewska, University of Silesia in Katowice, Poland
15.00–15.15	Multiphase Model of Career Support for Students – Example from practice	Prof. Dr. Aleksandra Pejatović, Dubravka Mihajlović, Edisa Kecap, Faculty of Philosophy, University of Belgrade, Serbia
15.15–15.30	Career Services of 21st Century	Katerina Kimovska, Global Career Development Facilitator, Macedonia
- Recommendations and Perspectives - Final discussion		
15.30–16.00	Strategic directions for development of career centers at universities	
16.00–16.15	Break	
16.15–17.00	Development of Program and Methodology for Career Guidance and Counseling in Serbia for Young People aged 19-30: Results and Open Questions	Jelena Manić Radoičić, BOŠ, Serbia
17.00	Conference closing	

Gerhard Rott

Bergische Universitaet Wuppertal, Germany

The Enhancement of Students' Career Management Competence – a Strategic Higher Education Policy Approach

The presentation will put a focus on the relevance of students' career management competence for the modernization of Higher Education (HE). In this way it will put the strategic development of university career services in the wider context of the development of HE and university governance.

With its "multiple engagements and complex functions" (Scott, P.) university governance increasingly has to meet demands on accountability and has to cope with autonomy and restraints embedded in new steering methods. To some extent these challenges are based on the emerging knowledge societies, in which innovation based on knowledge has become a primary source of wealth. The question how universities interact with their socio-economic environment has become crucial. Therefore, the adapting to new modes of knowledge production and the support of innovation in economy and society and, in this context, students' and graduates' ability to relate to the world of work and to play an active role in transferring and implementing knowledge have become important success criteria of universities.

The presentation will argue that to achieve this aim, a student-centered learning approach in teaching and learning – a 'paradigm shift from teaching to learning' (Barr, R.B. & Tagg, J.) in HE – is essential. Such a learning environment facilitates gaining of knowledge of learning how to learn and acquiring a self-reliant lifelong learning ability in which the development of careers management competence and the enhancement of employability is not detrimental to academic learning but "aligned with it" and having "the potential to enrich it" (York, M.). How this can be achieved – how the acquisition of discipline-based knowledge and methodologies can support the development of a personal methodology geared to future professional life as well as society as a whole – is an important question for students and teaching staff and careers services' staff as well as other student support staff and university management alike. With regard to these issues the presentation will outline some perspectives related to the content and the organizational level of such a cooperative approach to enhance students' career management competence. This approach will be linked to concepts of the new paradigm of career guidance.

Last but not least, in order to link some of its essential arguments with European developments, the presentation will draw on discourses in the European Higher Education Area (EHEA) and in the European Lifelong Guidance Policy Network (ELGPN).

Key words: career management competence; student-centered learning; strategic development of university career services; cooperative approach

Akademischer Direktor a.D. Dr. Gerhart Rott was inter alia the head of the Central Student Counselling Service of the University of Wuppertal from 1978 to 2009. Since his retirement he now acts as Senior Academic Adviser in the Institute of Educational Research in the School of Education of the University of Wuppertal. Besides this he works as a freelance psychological psychotherapist and consultant.

Dr. Rott was actively involved in the formation process of the European Lifelong Guidance Policy Network (ELGPN) – a network of EU Member States' governments funded by the European Commission. Dr. Rott was the FEDORA representative within the ELGPN from 2007–2012. After FEDORA merged with the European Association for International Education (EAIE) he has been representing the partner organisation ELGPN within the EAIE since 2013. A special focus in his work in the ELGPN is in the area of the connection between university development and employment system as well as in the fostering of students' and graduates' career management competence (CMC).

Snežana Klačnja

Ministry of Youth and Sport, Serbia

European trends and challenges of career guidance in Serbia

With the adoption of the Strategy of career guidance and counselling in 2010, Serbia has made great progress in the establishment of the system of career guidance and counselling and also mechanisms for coordination and cooperation in career guidance and counselling, but it is still a lot of challenges in establishing a comprehensive system in line with European trends in this area. The document is divided into three main parts. The first section presents an overview of progress made in implementing the goals of the Strategy. The second part presents the main trends in the European lifelong guidance and its association with the Europe 2020 Strategy and the strategic framework for European cooperation in education and training, with special emphasis on the development of career management skills. The third part of the document presents the basic recommendations for the further development of career guidance and counselling in Serbia, with the aim that European trends in lifelong guidance conduct reflected in strategic legal documents in Serbia and practices of their implementation.

Key words: career guidance, European dimension, strategy, career management skills

Snežana Klačnja, specialist in school psychology, Assistant Minister for Youth in the Ministry of Youth and Sport since 2008. Over 20 years of working experience in the position of associate, professor and the head master in primary and secondary schools in Belgrade; From 2001. to 2007. worked on following positions: Chief of the department for professional training in the Ministry of education and sport; Head of Centre for Professional development of employees in education; Project director of World Bank and Ministry of Education and sport project "Serbia Education Development Project"; Participant and speaker in lot of international conferences in the field of education; the author of many articles published in professional publications; Manager of many researching projects and teams in the education field; Participated in the preparation of National Youth Strategy, Strategy of career guidance and counselling and Law on Youth in the Republic of Serbia. Member of the Government Working group for the implementation of the Strategy of career guidance and counseling

Marko Banković, Milena Škaljac

Euroguidance Centre – Foundation Tempus, Serbia

Career guidance in Europe – resources for guidance practitioners from Serbia

This paper presents an overview of the resources on career guidance in Europe which are available to the guidance practitioners from the Republic of Serbia and the role of the newly established Euroguidance centre in Serbia.

It provides an overview of the career guidance systems in different countries across Europe, identifies key players in each field as well as the role of networks and associations in the European context. Special attention is given to the opportunities available to the guidance practitioners in Serbia regarding mobility, exchange of experiences and networking with European colleagues. The focus is given on how these opportunities could contribute to the improvement of the career guidance system at higher education institutions in Serbia. Furthermore, this paper presents the databases of good practice examples in career guidance field and provides recommendations on the ways in which these good practice examples can be transferred and implemented in career guidance at the university level in Serbia.

The second part of the paper presents the role of the newly established centre of the European Network to Support Career Guidance and Counselling - Euroguidance, in Serbia in promoting the European dimension of career guidance and counselling in Serbia and providing career practitioners and decision makers with quality information on career guidance and mobility in Europe. It will include a report on the findings of the consultation process conducted in autumn 2013 with key stakeholders in career guidance field in the Republic of Serbia on key issues that should be addressed as well as how these identified topics will be incorporated in the Euroguidance centre work plan.

Key words: career guidance, resources, Europe, network

Marko Banković is coordinating the work of the newly established Euroguidance centre in the Republic of Serbia since its establishment in 2013. He has been active in the field of career guidance in Serbia since 2007 when he established the Centre for Career Development and Student Counselling at the University of Kragujevac, where he worked as the Head of the Centre for the next three years. Also, he has been active in other projects related to career guidance, such as establishment of career info corners in youth offices in Serbia.

Milena Škaljac is working as an administrative and programme assistant in the newly established Euroguidance centre, within the Tempus Foundation in Serbia. She is also involved in other activities of the Tempus Foundation, especially in the field of EU Education policy and programmes. Milena has a degree in International Relations and is completing her master thesis on European Integration.

Dejana Lazić, Marija Jovanović

University of Belgrade

Career Guidance at university level in Serbia - from 2006 to 2020

First university career services at university level in Serbia started in 2006, thanks to the initiative of the Crown Prince Alexander Foundation and cooperation of the University of Belgrade and the University of Nottingham. Close cooperation and joint trainings of the employed staff over the last five years resulted with the fact that all university career services share the same or very similar vision and approach, provide similar set of services, but also share very similar challenges. For example, unlike most of the universities in the world Serbian universities have very high number of students (ranging from 12 thousand to nearly 90 thousand) and very small number of employed staff in career services (ranging from 1 to 5), thus career practitioners need to fight the constant battle to promote the concept of career guidance within universities and in public, to clarify the role of career center to students, employers, academia and invent more and more various ways in which to help students to learn to help themselves. Each university career center provides the services of Career information and counseling, career education and connecting with the business community. Students and employers feedbacks, the National Strategy for CGC in Serbia (2010) and the ETF "Career Guidance Development Trends in Serbia" (2011, Helmut Zelloth) helped us realize that we are on the good path. This inspired the University of Belgrade CareerS project team to create project proposal to EACEA and luckily receive funds through the Tempus program to develop career guidance and counseling at the higher education institutions in Serbia by:

- advancing the cooperation with academic and business community to initiate and enable the more decisive transfer from the traditional approach to career guidance and activities which are based on the psychological testing towards the contemporary more pedagogic one which includes methods applied to develop the students and graduates career management skills and programs that aim to introduce students to the business and employment atmosphere and help them explore the world of work;
- creating more training opportunities to develop and keep up to date the skills of employed staff,
- creating more partnerships and variety of programs;
- developing e-services and modernization of websites to widen the access to services and stimulate the self-help capabilities of students and graduates;
- developing Program and Methodology for Career guidance and counseling of students and graduates to ensure the standard quality of services;
- promoting career guidance at university level and raising the level of recognizing importance of career guidance by the policy makers and other stake holders.

Project implementation period ends in October 2014. For the sustainability of the CareerS project outcomes a common mission statement needs to be defined. Each university needs to plan. Where do we see ourselves in 2020? What do we need to get there? What are our strategic directions and next steps to ensure continuous provision of high quality career services in the future?

Key words: career development, career practitioners, strategy

Marija M. Jovanović, graduated Philosophy from the University of Belgrade in 2004, worked for several years in non-profit and charity organisations as public relations and communication officer, project manager, webmaster, and as freelance translator, editor and contributor; During last five years works at the University of Belgrade as Program Coordinator at the Centre for Career Development and Student Counselling; Traveled to UK, Germany, Italy, Slovenia, USA, Macedonia, Bulgaria and Serbia to gain and exchange knowledge, experience and ideas with colleagues in the area of career guidance, youth and education policies and practices.

Dejana Lazić, Director of Centre for Career Development and Student Counselling of University of Belgrade from its establishment. Expert in field of career guidance and MA in Pedagogy. Manages all career services activities, facilitate business, education and community partnerships. Designs and leads workshops and training for students and employers. Worked as Project Coordinator, Education Consultant, Teacher trainer, Project Researcher, Workshop trainer and Lecturer.

Jane Artess

HECSU, UK

Changing conceptions of students' career development needs

This paper takes as its starting point a brief review of a range of theoretical assumptions about the nature of career learning and decision-making and plots the emergence of the notion of 'employability' as a predominant paradigm for the organisation and delivery of career guidance services in UK higher education. The acquisition of employability skills in students is essentially a deficit paradigm that the provision of work-oriented learning opportunities seek to address.

A key driver for the development of employability as an institutional priority is policy-making by governmental agencies that foregrounds university-business partnerships as a component of economic generation. The development of work-based learning (WBL) and work placements as part of higher education courses is shown to exemplify how responsibility for students' employability development is increasingly shared between institutions and (prospective) employers.

The paper draws upon recent research findings that explore issues of quality assurance in WBL and work placements and poses questions for institutional services aimed to support students' transition from higher education to the labour market. Access to WBL and work placement appears to be stratified and different types of opportunity are taken up by particular student groups.

A relatively new way of conceptualizing career learning as 'career adaptability' has been developed out of theories of career 'constructivism' and is suggested to provide a return to a more student-centred paradigm which has the potential to be more inclusive. Career adaptability is exemplified by the use of the career adaptability scale to support students' self-assessment of their career learning and development.

Key words: career learning; employability; work placement; career adaptability

Jane Artess has over thirty years' experience of working in education and career-related guidance. Initially working as a career adviser, before moving into higher education as both an educator of career guidance professionals in schools and colleges and teachers in higher education, Jane is now responsible for the Higher Education Careers Services (HECSU's) research and development work. She is currently working on research projects on behalf of the UK government Department for Business, Innovation and Skills, Universities UK, and the (new) National Centre for Universities and Business and contributed to the recent, European Universities Association's TRACKIT project. Other work undertaken by HECSU includes the production of the annual What Do Graduates Do? and the Futuretrack longitudinal studies of career development.

Pauline McDonald

Swansea University, UK

A strategic challenge for the Careers and Employability Service at Swansea University: How can we develop Global Graduates?

The Careers Service at Swansea University recognizes that in order to help students gain success in the current volatile economy, we need to adapt a more entrepreneurial response and encourage our students to think more laterally about employability.

Many of our students aspire to work for global employers, “The value of a student’s international experience goes beyond purely the acquisition of language-it lies in the ability to see business and personal issues from other than your own cultural perspective”. Charles Macleod, Head of UK Resourcing, PricewaterhouseCoopers.

Swansea University is committed to creating ‘Global Graduates’. The University has embarked on an innovative curriculum reform process to enable more students to undertake study and work abroad. The Careers and Employability Service at Swansea is supporting this initiative through encouraging students to undertake the SEA, Swansea Employability Award. The SEA enables students to record learning experiences, outside of their degree programmes, obtained overseas or within the UK. These experiences then form part of the student’s Higher Education Achievement Record, HEAR.

This presentation explores the challenges presented by employers’ rising expectations of ‘work ready’ graduates, and the capacity of UK universities to respond to these challenges.

Key words: The Employability Challenge, Global Graduates, Developing an Entrepreneurial Mindset

Pauline McDonald has over thirty years experience working as a professional careers adviser in the UK, Ireland and in Australia. During this time Pauline has worked in Higher Education Careers and Employability Services at six different universities. Pauline is particularly interested in helping students maximize their potential, so that they can successfully achieve personal career fulfillment. She is a strong advocate for Careers Guidance to enable all learners succeed in this ambition.

Agostino Petrangeli

Manager and Coordinator of the FlxO project, Italia Lavoro, Italy

Key challenges for the Career Centers Development. An Italian example: the FlxO Project

Italia Lavoro is a Company owned by the Italian Ministry of Economy and Finance directly involved in the promotion and management of actions and policies in the field of labour market, employment and social inclusion.

In 2006 Italia Lavoro has launched the *FlxO Project: Formazione e Innovazione per l'Occupazione – Training and Innovation for Employability*. The strategy behind the FlxO Project is to bring the employment rate of Italian young graduates to the average of the European Union and to the objectives of the Lisbon Strategy, aiming also to reduce the gap between training and professional outcomes and to shorten the period between graduation and employment. The FlxO project has enhanced its actions in 2010 by developing four main areas: governance for the sustainability of career guidance services and for the creation of links between the university and the regional network operators on the labour market; qualification and specialization of university career guidance services; the creation of an ICT system for graduates; qualification of the services for the integration between research, innovation and the labour market.

The main objectives of the FlxO Project:

- Strengthen the role of university career guidance services in the public and private network of the labour market operators.
- Facilitate the qualification and specialization of career guidance services provided by the universities in order to increase the employment rate of the university graduates.
- Create a national ICT data system where the various databases of graduates are linked, with the aim to “rethink university education” and to finalize the teaching to the real needs of the companies.

Key words: career centers, development, ict

Agostino Petrangeli works for Italia Lavoro, a Company owned by the Italian Ministry of Economy and Finance, and since 2006 is managing the Transition Sector: Education Training and Employment within the FlxO Program for University career centre policies. Recently he has coordinated the National Operational Program for the disadvantaged workers (Welfare to Work). He started his job in Italia Lavoro by Coordinating the National Operational Area of Disability and Social Inclusion.

Jaroslaw Polak, Elzbieta Turska

University of Silesia in Katowice, Poland

The role of the university in enhancing students' career capital

The authors, based on their experience in career counselling, academic teaching, and on the basis of studies conducted at the University of Silesia, point out that the average contemporary students represent common styles and attitudes that make it strongly difficult to achieve educational goals. The reason is lack of motivation for development, difficulty in determining priorities, low plasticity range. It also seems that gradually but clearly and inevitably the resource potential of young people to achieve professional goals understood as "protean career" is decreasing. It can therefore be seen as deficiencies in *knowing-why* career capital.

Career capital is a wide range of competencies which are obtained in life. The individual resources accumulated in the process of upbringing and early stages of education, in the case of students, are the predictors of achieving and maintaining satisfactory employment upon graduation, as well as a satisfying career. The resource-based view of the career development holds that individual career capital consists of three ways of knowing: *knowing-how*, *knowing-whom*, and *knowing-why*. While the first two types of knowledge are relatively easy to educate, third one is problematic but crucial from a psychological point of view. It should be seen as the source of motivation, "lift", passion, self-responsibility, and it gives meaning and significance to all activities in life.

The authors raise the question of whether and to what extent the university is able to elicit growth in the field of *knowing-why* of students' career capital. The five-year education seems to be optimal to induce beneficial changes. The problem is the ways of organising the process. The examples drawn from the University of Silesia will show systemic methods that can be used for this purpose. The discussion will concern their strengths and limitations.

Key words: Students career capital, attitude change, methods of personal development

Jarosław Polak (Ph.D.) is the assistant professor and teacher in Institute of Psychology at the University of Silesia in Katowice, Poland. He specializes in work and organizational psychology, especially in the field of personal growth and career development in organizations. Currently he investigates how individual approach to work and cooperation in teams is influenced by peoples values connected with their religiosity and spirituality.

Elżbieta Turska (Ph.D.), assistant professor at the department of Work and Organizational Psychology at the University of Silesia, Poland. Interest in professional counselling and career psychology. Qualified in employment counselling. Member of the Polish Association of Practising Psychologists (Polskie Stowarzyszenie Psychologów Praktyków) and the International Association of Applied Psychology (IAAP). Published 3 books and more than 30 articles and invited chapters.

Ana Janković Barović

University of Belgrade, Serbia

Development of cooperation with academic community: Key for provision of systematic support in realization of Career guidance and counselling at Universities in Serbia

Nature of the employment and the way in which today's labor market functions is changing rapidly. The changes that have occurred affected the nature and quality of career guidance and counseling needed for students in their active career management. Skills they need to develop in order to manage their own careers include the ability to reflect, research, plan and make decisions, effective use of information resources and creating opportunities for professional growth. Graduate employability is one of key challenges facing higher education institutions. Centers for career development are traditional holders and implementers of the activities of career guidance and counseling at Serbian universities. As such, they have extensive practical experience, developed diverse methodology, resources and examples of best practices. In order to respond to demanding challenges regarding employability and preparation of students for a dynamic labor market, it is necessary to provide a wider system of support by establishing network of associates at universities that would participate in creating and implementation of the activities of career guidance and counseling. Contribution of the academic staff in implementation of career guidance activities at universities, professional knowledge, expertise and resources they can provide is priceless.

Widening of the network involved in the implementation of career guidance and counseling at universities should result in: greater coverage of students and graduates; better quality and availability of information relevant to the career development of students and graduates; raised awareness among students and graduates of the importance of career management skills development for a successful transition to the world of work; strengthening the employability of students and graduates through greater offer of opportunities for learning and mastering career management skills. Development of the academic network of associates in the field of career guidance and counseling will enable greater exchange of experience, contributing to the overall quality of higher education in Serbia.

Key words: university, academic staff, career guidance, employability, centers for career development

Ana Janković Barović graduated from Department for Education, Faculty of Philosophy, University of Belgrade in year 2008. Last few years works as career counsellor and coordinator of career education programs and at Centre for Career Development and Student Counselling, University of Belgrade. Attended various trainings, seminars and conferences in career guidance and counselling. Constructivist psychotherapy and counselling trainee with several years of experience in conducting supervised individual psychotherapy sessions.

Jelena Manić Radoičić

BOŠ, Serbia

Development of Program and Methodology for Career Guidance and Counseling in Serbia for Young People aged 19-30: Results and Open Questions

Officially adopted Strategy of Career Guidance and Counseling in Serbia identified the need for developing standards, programs and methodologies of career guidance and counseling for different age groups, and Tempus funded CareerS project provided framework for this task to be achieved pertaining to age group 19-30. The group of experts from the consortium successfully implemented comparative analysis of Serbian and European universities' career guidance respective practices, as well as those of other service providers in Serbia for this age group. Insights from the analysis combined with expert contributions and advices have been incorporated into the First Draft of Program and Methodology of Career Guidance and Counseling for age group 19-30. Process of developing the Draft document was participative and included cooperation with the official Working Group for Implementation of the Strategy for Career Guidance and Counseling in Serbia. Draft document includes four elements: framework for standards, programs and contents, methodology for preparation of career guidance practitioners, and methodical models. Beside great efforts from the experts within the Project consortium there are still some challenges and open questions for career guidance and counseling stakeholders in Serbia to dissolve for the process to result with normative and instructive document to serve for further development of career guidance and counseling system in Serbia. How to define minimum education to be required for career counselors in the absence of specific university master program, what ratio of counselors per student to determine facing the numerous constraints, are just some issues that needs to be analyzed from different perspectives.

Jelena Manić Radoičić manages Centre for Career Guidance and Counseling at Belgrade Open School. She coordinates national and international projects, creates educational programs and deliver trainings, in the areas of career guidance and counseling, education, employability and youth. She is author of several brochures about career guidance and career development, and manager of the online system for career informing and counseling at www.karijera.bos.rs. Graduated from the University of Belgrade, Faculty of Philosophy in Belgrade, where she is a PhD candidate.



Best practices and models for improved careers services at higher education institutions

Gilda Rota

The University of Padova, Italy

Best ICT practices within the Career Services: the University of Padova platform and other European practices

The Career Service at the University of Padova, one of the oldest and biggest universities in Europe (1222), was founded in 1997 and provides career advice to students, graduates and post graduates students, assists them with their job hunt, and supports companies in their search for skilled personnel. It links University and labour market.

The Career Service has designed an electronic platform to manage the huge amount of placements and job vacancies in Italy and abroad and to match offer and demand.

Our platform offers direct upload of vacancies by firms all over the world, students' resume and video-recording upload, Career Service staff screening of both applications and offers, self-matching, direct download of pre-screened CVs by firms, remote interviews between firm and applicants, work placement contracts recording and filing. Then, an Internship Observatory system automatically picks up the data from the Platform and at the end of each recorded work placement sends an online questionnaire to both the hosting firm and the trainee to evaluate their experience. This tool helps our university to guarantee high quality standard of procedures and services by monitoring the performances and effectiveness of internships.

Key words: ICT, platform, best practices

Dr. Gilda Rota is director of the Career Service of Padua University- Italy. She is Chairperson of the task force "Career Guidance and Employability" of the Coimbra Group.

She is employment counsellor and has experience in development and preparation of various project concerning the co-operation between vocational education and labour market.

She is the head of the "Local labour market observatory" of the university of Padua, which analyzes and forecasts the needs for professional qualification and ability.

She is co-author of many publications concerning professions and competence analysis.

Agnieszka Dunaj, Barbara Smorczevska

University of Silesia in Katowice, Poland

Do students really need instructions for career success? The role of proactivity in career planning?

Students usually come to the university Career Centre to find work, internships, or wishing to participate in the initiatives offered by the centre. Often they believe that they will get here a recipe for professional success, a ready-made solution. However, the majority of students visits the Centre when they are already at the finish of their studies and finding a job is becoming a necessity rather than a personal choice. At this particular moment it is usually difficult to change students' attitudes and perception of the world of work.

That is why contemporary Career Centres should not be so much a service point, but rather the centre for development. Its mission should be not only giving tools and knowledge on how to be successful at work but also, or maybe first of all stimulating proactive students' attitude as well as making them aware of the necessity of self-development at the field of work in the long-term perspective.

In practice, formation of proactive attitude concerns actions aimed at students directly and indirect activities like – convincing academic teachers to this idea. Academic teachers – because of the potential influence they have on students and frequency of meetings with students – are the most important “career agents” modelling proactive and entrepreneurial students.

Key words: university Career Center, career planning, proactivity, career agents

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Agnieszka Dunaj, Career advisor, trainer and manager of Career Centre at the University of Silesia in Katowice. Head of Silesian Forum for Career Counselling and head of Silesian Forum for Career Centres. Coordinated many projects concerning career planning and development as well as entrepreneurship. Interested in career planning and personal effectiveness.

Aleksandra Pejatović, Dubravka Mihajlović, Edisa Kecap
Faculty of Philosophy, University of Belgrade, Serbia

Multiphase Model of Career Support for Students – Example from practice

This paper describes a multiphase model of work with students of Andragogy at Faculty of Philosophy in Belgrade. The model can be used as an example of good practice and aims to prepare students for the increasingly complex challenges of career management and provide comprehensive support for their career development. The paper deals with each stage of the model: Studying the theory of occupational choice and development, which is a part of the program of the course Andragogy of Work; Active Job Search, training for students (as a part of the same course); Visits of two relevant institutions (National Employment Service and institution that conducts some of the forms of vocational education, which is inextricably related to the management of “changing careers”). The last stage of the model is professional practice of students, organized in cooperation with „GIZ” and „The Professional orientation on transition to secondary schooling Project” which allow students to test their skills as a trainers and career counselors for high school students. Given the fact that in Serbia there are increased efforts aimed at improving the quality of career management activities, the paper considers how each phase corresponds to the activities of „changing careers” management and how this model prepares students to self-manage their careers. Also, this paper offers proposals for career management activities that can be conducted in the courses that students attend, all with the goal of a comprehensive career development support for students. Furthermore, considering the fact that the process of career management is a lifelong process that begins long before the “entrance” of the world of work, this paper considers in which ways students can participate in career counseling for high school students, as well as how both sides benefit from it.

Key words: career, career development of students, multiphase model of career support for students, the activities of career management, career management as a longlife process.

Aleksandra Pejatović completed the doctorate (PhD in Andragogy) at the Faculty of Philosophy of the University of Belgrade. She works as Assistant Professor at the same Faculty. The following areas represent the ones she studies and lectures most: value orientations of adults; educational needs; vocational education and training; quality of life; evaluation in education; quality of education... From 2006 to 2011 she was the Head of the Institute for Pedagogy and Andragogy, Faculty of Philosophy. From 2003 she is a member of the Administrative Council of the Balkan Society for Pedagogy and Education (Thessaloniki, Greece), and from 2007 a member of European Society for Research on the Education of Adults (ESREA). She has participated in about 25 national and international projects, on a different positions. She is the author or co-author of numerous publications and papers, and also participated in numerous national and international conferencies.

Mihajlovic Dubravka was born in 1987th in Smederevo. After completed high school (Gymnasium in Smederevo), in 2006th she started her study of Andragogy at the Faculty of Philosophy, University of Belgrade. In 2010th she completed undergraduate studies and started master. She gained Master’s degree in 2011th with final paper Career guidance – institutional and organizational framework. She works as a research assistant at the Faculty of Philosophy in Belgrade and she is engaged in the teaching of students. She is engaged in the following courses: Vocational Education of Adults, Analysis of Needs for Skills and Training, Andragogy of Work and Quality of Adult Education. She is second year student of doctoral studies of Andragogy and she is preparing her PHD thesis that belongs to the field of career management. She has written several research papers published in relevant domestic journals, and some of the papers consider the topic of career management for adults.

Kecap Edisa was born in 1984th in Belgrade. She graduated in 2010th at the Faculty of Philosophy University of Belgrade at the Department for pedagogy and andragogy on the topic "Professional development of teachers as an aspect of the professionalisation of VET". She works as a Research Assistant at the Faculty of Philosophy in Belgrade and she is engaged in the teaching of students in the following courses: Andragogy of Work and Quality of Adult Education, Vocational Education of Adults, Analysis of Needs for Skills and Training. She is second year student of PhD studies of Andragogy. She has written several research papers published in relevant journals as author and co-author. She has been participant and presenter on some domestic and international conferences. Also, she has been involved in some adult education projects as "The Second Chance" and "Benefits of Lifelong Learning".

Katerina Kimovska

Global Career Development Facilitator, Macedonia

Career Services of 21st Century

The effect of globalization on the economic and social changes and the new paradigms of these changes which have caused vocational guidance and career counseling services are becoming increasingly worldwide sociopolitical instruments. To use this instrument by effectively and responsibly as individual and socially, it is required to understand correctly the new paradigms in this area. Career Centres should assist individuals to recognize their ambitions, interests, qualifications and possibilities to get familiar with the labour market and educational system and to relate all this with their potentials in a certain way. The objective of career center is to provide support to an individual to choose the option within numerous available career opportunities in order to develop and use his/her own potentials optimally and in accordance with his/her own interests and values and in that way get satisfaction in a professional and private life.

The presentation includes student customized model of career center.

Career Services of 21st Century:

- Personal development and skill set identification (skills or personality assessment/test)
- Career Fair(s)
- Career Information Resource Library
- Mock Interviews
- Resumé Critiques
- Employer Liaison/Visits
- Employment Advising
- Employer Information Sessions
- Networking Events
- Post-grad Education Advising
- Career counselling and coaching
- Continuing Education fairs
- Specific workshops and career fairs
- In-class career presentations
- Mentoring programs
- On-campus recruiting
- Web-based career exploration tools
- Work abroad support

Key words: Career Counseling, New Paradigms, Career Centers, Education

Katerina Kimovska (Faculty of Economics, International economics and business) is working as a trainer/facilitator with special expertise in the fields of employability and skills development, entrepreneurship, career management, personal and organizational development. Besides this, she works as a Career Consultant/Advisor in Employment Centres in Macedonia, and she is certificated Global Career Development Facilitator™. During the past 2 years, she has been involved in variety youth employability projects, as well as a facilitator in the Employment Agencies in Macedonia on the topics of work readiness skills. In April 2013, she was part of the team of experts on the topic of Youth Employability Skills in Paris, organized by SALTO-YOUTH.



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E-guidance as an innovative approach for improving the quality of guidance services at university centers for career development

In order to meet the needs of digital generation, university career centers in Serbia should consider new tools for easier access to young people. The most practical way is to be there where young people (students) usually are – online. As an opportunity to give more guidance to more people, more often, through distance, E-guidance imposes itself as indispensable method in our digital era. It has already found its place in career guidance and counselling systems in Denmark, Sweden, United Kingdom etc, showing promising results and serving as a good practice for others. Beneficiaries of E-guidance services appreciate that they can get in touch with counsellor in late evening or Saturday morning, easily log-in and log-out, getting feedback immediately and above all, being anonymous. Decision to involve E-guidance into regular method of career center's work is more managerial and less technical issue. It requires communication web platform and certain number of full time or part time counsellors, but from the other side, offers 24/7 available high-quality guidance service and significantly higher outreach.

Having in mind Danish experience gained through Euroguidance Serbia study visit, in this article author argues why career practitioners in Serbia should take into consideration some E-guidance methods: chat, e-mails, sms messaging, Facebook or telephone.

Key words: E-guidance, chat, competences for e-guidance counsellors, digital generation

Bojana Perović graduated and specialised International Affairs from the Faculty of Political Sciences, University of Belgrade. She works as Advisor for Analytical and Career Guidance and Counselling Affairs in the Ministry of Youth and Sport (MoYS) since 2011. As a Belgrade Open School team member and Support Team of MoYS, she was involved in proces of adopting Strategy of Career Guidance and Counselling in the Republic of Serbia. From 2009-2011 she was engaged in Center for Career Guidance and Counselling of Young Talents responsible mainly for establishing cooperation with business sector in order to arrange internship programs for students. She has experience as a workshop trainer on topics student's activism and preparation for job interview and also was author of few articles in handbooks and brochures for students about planning career.

Sonja Šovljanski

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Development of university center for career development – what do students and graduates expect and need from university career center

The aim of this study was to examine the attitude of students toward services that Center for Career Development at the University of Novi Sad is providing or planning to provide. The goal was also to study whether there is a connection between certain demographic characteristics of the students and their attitude toward services of the Centre. The sample consisted of 356 students or those who have completed studies at University of Novi Sad. Data collection was conducted in June 2010 year and in March 2011 year. The survey questionnaire was designed for this research to test students' attitudes toward the formation of the Center for Career Development.

The results showed that students and young graduates have a positive attitude toward career services and the largest contribution see in a career informing. It was founded that there was no difference between students from different fields of science considering their attitudes toward the Centre. There were no structural differences in the reported attitudes toward services considering the type of faculty which students attended or considering student gender. There is a difference considering experience students had in career service - they positively evaluated need for career brochures and career workshops.

Key words: Center for Career Development and Student Counseling, Career Guidance and Counseling.

Sonja Šovljanski, Career Development Officer, University of Novi Sad, Career Centre from May 2008 to date.

Education

- Doctoral studies in Business Psychology, University of Belgrade
- Master studies in Business Psychology (Sociological- Organizational Psychology), University of Novi Sad

Conferences - Paper Works

- International student conference *Education Without Borders - Innovative Solutions for Global Challenges*, Abu Dhabi, United Arab Emirates, 2007; coauthor *From the Brain Drain to the Brain Gain*
- The 2007 Annual Conference of the Serbian Psychological Society, Lepenski Vir (Srbija), 2007; coauthor: *Psychological Dispositions for Emigration Personality and Gender Differences of Process in Brain Drain*
- 15th Congress of the European Association for Psychotherapy Days of Shaking: Psychotherapy in a Time of Change, Cambridge (UK), 2006 year; coauthor *Loneliness and Self-harm: working at centre Heart*
- The 2006 Annual Conference of the Serbian Psychological Society, Zlatibor (Serbia), 2006. ; author *Environment, intelligence and grade achievement of children with special needs*

Ivana Katić

University of Novi Sad, Serbia

Improvement of career development through association of university centers and teaching staff

Major challenge in the process of adaptation and development of university centers is finding new and improved ways of using resources and employees' skills so that the capacity of these centers to create values and ensure their growth could be increased. Thus, career development is a permanent process and investment in the future of the university centers. Establishment of flexible and real career network, as well as the possibility to search and plan the career based on real feedback, offers students a chance for personal and professional development. Career development is a field that students at universities most often need help for. This way, centers can be a source of positive change for students, employees and society in general, by giving them a clear picture of what the possibilities and obstacles for career development are.

Fouad et al. (2006) pointed out that less than half of students interviewed for a questionnaire about career development (University of Maryland) were aware of the career related services, and even less students were using them. Professors who teach at faculties of social and human sciences, faculties of management, as well as the management of human resources can contribute to building closer relationship between centers and students through practice which is part of the studying process that is in line with accredited teaching program. Student practice is one of the ways to introduce students with services provided by the centers, to relate theoretical knowledge acquired at faculty to practical knowledge gained in the centers during training. This gives students encouragement because they gain some work experience in achieving career goals and because they are motivated to spread the word among colleagues – students about the center and services it provides.

Key words: career development, university centers for career development, teaching staff, students.

Ivana Katić graduated from the Faculty of Philosophy, Department of Psychology at the University of Novi Sad. She also earned master and doctoral degree in the field of Human Resources Management at the Faculty of Technical Sciences. She also received MBA degree in Corporate Intelligence and Project Management from United Business Institutes, Brussels. Ivana Katić is an Assistant Professor at the Department of Industrial Engineering and Management, Faculty of Technical Sciences at the University of Novi Sad, Serbia. She gives lectures on the following subjects: Psychology of Work, Management of Talents, Competence Management, Career Management, Interpersonal Intelligence in Business in the field of Human Resources Management. She is also a coordinator for professional practice of students based on which she established intensive cooperation with economic sector. She has conducted many studies in the areas of human factors in business. She is an advisor in the Industry - related work in Human resources.

Miloš Marinković

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The benefits of career development through e-learning - Lifelong perspectives in Career Guidance

This paper presents the advantages of e-learning compared to traditional learning in the career development. Recent studies have shown that most of all new jobs require skills that only minority of the workforce possess. In such environment process of lifelong learning becomes essential. In career development people usually can not be observed as students in classical manner because of their obligations at workplace. That is why it is of great importance the transfer of learning to the workplace. E-learning is a method of education which includes self-motivation, communication, efficiency and technology. This method of learning involves online courses. The knowledge that students bring with these courses is immediately applicable to daily activities at workplace. Students have positive attitudes towards the use of e-learning for personal training and development, that also brings the new motivation for daily activities at workplace. Adjustment of programs of study to this type of education could establish a synergy between universities and companies. The need of companies should drive development of online courses at institutions that provide e-learning. Open source software is often the first choice when discusses the implementation of a learning management system in business organizations and faculties.

Key words: career development, e-learning, education, information technology

Miloš Marinković was born 18 July, 1986 in Kragujevac. He graduated at the Faculty of Science, University of Kragujevac, Department of Mathematics and Informatics. Following his ambition in late 2010 he enrolled at PhD studies of Informatics at the Faculty of Science, University of Kragujevac. He became a research assistant and in charge of organizing and implementing exercises in the subjects: Computer Systems and Fundamental Programming. His programming knowledge continues to refine together with company ComTrade ITSS, where participates in the preparation and implementation of summer school programming Education for Innovative Thinkers (EdIT11). From September 2011 he is working as a teaching assistant at the Faculty of Hotel Management and Tourism in Vrnjacka Banja in the subjects: Business Mathematics, Business Informatics, ICT in Hotel Management and Tourism. The subject of his closest scientific and professional interest is related to Artificial intelligence, Web programming and online education systems.

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