INTERNATIONAL CAREERS CONFERENCE

Serbia within European Paradigm of Career Guidance – Recommendations and Perspectives

University of Niš, October, 24th 2013

PROCEEDINGS

International CareerS Conference
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About Project CareerS

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.

PAPERS

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

Dr. Gerhart Rott, *School of Education, University of Wuppertal, Germany*

Abstract — In the context of the emerging knowledge societies higher education (HE) institutions are faced with a number of conflicting challenges. These are reflected in the demands of good governance and appropriate steering mechanisms. In developing a strategic framework, the paper considers these challenging contexts and responds to three questions. What kind of teaching and learning environments are appropriate to cope with the demands of the knowledge society? How can HE enrich students' and graduates' opportunities to acquire effective career management competencies (CMC), as well as the competence to transfer knowledge to society and the world of work? And finally, what role can careers services play in a cooperative approach to implement the intended strategic objectives? By exploring these issues, the paper also opens up perspectives to the wider discourses of the European Higher Education Area (EHEA), recent theoretical and practical approaches of career development, and the specific contributions of the European Lifelong Guidance Policy Network (ELGPN) in this field.

Index Terms — modernization of higher education; paradigm shift from teaching to learning; shift towards student-centred learning; career management competence; cooperative approach; employability; 'new paradigm of career guidance', strategic development of career services; European Higher Education Area; European Lifelong Guidance Policy Network (ELGPN)

I. INTRODUCTION

This paper puts a focus on the importance of students' career management competence (CMC) for the modernization of Higher Education (HE). In this way it emphasizes the role of the strategic development of university career services in the wider context of the development of HE and university governance.

A common ground for the strategic development of universities and their career services is defined by the role and function universities play in the emerging knowledge economies and societies. Therefore, in a first step, a closer look will be taken at some of the relevant features of university governance significant for relationships with society and socio-economic developments (1). In a second step it will be argued that the resulting demands and expectations require changes in the way knowledge is delivered and acquired in HE. The focus will accordingly be put on the paradigm shift from teaching to learning, exploring how a more intensely student-centred approach can facilitate students' ability to learn how to learn (2). In a third step, it will be shown how students' development of CMC is intertwined with these approaches – how they foster students' ability to transfer knowledge productively and to adapt creatively to an increasingly flexible world of work and its risks (3).

Against the backdrop of these conceptual frameworks, a cooperative approach between careers services, faculties and senior university management, as well as between careers counsellors, teaching staff and students will be recommended. It will be argued that this approach is best suited on the organizational level, as well as on the level of methodology and content development, to enhance the efficiency and effectiveness of HE and to foster graduate employability (4). Finally, it will be shown how such an approach is in line with the 'new paradigm of career guidance' and how, on the one hand, it can strengthen the integration of careers services into a regional and national policy of lifelong career guidance and, on the other hand, how the modernization of HE can produce good practice examples in the wider context of the European Higher Education Area (EHEA) (5).

II. THE CHALLENGE OF STRATEGIC GOVERNANCE

Among the "multiple engagements and complex functions" (P. Scott 2013, 418) of modern HE are the increasing demands and restraints of autonomy and accountability resultant on the role of the university in contemporary society. To some extent these challenges are inherent in the emerging knowledge societies, in which innovation based on knowledge has become a primary source of wealth. That universities have become a focus in knowledge-driven economies and societies is inherent in the nature of the university as a knowledge institution. But this has (at least) two sides. In his analysis of university governance the Icelandic scholar P. Skúlason describes the university's devotion to the "preservation and advancement of knowledge, to the pursuit of truth, and to the development and enjoyment of man's intellectual powers" (Skúlason 2013, 35) as its core quality. However, the enhanced role of universities in knowledge societies, and the accompanying massive expansion, widening access and increased economization of HE, reflect economic and social changes and expectations that question this quality. Universities are expected to perform in such a way that their students and

graduates contribute tangibly to society and the economy. Yet, although governments often perceive HE as a relevant driver of economic development, they are not so prepared to bear the costs either of massive expansion or of society's expectations. This antinomy has contributed to the development of new steering mechanisms dependent on output rather than input. Such mechanisms place increased responsibility on the institutions, which have to cope with the task of finding a balance between conflicting fields of interest. Embedded in their political and socio-economic environments, universities have to find ways:

- to cope with expectations of open and widening access,
- to ensure students and graduates can contribute to society and the economy,
- to consider and reflect new modes of knowledge production, and
- to enable graduates to transfer knowledge to generate economic development.

Universities have to deliver "highly skilled workers and high quality (but also 'relevant') research" (P. Scott 2013b, 417). They have to accomplish these challenging objectives and to meet new demands of accountability in an environment of increased risk management for funding. And they also have to compete among themselves, which means branding and strategically marketing each institution (ibid.).

The task of creative modernization, of balancing "external" and "institutional culture" (J. Kohler 2013, 373-374), carries strong moral connotations. Good governance and leadership is seen not as a set of rules but as a code of conduct: "Universities are expected to maintain the integrity of academic values and at the same time to become more receptive to external demands articulated by society and stakeholders. In this respect, the concept of governance entails the so-called 'third pillar of academic work': service to stakeholders and society at large" (G. Rott / W. Aastrup 2013, 14).

Inside each HE institution, as well as on national and supra-national policy levels, these challenging expectations are interwoven with the ways universities define and manage their work and their internal procedures, settings and culture. On a European level one might argue that the frameworks and discourses of the Bologna Process and the establishment of the EHEA have evolved as a specific European answer to the key developments of our century.

P. Scott sees the rising complexity and tasks of universities as causing a "revolution in the fundamental constitution of academic work" (Scott 2013, 418). Two important aspects of these changes, relevant for both institutional strategy and the work of careers services, are:

- the overall relation of HE institutions and their students to the economy and the world of work, as well as to society at large,
- the specific creation of teaching and learning environments favourable to knowledge transfer and the support of innovative potential in the long-term academic and career development of graduates.

These aspects are intertwined and interact on the level of conceptual frameworks as well as action.

III. THE SHIFT TOWARDS STUDENT-CENTRED LEARNING

In recent years EHEA discourse has put a strong emphasis on student-centred learning. In 2009, reflecting the emerging practice, the Conference of European Ministers Responsible for Higher Education emphasized (in their perspective on the Bologna Process 2020) the need for student-centred learning, which "requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles" (European Ministers 2009, 3). In 2012 in their Bucharest Communiqué they again emphasized their "commitment to promote **student-centred learning** in higher education, characterized by innovative methods of teaching that involve students as active participants in their own learning" (EHEA Ministerial Conference Bucharest 2012, 2). They promised that "[t]ogether with institutions, students and staff, we will facilitate a supportive and inspiring working and learning environment" (ibid.).

This paradigm shift from teaching to learning (R. B. Barr /J. Tagg 1995), and the concept of student-centred teaching and learning, reflects a modern concept of knowledge as creative understanding, and at the same time seeks to reconcile the reality of an ever-increasing number of students with the core objective of substantiating critical thought.

Only if this is achieved can HE students and graduates play an appropriate role in coping with change processes in our societies, where the construction of human realties and natural environments is shaped and critically guided by innovative and reflective knowledge. University staff, students and graduates alike will have to possess the knowledge and expertise required to address, for example, socio-economic developments and crises, to relate to regional, national and international contexts, and to respond to challenges like climate change and associated issues of sustainability, as well as to provide reflected answers to cultural and religious conflict and diversity in an emerging world civilization.

Therefore, in the context of their acquisition of discipline-based knowledge and methodology, HE must foster students' ability to support self-reliant, reflective, lifelong learning embedded in personal development. Students must be encouraged to develop what Biggs and Tang call "deep approaches" (J. Biggs / C. Tang 2011, 26) in learning and studying and to "become the engaged subjects of their own learning process" (D. Crosier / L. Purser / H. Smidt 2007, 8).

To achieve such an objective requires a lot of effort by students, teaching staff and researchers, and the exchange of good HE didactic practice, as well as clear goal-setting and strategic management on both institutional and national levels.

The following model might facilitate a basic understanding of the requirements and interactions of a positive student-centred teaching and learning environment (G. Rott 2013a, 593):
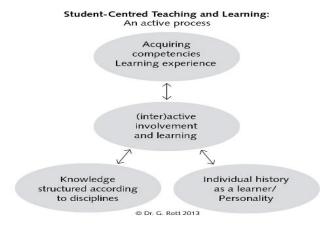
Fig. 1 Student-Centred Teaching and Learning

In the Bucharest Communiqué the challenge visualized in this model is emphasized in the following way: "Higher education should be an open process in which students develop intellectual independence and personal self-assuredness alongside disciplinary knowledge and skills. Through the pursuit of academic learning and research, students should acquire the ability confidently to assess situations and ground their actions in critical thought" (EHEA Ministerial Conference Bucharest 2012, 2).

IV. BUILDING BRIDGES TO THE ECONOMY AND SOCIETY: CAREER MANAGEMENT COMPETENCE

As outlined in Section II above, HE institutional governance and policy should, in the contemporary context of knowledge-based societies, focus on the institution's impact on professional and economic development. This concerns the field of research as well as teaching and learning. In the latter two areas, the success of graduates in the job market has become an acid test of the interface between the universities, business and society. Moreover, the modernization processes of knowledge-based societies are embedded in increasingly flexible and global markets that place high demands on students, graduates and universities, entailing "not only opportunities and advantages but […] also increased pressures and risks" (G. Rott 2013b, 178).

A defensive approach towards these individual and collective risks is not appropriate. Despite the limitations set by external factors in the socio-economic environment, which become visible more than ever especially in times of crisis, a lot can be achieved to answer the call for the enhancement of student employability, or the "professional relevance of study" as Teichler (2013, 217) has put it.

To achieve this objective, the enhancement of CMC can play a vital role in raising the impact of HE. As argued above, a student-centred teaching and learning environment will foster deep learning based on a thorough critical understanding of academic contents and methodology, and at the same time encourage self-reliant, active learning. These characteristics intersect significantly with the concept of career management competence. The implementation of

CMC can in fact be used to support a strategic approach to the world of work, considering requirements of employers in a way that is not in opposition to "good academic learning" but, on the contrary, "align(ed) with it" and possessing "the potential to enrich it" (M. Yorke 2013, 203).

To describe the possible objectives of career management skills Ronald Sultana (2012, 7) draws on three core elements of the Canadian Blueprint for Life/Work Design (P. S. Jarvis 2003, National Life Work Centre n.d.) and highlights for each of them:

- *personal management* – positive self-image, understanding influences in one's life and work, responding to change and growth strategies;
- *exploring learning* – linking lifelong learning and career building, evaluating and effectively using life/work and socio-economic information;
- *work and life-work building* – exploring and improving decision making, recognizing and taking charge of one's life/work building process.

If some of this is achieved in settings to develop CMC, and if students take relevant learning steps to contextualize acquired knowledge in their studies, they will not only reinforce their ability and motivation to relate knowledge to the world of work and society but they will also build up their potential in academic learning.

Students acquire a more dynamic understanding of career development during their life span, as careers education and guidance, as well as different kinds of work experience, not only enhance their knowledge of the world of work but add to their competence to reframe chance events into opportunities, to explore the challenges of decision making, and to adapt creatively and flexibly to professional options and challenges. By contextualizing acquired knowledge, they enhance their ability to transfer it to new contexts, which will both raise their level of academic reflection and enrich their motivation. They shape, as Yorke puts it, their "skilful practices in context", their efficacy beliefs, self-theories and personal qualities, as well as "metacognition, encompassing self-awareness regarding the student's learning; the capacity to reflect on, in and for action; and self-regulation" M. Yorke, 2013, 203). These learning outcomes of a student-centred teaching and learning environment are essential requirements for the world in which we live.

This positive interaction between HE and employability might be deepened if career management programme frameworks and content were developed in cooperation with the faculties. The curriculum could then optimize the potential of the discipline studied to encourage the integration of academic knowledge with knowledge about the world of work and with students' self-knowledge as learners, and to shape their approaches towards career development and lifelong learning.

Good practice examples have been developed at various European universities (cf. Rott 2013b; ELGPN 2012; Projekt nexus 2013). The following model sums up important fields of interaction:
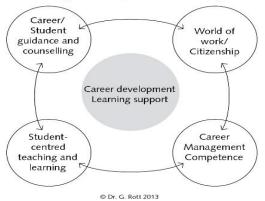
Fig. 2 Co-Operative Approach to Foster Career Management Competence

The extent to which such a cooperative perspective can be implemented may vary from university to university – and even within one given HE institution, for example with respect to different faculties. However, senior management, as well as the careers service, will need to emphasize such a cooperative approach as a strategic framework, and to be aware of the interdependence of career development with the teaching and learning environment, if they are to be successful in this process of institutional change.

V. IMPLEMENTING A STRATEGIC COOPERATIVE APPROACH FOR CMC ON THE INSTITUTIONAL LEVEL

The aim of the cooperation between senior faculty and university management, teaching staff, students, careers (and other) support services, employers and wider society is to facilitate ways in which the "methodologically founded knowledge delivered and learnt in an HE context" (G. Rott, 2013b, 182) can be moulded into CMC and, conversely, how students can learn "how to transfer their knowledge into new academic and professional contexts" (G. Rott / W. Aastrup 2013, 10). To achieve such an objective it is useful to structure implementation processes in four different clusters:

(1)   Developing knowledge and expertise

A first relevant cluster in the implementation process covers the development of expertise in career management programmes and methodology.

This implies, for example:

- internal exchange of successes and failures in establishing career development programmes,
- identification of good practice models,
- collegial and expert trainings,
- activating student participation in planning and developing CMC programmes,
- exploring discipline-specific perspectives on the relationship to the world of work,
- developing didactics,
- substantiating and maintaining regional, national and international exchange in expertise.

(2)   Structuring cooperation with enterprises, the regional economy and society

This second cluster is concerned with the strategic integration of contacts with employers, enterprises, other regional stakeholders and wider society. In such a strategic approach, cooperation in the fields of applied research, teaching and learning should be systematically and mutually enriching. This entails, *inter alia*:

- knowledge exchange, e.g. inviting external experts to contribute to university courses,
- organizing joint events with enterprises and other employers, e.g. round tables with external experts, information weeks, career fairs,
- cooperation in the fields of internships and other modes of work experience, developing contracts to safeguard student interests and HE objectives,
- joint support for student projects in enterprises and wider society (e.g. NGO projects),
- supporting start-ups by students and graduates,
- intensifying cooperation with schools and other stakeholders in educational and social fields, as well as teacher education,
- using and encouraging the potential of alumni to contribute to CMC,
- considering results of graduate follow-up studies (e.g. graduate tracer project "CONGRAD" at the University of Bielefeld, in which Serbian and Bosnian universities are relevant contributors) for shaping career development programmes,
- framing research elements in master's courses in cooperation with enterprises, developing twin-track study programmes,
- and, last but not least, balancing HE interests (e.g. high academic standards) and the interests of external stakeholders.

(3)   Institutionalizing effective coordination and operational functioning

To identify avenues of cooperation, a step by step dialogue with internal and external contributors is required. Careers services can play the role of a proactive competence centre here. It is essential to build up mutual trust by understanding different perspectives, for example the concerns of faculty members to uphold academic standards on the one hand, and the potentials of the various disciplines in relating to the world of work on the other.

The creation of trust is a long-term process, which can be supported by clear, agreed operational procedures as well as successful models. Such procedures might include *inter alia*:

- drafting policy recommendation notes in the field of career management competence for and with senior university management,
- proposals for faculties and departments that want to plan faculty and/or discipline-based units on career management competence, e.g. consulting and training facilities, adaptable training units,
- structuring contacts with enterprises and other employers and relevant stakeholders in wider society, producing

model contracts, forms etc. that fulfil legal requirements and reflect university policy, establishing working groups, commissions etc. on the internal institutional level, as well as on the level of work with external partners,

- producing annual progress reports in the field of employability and career management competence, highlighting progress in cooperation and institutional policy development as good practice examples.

(4) Integrating into institutional quality strategy

Finally, the implementation of such a cooperative approach in career management competence has to become a relevant component in the culture of HE institutions – part of "systemic quality culture" (G. Rott 2013b, 192). Therefore, institutional quality strategies have to define their specific objectives in this field and how they interact with

- teaching, learning, and target learning outcomes,
- fields of research,
- the outside world, especially with business, employers and the regional economy and society.

Work in all these clusters can not only enhance "organisational efficacy in academic teaching and learning" (G. Rott, 2010, 17), but can enrich universities' profiles as organizations able to learn in a challenging economic, social and political environment (cf. M. Katzensteiner 2010, 30).

Strategic openness towards the world of work and society will enable HE institutions and their career services to become relevant partners and contributors not only to policy development on lifelong career guidance and learning, but also to practical innovation in career and human resource development in the economy and society.

V. CONCLUSION: STRATEGIC OPPORTUNITIES –
LINKING TO WIDER DISCOURSES AND POLICY
DEVELOPMENTS

International exchange in academic work has always been important – all the more so today with the increasing internationalization of HE (cf. G. Rott / W. Aastrup 2013) – and that importance extends to the fields of student career development and career management competence.

Three areas have to be especially considered:

(1) Discourse and policy development in the European Higher Education Area (EHEA)
(2) Development of career management theory and practice
(3) The European Lifelong Guidance Policy Network (ELGPN)

Their possible impact on the development of CMC strategy is outlined below:

(1) The Bucharest Communiqué of the European Ministers of Higher Education draws on core results of more than a decade of implementation of the Bologna process, and of the establishment and growth of the EHEA. In both these contexts underlying debate and policy development have occurred in various settings, ranging from recognition, quality assurance, teaching and learning, student support,

outcome-orientation of degree programs, and relationship with enterprises, to student employability, qualification frameworks, and development of labour markets. These debates around the framing of the EHEA have been milestones in the development both of European HE and of the conceptual and organizational framework for CMC. The experience of many European countries in these areas is mirrored in the articles of the European University Association's (EUA) *Bologna Handbook* and the follow-up *Journal of the European Higher Education Area* and other publications.

Although they are not direct partners in the European Higher Education Area, the European Commission and the EU also play important roles in shaping HE policy and debate. For example, in 2011 the Commission's communication "EU strategy for modernising higher education", based on various reports and working papers (*inter alia* European Commission 2011b), resulted in the European Council's "Conclusions on the modernisation of higher education" (2011), which contributed essentially to discourse on the quality and relevance of teaching and student support, underlining the interdependence of these issues with the shape of the future labour market.

(2) In the industrial societies of most of the past century professional structures were relatively stable and lifelong employment in a single company was widespread. Career guidance consequently consisted in matching the client to the workplace in a more or less stagnant occupational environment. With the fast changes in modes of production in contemporary knowledge societies, together with the growth of global markets, a stronger focus has been put on process orientation, openness and flexibility, as well as on 'planned serendipity' and the need for individuals in post-industrial economies to "more actively construct their careers" (M. L Savickas 2005, 50). In the past two decades career development has been increasingly perceived as a complex lifelong learning process, for example to enable clients "to increase the likelihood of beneficial unplanned events in the future" (K. Mitchell / A. S. Levin / J. D. Krumboltz 1999, 123), or to "to make the most of unplanned events" (J. D. Krumboltz, / A. S. Levin 2007, 3). Concepts like "*career responsiveness*" and "*career resilience*" reflect the challenges inherent in changing environments, as well as their capacity to enhance performance and reward persistency in overcoming obstacles.

In their comprehensive presentation of recent theories in career development, S. G. Niles and J. Harris-Bowlsbey emphasize the nonlinearity of career development as highlighted in chaos career theory (Niles / Harris-Bowlsbey 2013, 118). The concept of career management competence, with its strong emphasis on lifelong contextual learning, integrates theoretical approaches of this kind with practical approaches concerned, for example, with educational environment, work experience, or career guidance. CMC seeks to enable individuals to understand their own career development process as a lifelong process, and to enhance their ability to relate to it in an active way. This helps build self-assurance, self-reliance and self-esteem.

In the European context, attempts have been made to create guidance structures for a career development process embedded in lifelong learning. One might speak here of a paradigm shift in career guidance. The relevance of this shift towards lifelong career guidance and career development is emphasized, for example, in the working paper of the European Training Foundation on "Career Guidance – Development Trends in Serbia" (H. Zelloth 2011).

(3) To support such a lifelong perspective on guidance on a European scale, the European Lifelong Guidance Policy Network (ELGPN) was established in 2007. It aims to assist its member countries and the European Commission "in developing European co-operation on lifelong guidance in both the education and the employment sectors" (ELGPN 2012b, 7). It is open to EU member states as well as candidate countries and countries of the European Economic Area and now has 31 members and one observer. Serbia is participating in meetings and in the exchange of knowledge.

The EU Council in its resolution on Lifelong Guidance (2008) encourages member states to:

- foster the lifelong acquisition of *career management skills* (CMS)
- facilitate *access* by all citizens to guidance services
- develop *quality assurance* in guidance provision
- encourage *coordination and cooperation* among national, regional and local stakeholders.

Drawing on two years' case studies, summed up in ELGPN's "European Resource Kit", the network identified the need for more strategic approaches in the development of career management competence in HE so as "to overcome fragmentation and to integrate existing bottom-up and top-down processes in a strategic perspective" (ELGPN 2012a, 22). It also demanded that "[s]uch a strategy needs to integrate the demands on student-centred teaching and learning, student support and the enhancement of employability in a meaningful way, and to make use of the potential of CMS for improving the quality of teaching and learning" in the EHEA (ibid.).

The work phase 2013-2014 aims to strengthen the implementation of concepts in policy development outlined in the Resource Kit, encouraging

- increased interaction with national practice and policy development
- increased interaction between different ministries
- catalyst effects for national policy development
- inspiration for mutual policy learning
- stimulus for the development of national quality assurance systems.

In such a process Serbia and its universities can be an active partner in the European search for strategic approaches to the enhancement of student employability embedded in effective student-centred teaching and learning environments.

The development of an innovative strategic approach for Serbian universities can only gain ground if it relates thoroughly and proactively to these three fields of debate. This is a two-way dialogue: Serbian universities and career services can also contribute actively by reporting their approaches and experiences.

One of the outcomes of the debate has been the growth of common ground in the fields outlined above, accompanied by the insight that there is no single perfect solution or model. On the contrary, all these areas of HE and career development call for open, adaptable processes able to respond to new challenges and to inspire new thought and research. It would be an important step if the Tempus project "Development of Career Guidance Aimed at Improving Higher Education in Serbia" and this associated international conference "Serbia within the European Paradigm of Career Guidance – Recommendations and Perspectives" could become one of the starting points to support Serbian universities and strategic national policy developments. Innovative approaches could explore and discover ways – appropriate to the specifically Serbian context – to enhance student-centred teaching and learning and strengthen its impact on students' career management competence, as well as to widen the cooperation of universities with enterprises, employers and regional society. New contributions can become relevant models for the European (and, indeed, worldwide) attempts to define appropriate approaches to the modernization of universities in the 21st century. If ways can be found to coordinate the Serbian contributions – at least to some extent – with similar attempts in neighbouring countries in the Western Balkans, it will make them even richer, and reinforce the message they send to professional circles and students in other European countries and across the world.

One can, therefore, only wish the Tempus project "Development of Career Guidance Aimed at Improving Higher Education in Serbia" (CareerS Project) success, and Serbian institutions sustainable progress in this crucial field of modern higher education.

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Changing Conceptions of Students' Career Development Needs

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Abstract — **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 seeks 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 placements appears to be stratified and different types of opportunity are taken up by particular groups of students.

A relatively new way of conceptualising 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.

THEORIES OF CAREER

Ideas about career decision-making, career development and career management, are drawn from various subject disciplines, notably psychology, sociology and learning.

Psychological theorising

Psychological theories are arguably of the greatest significance in terms of volume and impact upon the work of career guidance practitioners. In this particular context, psychological theorising clusters around five strands: differential, developmental, humanistic, psychodynamic and behavioural. Here, we consider three: differential, developmental and behavioural.

Differential approaches to career guidance presumes that individuals possess different traits, qualities, interests and that the object of career guidance is to match clients to the 'best fit' courses or jobs. Its appeal to common-sense perceptions is very strong; it seems implausible that individuals would seek to choose occupations for which they were not well matched in terms of aptitudes, abilities, interests and so forth. Differential approaches require that the qualities of both individuals and occupations can be accurately measured. Further, that those qualities are sufficiently enduring to make the match effective over time. An underlying assumption of a differential approach is that subtle changes in occupational requirements and individual characteristics can be accommodated but that significant change in either requires re-assessment of the match.

The purpose of career guidance within a differential paradigm is to assist individuals identify their qualities and interests, alongside an assessment of labour market requirements. Awareness-raising is achieved using the exploration of experiences (such as work experience), social or cultural activities and educational achievement, together with (ideally) interest inventories, aptitude or psychometric assessments. Analysis of labour market requirements is made on the basis of systematic surveying and reporting of employing (or educational) organisations. Career guidance based on this practice framework can be delivered via the curriculum or via one-to-one interactions and in both settings there is an observable concern with achieving 'realistic' decisions (Colley, 2000), with clients encouraged to choose from options identified on the basis of current knowledge (of particularly) educational attainments and labour market opportunities. Various aspects of differential approaches have been criticised, including the inability to take account of subjective assessments and for the 'technically rational' information processing account of decision-making (Bowman et al, 2006).

The practitioner's role is as an expert mediator, central to the process that guides the client into the 'best fit' training or educational opportunity or job. Skills used by practitioners espousing this approach are more likely to reflect a directive approach.

Change (actual or potential) in aptitudes, attainments and job requirements locates differential approaches predominantly in the present; theorising that could accommodate development of a future perspective inevitably challenged the 'trait and factor' basis of differentialism.

Developmental approaches to career decision-making hinge upon dual notions of 'change' and 'readiness' That individuals mature and change appeals to common-sense notions of personal and social development. Key writers (Ginzberg, 1951; Super, 1957, 1980, 1988, 1990, 1994, 1996) portray career development as phased with increasing levels of vocational maturity emerging as individuals pass

through the stages of childhood, adolescence, adulthood and mature adulthood. Vocational maturity is associated with readiness to make career decisions and take career-related action on behalf of these. Developmental theorists take account of individual differences by mapping individuals along a continuum of vocational maturity. Change is implicit but bounded by a sense of progression between stages in typically linear fashion. So a child's aspiration to become a pop star might be viewed as indicative of being at a 'fantasy' stage whilst a young adult's aspiration to the same might be viewed as 'tentative' or 'exploratory' if accompanied by participation in a pop band or direct experience in the music industry. Here again, notions of 'realism' are to the fore. Good decisions are taken when vocational maturity is reached and (occupational) information is not only made available but also accommodated into career planning.

The practitioner role within the developmental paradigm is to assist in the identification of phase or stage of development and to provide interventions aimed at 'moving the client on'. Such interventions might include one-to-one interactions aimed at uncovering the depth of understanding of career decision-making (or its absence) and the personal implications. Counselling techniques are frequently used with particular emphasis being placed upon the interpersonal skills of the practitioner being deployed in negotiation with the client and on the basis of the perceived stage of development. This facilitates a client-centred approach which is differentiated and can be delivered in curricular as well as individual contexts. The provision of guidance within a developmental approach is less likely to be dependent upon finding a match with the labour market and indeed may become separated from it.

Behaviourism has been used extensively to inform career guidance practice. Here the basic tenants of stimulus-response, action and reinforcement have been applied to account for how career decisions are made. This approach emphasises that career interests and aptitudes are shaped not only by direct experiences but also by the actions of others and by the individual's interpretation of their own and others' actions. A personality theory developed by Bandura (1977) and later by Krumboltz (Krumboltz *et al.*, 1976; Krumboltz & Nichols, 1990; Krumboltz, 1994; Krumboltz & Coon, 1995) known as 'social learning theory' has been used in career decision-making to describe how individuals acquire 'self-observation generalisations' (or self-awareness) and 'task approach skills' (or problem-solving abilities). Here, social learning is derived as much from learning experiences intrinsic to the individual as much as those observed in others. Social learning theory reveals how knowledge about self (both learned and genetic) is integrated with information that is provided via reinforcing feedback. For example, self-observation generalisations might be reported as,

'People from my course don't usually do that sort of job…' or *'I have always been very active, I am told, since I was a child - that is probably why I enjoyed work experience in the building company'*

Role models and iconic representations of occupations are learned and reinforced in particular social contexts and are said to become powerful influencers of career decision-making. Reinforcement of stereotypes are described as socially derived (from exchanges with family and peers, the media) and the rational and irrational association of characteristics. For example,

'I wouldn't want to do an office job – office jobs are boring …' or *'Public life is full of people who cannot be trusted – everyone knows that politicians make promises they don't intend to keep'* or *'Social work appeals to me because social workers help people in trouble'*

The task of the practitioner in career guidance informed by this particular framework is to assist the client to test out whether previous social learning is accurate and to locate career motivations and goals. Career guidance utilises validated information in order to stimulate exploration of ideas about career opportunities and self. Within this paradigm guidance practitioners might use counselling techniques together with provocation and challenge, to encourage clients to develop and extend their knowledge, for example, *'how do you know all office jobs are boring?'*

The use of social learning theory and other behavioural approaches has been opposed by those who view the stimulus-response-reinforcement model as simplistic and failing to take account of the capacity of the client to process, interpret or reflect upon information about self and opportunities. Critics of behaviourist stances have been prominent amongst educationalists and sociologists, to which the following sections refer.

Sociological theorising
If psychological theorising emphasises individual cognitive and individual-in-group responses to the task of selecting a career focus, then sociological theorising emphasises the impact of social, economic and cultural environments on the way individuals and groups understand and act (Roberts, 1968, 1977, 1984, 1995, 1997, 2000). A fundamental assumption in using sociology as a descriptor in career decision-making is that the actions of individuals are bound to a context that can be described independently from the actions of any one individual. Sociological descriptions of career choice are significantly influenced by notions of social class and mobility (Roberts, 1993) and some authors see social structures as ascribing workplace relationships; where occupations are allocated rather than chosen. When described in this way, the passivity of behaviourism is eclipsed by the oppression of social structures. Nonetheless, labour markets (or 'opportunity structures') whilst part of wider social organisations are perceived as super-ordinate to the requirements of individuals and largely beyond their control.

Sociological perspectives have been critiqued for their inability to accommodate the agency of individuals and groups as a part of the dynamic reality of participation in real communities. Writers such as Law (1981) have supplanted notions of occupational allocation with 'community interaction' in which the meaning of social structures such as class and status are negotiated by individuals and groups.

Career guidance within sociological frameworks is aimed to enable the client to appraise and review his/her 'world view' and to assess their own beliefs in relation to factual data about labour market opportunities and probabilities. A major task of career guidance is to support adjustment to and accommodation of available opportunities via the use of validated, accurate information. The skills of counselling would be required to help reconcile individuals' perceptions as they navigate often prolonged transitions into and through complex labour markets. Like other approaches, career guidance can be provided in both curricular and one-to-one settings.

The notion that career decision making is rational underpins much recent and current government policy for career guidance in England (www.dfes.gov.uk, refers). As with other features of 'models' of career decision-making, the inclusion of rationality is plausible and apparently desirable; few of us would claim to make irrational decisions about something as important as choice of occupation or course of learning. However, there are writers who describe the emphasis on 'technically rational' decision making as misleading (Bowman, ibid) claiming that rationality is only possible to understand when in-depth knowledge of the individual (their aspirations, motivations, constraints, values and beliefs etc.) are understood as a whole. What might appear rational in one set of personal circumstances can be viewed as wholly irrational given another set of circumstances. Some authors have argued that 'technical rationality' should be replaced by 'pragmatic rationality' as a notion that more aptly describes the compromises, shifts and changes that individuals undergo in reaching important career decisions.

A sociological theory known as 'careership' includes the notion of pragmatic rationality in combination with two other sociological constructs, that of 'habitus' and 'horizons for action' (Hodkinson and Sparkes, 1997, Hodkinson, *et al*., 1996), and describes career decision making as a series of routines and turning points. Here, turning points are frequently associated with the taking of career decisions, for example, at the end of a course or the completion of a temporary work contract. Routines represent the everyday experiences that characterise the transition (from education-to-work or job-to-job) and which shape the decisions made at turning points. More recently the authors (Bowman, ibid) have described this process in practice as 'career learning' rather than career decision making and view the boundary between routines and turning points as inherently subjective. In this way, career decisions are likely to emerge over time, as career learning is seen as a process and not a series of single events (or decisions).

The practice of career guidance within a careership model is to encourage the articulation of perception of choice at key decision points and to encourage clients to engage with and interpret information available. Further the task of career guidance practitioners is to bring about career learning by encouraging reflection on experiences amongst clients and to acknowledge the pragmatism inherent in the management of learning and progression. This view of career learning is a newer contribution to knowledge and

thus far, relatively little criticism has not been made, however, it does appear to have the capacity to bridge the gap between notions of career decision making, and learning and teaching.

Theorising about learning

A sizeable literature exists concerning the nature of learning, including much that will be recognisable in the writing about career decision making. For example, conceptions of development and differentiation are commonplace and interest in the impact of social and economic environment has been evident for decades (Ministry of Education, 1963). Behaviourist approaches to the design of learning have particular prominence in the development of work-related and vocational qualifications. Here, we select two major theoretical themes drawn from the writings about learning: 'constructivism' and 'situated cognition' and aim to indicate how these perspectives can aid thinking about the provision of career guidance.

Constructivism holds that knowledge (and learning) is socially constructed; it does not exist in an objective way, but is interpreted subjectively. One piece of learning builds upon the previous one and knowledge is thus actively constructed by the learner. This idea is not new. Kant (1959) in describing how direct experiences represent the beginning of knowledge acquisition suggested that *"... it may well be that even our empirical knowledge is made up of what we receive through impressions and of what our own faculty of knowledge supplies from itself"* (p.25).

The suggestion that, ideas, knowledge and ultimately what we might refer to as 'career learning' is actively constructed provides career guidance practitioners with a way of perceiving how the student pieces together aspects of self in relation to available (career) opportunities. Each student's presentation (of motivations, preferences, interests etc.) is unique and although often sharing common understandings with those of a similar age, development phase or social class, the student's situation is entirely individuated. The task of career guidance within a constructivist approach is to enable the client to review previous and anticipated learning for its utility in relation to career aspirations. Further, career guidance (again within groups or one-to-one settings) is required to accept the uniqueness of individual perspectives, in what is often referred to as 'unconditional positive regard' (Egan, 1998; Rogers, 1961) and subjective rationality, whilst introducing new (career) learning opportunities. The suggestion here that new learning opportunities be introduced is deliberate and shifts perception of the role of career guidance practitioner closer to that of teacher.

Situated cognition is the term given to learning which is thought to be context-dependent. By this, we mean learning that is grounded in the concrete situation in which it occurs (Anderson, 1996; Lave and Wenger, 1991). An important feature of situated learning is that it is believed to result in learning that is unlikely to transfer between different learning tasks. One implication of this

phenomenon in career learning is that learning in educational settings may not readily transfer to workplace settings (or vice versa). Another implication is that if learning takes place in particular situations (for example, in work experience placements) that learning away from these settings (for example, within school/university) will be of little value. This theorising potentially undermines attempts to 'make sense' of career-related experiences via career guidance strategies, such as class or individual discussion. However, it has been found (Klahr and Carver, 1988) that learning transfer hinges upon the degree to which tasks share cognitive elements and that where learners are explicitly advised to utilise learning from elsewhere, learning transfer does occur. Whilst situated cognition is a contested notion, it nonetheless may offer career guidance practitioners a framework for understanding and addressing how clients may compartmentalise (or disregard) important features of their career learning.

II. THE EMERGENCE OF EMPLOYABILITY IN THE UK

The Browne Review in the UK (BIS, 2010) in proposing a new financial relationship between the state (and institutions) and students/graduates emphasized that higher education (HE) matters because it transforms the lives of individuals, in particular through enabling access to employment.

On graduating, graduates are more likely to be employed, more likely to enjoy higher wages and better job satisfaction and more likely to find it easier to move from one job to the next. Participation in higher education enables individuals from low income backgrounds and then their families to enter higher status jobs and increase their earnings. (p 14)

It has been found that a primary reason why prospective students consider entry to higher education at all is to enhance their employment prospects. The Futuretrack study (Purcell, *et al*, 2008) identified that two of the three top reasons why students apply for a course of higher education are employment-related and that higher education is viewed as an investment in future employment. This finding suggests that whilst the pursuit of interest in the particular subject is important there is an underlying assumption amongst prospective students that a degree will provide access to a 'better' job or career than one that could be accessed without a degree.

Employability and skills
Participation in higher education is believed to confer knowledge, skills and attributes that are sought by both employers and students alike, albeit students are assumed to be deficient in these to varying extents, when they begin their courses. That this has to be remedied, has led to some commentators referring to the 'deficit model' in which the attributes of students (and ultimately graduates) have to be brought into line with the requirements of employers. Government policies over many years have emphasized the need for higher education to better prepare graduates for future labour markets and organizations such

as the Confederation of British Industry (CBI) reinforce the importance of university-employer partnershipsto enhance economic well-being for individuals as well as economies (CBI, 2009). It is not difficult to see therefore, how the 'employability' of students and graduates has become such a dominant theme in the discourse within higher education during the last decade.

The Higher Education Academy (HEA) in the UK has done a great deal to promote 'employability' as an important theme in HE. Here employability is defined as,... *the acquisition of attributes (knowledge, skills, and abilities) that make graduates more likely to be successful in their chosen occupations (whether paid employment or not).*

Employability has become a key metric by which institutional performance is assessed by statutory funding bodies. The employment of graduates is one of five broad areas of performance:
- access to higher education
- non completion rates for students
- outcomes and efficiencies for learning and teaching
- employment of graduates
- research output

The data most frequently used in the measurement of the employment of graduates is the Destination of Leavers from Higher Education (DLHE) surveys of which there are two; the first is a census at six months following graduation which is followed up with a sample longitudinal survey at approximately three and a half years following graduation, known as Longitudinal DLHE (LDLHE).

The policy driver of enhancing student choice via the publication of more course-based information underlies the rationale for the development of a market in HE and potentially shifts the emphasis for students' perception of themselves as consumers of HE toward that of customers or investors. Graduate employment then occupies center stage as a key way of distinguishing the institutional offer and appears likely to become increasingly used in competition to attract talented and potentially successfully completing students; thus contributing to the achievement of another important performance measure. It can be inferred then, that the employment and employability preparation of students and graduates has never been of more central, strategic concern to higher education institutions.

In the following paragraphs we examine a selection of literature relating to aspects of becoming employable in the HE context.

Experiencing work
The provision of relevant experiences of work is a long-established feature of higher education and courses that attract professional accreditation are required to include clearly defined components and learning outcomes. It is reported that employers view students/graduates with work experience more favourably than those without and use work experience as a form of extended interview where both sides can assess the appropriateness of future employment. Recent work (BIS, 2013) has identified that

those graduates who have experience of paid work and structured work-based learning (WBL) achieve better outcomes than those without either paid work or WBL alone, and a good deal better than those who experience neither (Table 1 refers). The BIS, 2013 report also identifies that access to different types of workplace learning is highly differentiated by for example, the type of institution attended, and the subject of study.

Table 1
Proportion of respondents with each outcome separately by type of work undertaken

	Type of Work Experience				Number of respondents
	Paid work only	Work-based learning only	Both paid work and work-based learning	None	
Outcomes					
Good degree	77.0	73.1	81.9	67.3	8386
Self-confidence	82.5	84.6	85.7	78.1	8389
Unemployment	9.2	7.7	6.1	14.9	8384
Graduate job	36.2	59.4	55.2	33.6	6057
Wage[1]	19442.3	22054.7	23581.6	18343.6	6278

[1] the figures for the wage give the mean wage

Reproduced from BIS, 2013

Whilst the relationship between work experience/internship and graduate job entry is well demonstrated there is relatively little research on the impact of the experience of work on learning in HE. Little and Harvey (2006) note that most learning frameworks that identify work experience anticipate a wide range of skills to result, including, personal and social skills, problem solving, creativity and organizational skills. Little (2000) challenged this skills development approach and suggests it provides for an apt beginning rather than an outcome. *…. the explicit identification of certain skills seems to serve as a useful prompt to students and employers to address these aspects in discussions about suitable tasks and activities for a work placement.* (Little, 2000, p122)

Little and Harvey (ibid) sought to demonstrate whether a various types of work placement, that is, (short, - up to six weeks, compulsory thin, - two x six month periods, and year-long – compulsory or optional) impacted on students' HE learning. They found evidence that participation in work placement did have beneficial effects on students' subsequent learning in HE, in particular it was reported that verbal communication skills increased, as did the ability to network and build relationships in work settings. Positive gains were made in relation to increased levels of self-confidence and personal organization, including leading on tasks and projects and meeting deadlines. Assimilation into workplace practices and emergence of professional approaches to working with others, including subsequently with student peers, was also found. Students were found to

be able to articulate their learning from work placement and frequently referred to work having provided a vehicle for the application of theories. Little and Harvey noted that students seemed more aware of the provisional nature of subject knowledge and whilst they did not find evidence of the development of higher order skills (such as critique, synthesis and analysis) during work placement, they did identify that students were more able to cohere aspects of their HE learning and make connections with professional practice. Specifically, positive changes were reported in students' approach to learning, their ability to cope, listen and challenge were amongst these and also an ability to see the relevance of course content. In short, students were reported to have become more actively engaged in their learning following work placement.

University-business partnerships

More recently universities have been urged to form partnerships and collaborations with businesses to not only enhance students' employ-abilities but also to aid economic prosperity(BIS, 2013b). Following the Wilson review's recommendations, (BIS, 2012) the new National Centre for Universities and Business has been established to support initiatives aimed at bring universities and business into closer partnership and to promote good practice in the provision of work placements.

In 2013 guidance on the provision of quality in work-based learning to help institutions manage work placements by mapping 7 principles of good practice to the Quality Assurance Agency Quality Code was produced (ASET, 2013) consolidating further the importance of effective dialogue between universities and businesses.

III. CAREER ADAPTABILITY

An alternative to the fundamentally employer-led employability discourse is the notion of career adaptability. This derives from the work of Savickas (2013) and others, and conceptualises career development and transition as a process of adaptation, rather than linear development, and provides for a way of thinking about transition that is more student-led. At its core lies theorising about career construction that *"… explains the interpretative and interpersonal process that individuals as actors, agents and authors use to make a self, shape an identity, and build a career"* (ibid, p 179). Savickas promotes different approaches to careers guidance interventions for actors (vocational guidance), agents (careers education and coaching) and authors (career counselling) and demonstrates a model of career construction counselling that focusses on enabling the client (student) to explore how her/his own career thinking has been constructed.

Savickas and Porfeli (2012) show how career adapt-abilities can be measured and validated for use in 13 countries. Career intervention and support can then be offered to students on the basis of self-assessment against 24 items in the 'career adaptabilities scale' under the themes of concern, control, curiosity and confidence (Table 2 refers). In the UK, the career adapt-abilities scale

is currently being piloted for use as a diagnostic tool to help students self-assess their career learning and to help university careers services target resources effectively.

Table 2
Questions in the career adapt-abilities scale

Different people use different strength to build their careers. No one is good at everything; each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

5 = Strongest
4 = Very Strong
3 = Strong
2 = Somewhat strong
1 = Not strong

1 2 3 4 5

Concern	Thinking about what my future will be like
	Realising that today's choices shape my future
	Preparing for the future
	Becoming aware of the education & vocational choices
	Planning how to achieve my goals
	Concerned about my career
Control	Keeping upbeat
	Making decisions by myself
	Taking responsibility for my actions
	Sticking up for my beliefs
	Counting on myself
	Doing what's right for me
Curiosity	Exploring my surroundings
	Looking for opportunities to grow as a person
	Investigating options before making a choice
	Observing different ways of doing things
	Probing deeply into questions that I have
	Becoming curious about new opportunities
Confidence	Performing tasks efficiently
	Taking care to do things well
	Learning new skills
	Working up to my ability
	Overcoming obstacles
	Solving problems

CONCLUSIONS

Within a broad context of theorising about the nature of career learning, and interventions aimed to support it, we have seen a recent emergence of a predominantly employer-centred paradigm for careers work in HE in the UK, where the focus is the enhancement of 'employability' and which serves the needs of students via meeting the needs of employers. Employability runs the risk of increasing exclusivity, as the development of students' skills (and knowledge, values and workplace competences etc.) is presented as the remedy to students' deficiency (in skills etc.) and in order to help them compete in entry to and progression within the labour market.

There is some early indication of interest in a more student-centred approach based on 'career-adaptabilities' which foregrounds the role of the individual student in shaping a sense of self and identity and constructing his/her career. This approach may foreshadow a more inclusive approach that builds upon prior learning (skills, knowledge, values, etc.) and places students at the centre of career-related interventions.

It may be that 'career adaptability' as an organising paradigm will overtake 'employability'within HE. We will have to wait and see.

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Development of a University Center for Career Development – What Do Students and Graduates Expect and Need from a University Career Center?

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Abstract — **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.

Index Terms — **Center for Career Development and Student Counseling; Career Guidance and Counseling.**

I. STUDENT SERVICES – ROLE OF THE UNIVERSITY

In the United States, student services started receiving more attention in the course of 1980, following massive developments on the institutional level and the process of modernisation. On the policy level, support given to student services became explicit and elaborately formulated according to the accreditation standards of the american regional accreditation bodies. In the same vein, caring for student satisfaction rates increased sharply in the United Kingdom during the 1990s. The Quality Assurance Agency for Higher Education in the UK adopted guidelines for the assessment of institutional governance and higher education development, some of them being: academic infrastructure, information management, student support, etc.

Dr. Rositsa Bateson, an expert for student services in a comparative international context, states that the work of student services remains insufficiently researched and its institutional support generally undefined in the countries of continental Europe. Although student services exist in various forms and with different functions, they are predominantly seen as auxiliary offices rather than essential services for students (Bateson, 2008). In Central and Eastern Europe, for example, these types of services are often provided by units or organisations (student centres, student community) and are completely separated from the higher education institution. The philosophy behind it is that learning and student engagement should remain two separate spheres. The Bologna Process played a key role in the development of student services at the level of higher education policy reforms, percieving them as a key component of internationalisation as well as the essential aspect of any institution of higher education aiming to respond well to new challenges and strategic orientations, primarely having in mind the issue of competitiveness in an international context. Dr. Rositsa Bateson, in her article "The *role* of *student services* in *promoting internationalisation*. A *case* for the *integration* of institutional service provision" emphasises the significance of student services as a key factor of the university integration process.

II. UNIVERSITY OF NOVI SAD, CENTRE FOR CAREER DEVELOPMENT AND STUDENT COUNSELING

Following the model of one of the most successful centres for career development at the University of Nottingham, a project establishing centres for career development and student counseling at state universities in the Republic of Serbia was initated and supported by the Foundation for Education of the Crown Prince Alexander II. The Centre for Career Development and Student Counseling of the University of Belgrade, founded first in 2006, served as a pilot centre for establishment and operation of career centres at the university level in Serbia.

Aiming to provide professional university services with an effective system of support for students and graduates in enhancing knowledge and skills important for their employability and further academic prospects, as well as with the goal of strategically connecting the academic and business community in Novi Sad, Vojvodina and Serbia, the University of Novi Sad founded the Centre for Career Development and Student Counseling (in further referencing, the Centre) in 2007. The university office was officially opened in October 2008.

The Centre was established in order to contribute to the process of positioning of the University of Novi Sad as a modern European university and its faster and more efficient integration into the European Higher Education Area. The activities of the Centre need to make up for years of insufficient cooperation between the university and the economy, particularly in the process of students' education and training.

The Centre for Career Development and Student Counseling aims at preparing students for the labour market after graduation, to connect them with employers and to support them in gaining the skills and competences required in the modern business world.

III. METHOD

A. Research topic

The main research topic has to do primarily with the question of how students and young graduates see the initiative of forming the Centre for Career Development at the University of Novi Sad. More specifically, which of the services the Centre plans to provide, or already does so, students assess as more useful. An additional research question that arises is whether there is a difference in the needs for using the services provided by the Centre for Career Development and Counseling among students of various faculties, according to their gender, or based on their previous experiences with the Centre's service provision.

The tasks of the Centre that cluster student needs for different types of service are related to:

- Providing support in developing capabilties, knowledge and skills of students that are vital for their good employment prospects;
- Providing reliable information on further educational opportunities, scholarships in the country and abroad and job offers;
- Connecting students with employers via internships and trainings in companies and organisations in the country and abroad;
- Organising presentation of companies, organisational values and business culture of institutions;
- Providing counseling services to students who have a dilemma in making career choices or positioning themselves on the labour market after graduation;
- Other counseling activities provided to students with regards to their career development, such as seminars and workshops (techniques of searching for a job, writing a CV and accompanying letters, preparations for job-related interviews, etc.)

B. Research goal

The main reserach goal is to address the nature of the relationship students have towards the services the Centre plans to provide or already does so.

C. Research hypotheses

1. Students attitude towards the services of the Centre for Career Development of the University of Novi Sad is positive.

2. There is a considerable structural difference in the conveyed attitudes across different faculties students are studying at.
3. There is a considerable difference in the conveyed attitudes according to students' gender.
4. There is a considerable difference in the conveyed attitudes based on students' experience with the services of the Centre.

D. Organisation and research process

Data gathering was conducted in June of the academic year 2009/2010 and in March of the academic year 2010/2011. The respondents were students or those who completed their studies at one of the faculties of the University of Novi Sad.

E. Variables used in research

1. The general attitude towards the services of the Centre for Career Development is operationalised as an overall score of assessments given to individual services of the Centre.

- Attitude towards the need to be informed on career and employment opportunities is operationalised as a factor score acquired through Factor analysis.
- Method of main components with the use of *oblique angle Promax rotation on the items of the questionnaire for assessing the services of the Centre. It encompasses* 54.912% of total variance.
- Attitude towards connecting with the business community is operationalised as a factor score for the second factor gained through Factor analysis – Method of main components with the use of *oblique angle Promax rotation on the items of the questionnaire for assessing the services of the Centre. It encompasses* 8.675% of total variance.
- Attitude towards the need for student awards and internships is operationalised as a factor score for the third factor gained through Factor analysis – Method of main components with the use of *oblique angle Promax rotation on the items of the questionnaire for assessing the services of the Centre. It encompasses* 5.258% of total variance.

2. Demographic variable *gender*
3. Type of faculty the student is attending or has completed
4. Experience with services of the Centre

F. Sampling

The sample for this research was adequate and consisted of 356 respondents - students or those who had completed one of the faculties of the University of Novi Sad. Out of the total number of respondents, 28.9% was male and 71.1% was female.

The sample reflects the characteristics of the polulation with regards to the representation of the respondent's home faculty, or, in other words, the scientific field the faculty belongs to. The largest number of students belong to the faculties of social and humanistic sciences as well as technical-technological sciences, followed by natural

sciences and mathematics. The smallest number of students are from the Faculty of Medicine and Academy of Arts.

Table I
Overview of students across faculties

FACULTY	Frequency	Percentage %
Social Sciences	86	24%
Technical-Technological Sciences	97	27%
Natural Sciences and Mathematics	57	16%
Medical Sciences	6	2%
Humanities and Arts	106	29%
Others	4	1%
Total	356	100.0

G. Research instruments
The research used the *Questionnaire for investigating students' attitudes with regards to the Centre for Career Development.* The questionnaire was devised for the purpose of this research and contains questions with Likert scale, measuring degrees of agreement. The reliability of the questionnaire assessing the attitudes towards the services of the Centre: Cronbach's Alpha Based on Standardized Item 956. Construct validity was tested by factor analysis - Method of main components with the use of *oblique angle Promax rotation. It was determined that according to the* Kaiser-Guttman Rule three significant factors could be isolated. Through the analysis of the *pattern matrix, they were named:*
1. *Assessment of the need for information on career and employment opportunities (Information on further professional advancement, Information on internships, Employment opportunities, Information on scholarships and grants)*
2. *Assessment of the need to connect with the business community (Presentations of companies, their business ethics and their human resource policies, Creating a database with relevant data on students and making it available to employers)*
3. Assessment of the need for student awards and internships (Awards for students with the highest average grade, Enabling internships)

Since the first factor explains 6 times more variance than the second factor, it could be said that the questionnaire is homogeneous and can be used as *one-dimensional. This is confirmed by a high correlation among factors. Representativeness is very high (KMO measure = .933).*

This further means that it is justified to use the total score on the attitude as representative of the attitude towards the need for the Centre's services, or, in other words, towards the establishment of the Centre. The set also included the following demographic features; gender, faculty, experience with the services of the Centre.

H. Methods applied in the statistical processing of data
SPSS (Statistical Package for Social Science) was used for the purpose of statistical processing of the data.

Descriptive analysis with *oblique angle promax rotation* was used in order to determine the factor structure of the

Questionnaire for investigating students' attitudes towards the formation of the Centre for Career Development. In the course of data processing, the variance analysis was first used to describe the degree of positivity/negativity towards the establishment of the Centre. Afterwards, t tests, ANOVA and canonical discriminant analysis were used to determine whether there are statistically relevant differences between sub-samples of respondents according to gender, faculty and experience with using the services of the Centre.

Statistical methods used were:
1. Descriptive analysis of the frequences for the description of the sample and control variables
2. Factor analysis
3. Canonical discriminant analysis
4. T test, one-way Anova

IV. RESULTS

A. Determining the attitude of students towards the services of the Centre for Career Development of the University of Novi Sad
The average assessment of all items togather 3.802

Table II
Descriptive indicators of the answers given to individual items (answers range from 1 to 5)

	Arit. mean	St. dev.	N
Information on relevant jobs	4.20	1.294	356
Information on internships	4.03	1.368	356
Information on scholarships	3.96	1.393	356
Information on further professional advancement opportunities	4.13	1.264	356
Information on professional presentations and lectures	3.84	1.204	356
Information on the empolyment rate across different professions	3.71	1.179	356
Database on professional profiles	3.62	1.194	356
Assistance with writing a personal CV	3.63	1.309	356
Preparations for a job interview	3.81	1.268	356
Workshops for active job searching	3.65	1.243	356
Other workshops for soft skills and career development (presentation skills, organisational skills)	3.60	1.164	356
Enabling student internships	3.97	1.355	356
Creating a database on relevant information regarding students and making it available to employers	3.91	1.278	356
Enabling employment opportunities	4.19	1.343	356
Presentation of companies, their business ethics and their human resource policies	3.84	1.152	356
Career counsiling (counseling services for students who have a dilema with career choices and positioning on the labour market after graduation)	3.85	1.276	356
Professional orientation (psychological testing)	3.56	1.300	356
Literature in the field of career development and soft skills	3.48	1.183	356
Brochures with useful advice on career development	3.46	1.190	356
Awards to students with the highest average grade	3.62	1.416	356

Table III
Descriptive indicators for the total score on the attitude towards the Centre

Attitude_towards_the Centre	Indicator
Arithmetic mean	76.04
Standard deviation	18.74
Median	81.00
Interquartile range	18.00
Minimum	20.00
Maximum	100.00
Skewness	−1.342
Kurtosis	1.313

Negative asymmetry indicates that the largest number of respondents positively evaluates the need for the services of the Centre.

Figure I
Histogram representing the distribution of scores for the assessment of the work of the Centre

B. Determining whether there is a structural difference in the conveyed attitudes according to the faculty students attend.

This analysis does not include students under the category Other and the Faculty of Medicine, because that would disrupt the demand for the homogeneity of variance.

Level of total score:

Table IV
Results of one-way analysis of variance

Attitude_towards _the Centre	Sum of squares	df	Mean square	F	p
Among groups	654.248	3	218.083	.608	.610
Within groups	122664.945	342	358.669		
Total	123319.194	345			

One-way analysis of variance determined that there are no differences between students and professionals from different scientific fields in relation to the attitude towards the work of the Centre defined by the total score (F(2;342)= .608, p>0.05).

Level of factor scores:
Canonical discriminant analysis determined that there are no differences between students and professionals from different *scientific fields in relation to the attitude towards the work of the Centre defined via factor scores for the assessment of the needs to connect with the business community, student awards and internships, career-related information and enabling job opportunities* (Λ_w=.971, X^2=10.068; p>0.05).

Level of items:
Canonical discriminant analysis determined that there are no differences between students and professionals from different *scientific fields in relation to the attitude towards the work of the Centre defined via answers to individual items* (Λ_w=.877, X^2=43.578; p>0.05).

C. Determining whether there is a structural difference in the conveyed attitudes according the experience in using the services of the Centre.

Level of total score:
There is no difference among respondents who have or have not used the services of the Centre in the attitude towards the need for the Centre's services (t=−.607; p>0.05).

Level of factor scores:
Discriminant analysis determined that there is a statistically significant difference between those who have or have not used the services of the Centre with regards to the attitude towards the work of the Centre defined via factor scores (Λ_w=.978, X^2=7.739; p p≤0.05).

Table V
Indicators of statistical significance of disriminant function (Eigenvalues and Wilks' lambda)

Function	Eigenvalue	% variance	Canonical Correlation	*Wilks' lambda* Λ_w	*Chi- square* X^2	df	p
1	.023	100.0	.149	.978	7.739	3	.052

The respondents who used the services of the Centre more positively evaluate the need for counseling than those who have not used those services.

Level of items:
Discriminant analysis determined that there is a statistically significant difference between those who have or have not used the services of the Centre with regards to the attitude towards the work of the Centre defined *via answers to individual items* (Λ_w=.892, X^2=22.133; p≤0.05).

Table VI
Indicators of statistical significance of disriminant function (Eigenvalues and Wilks' lambda)

Function	Eigenvalue	% variance	Canonical Correlation	*Wilks' lambda* Λ_w	*Chi- square* X^2	df	p
1	.098	100.0	.299	.911	32.217	20	.041

The respondents who used the services of the Centre more positively evaluate the need for the services: Brochures containing useful advice on career development and Other workshops on soft skills and career development (presentation skills, organisational skills, etc). Those who have not used the services of the Centre more positively evaluate the service of Enabling employment opportunities.

Table VII
Structure matrix

	Str. koef
... [Brochures with useful advice on career development]	.373
... [Enabling employment opportunities]	-.338
... [Other workshops for soft skills and career development (presentation skills, organisational skills)]	.301
... [Information on professional lectures]	.223
... [Information on internships]	.210
... [Preparations for a job interview]	.206
... [Information on the empolyment rate across different professions]	-.188
... [Information on scholarships]	.187
... [Presentation of companies, their business ethics and their human resource policies]	-.173
... [Assistance with writing a personal CV]	.169
... [Literature in the field of career development and soft skills]	.140
... [Professional orientation (psychological testing)]	.135
... [Enabling student internships]	.127
... [Career counseling (counseling services for students who have a dilema with career choices and positioning on the labour market after graduation)]	.099
... [Workshops for active job searching]	.087
... [Database on professional profiles]	.083
... [Information on relevant jobs]	-.062
... [Awards to students with the highest average grade]	-.057
... [Information on further professional advancement opportunities]	.017
... [Creating a database on relevant information regarding students and making it available to employers]	.004

Table VIII
Value of discriminant function in group centroids

Have you used the services of the Centre?	Value
No	-.290
Yes	.336

Classification matrix indicates that 58.7% respondents are correctly classified ispitanika using a specific disriminant function.

Table IX
Classification matrix

		Have you used the services of the Centre?	Predicted Group Membership		Total
			No	Yes	
Original	Count	No	117	74	191
		Yes	73	92	165
	%	No	61.3	38.7	100.0
		Yes	44.2	55.8	100.0

D. *Determine whether there is a difference between conveyed attitudes in relation to gender.*

Level of score:
There are no gender-related differences of respondents in their attitude towards the services of the Centre (t=-.532 ; p>0.05).

Table X
Results of t test and Levene's test for homogeneity of variance

Levene's test for equality of variance		t-test				
F	p	t	df	p	Difference in arithmetic means	Standard error of difference
.004	.952	-.532	354	.595	-1.16585	2.19248

Level of factor score:
Discriminant analysis determined that there are no gender-related differences in the attitudes towards the work of the Centre defined via factor scores (Λ_w=.998, X^2=.662; p>0.05).

Table XI
Indicators of statistical significance of disriminant function (Eigenvalues and Wilks' lambda)

Function	Eigenvalue	% variance	Canonical Correlation	*Wilks' lambda* Λ_w	*Chi-square* X^2	df	p
1	.002	100.0	.044	.998	.662	3	.882

Level of items:
Discriminant analysis determined that there no gender-related differences in the attitudes towards the work of the Centre defined *via answers to individual items* (Λ_w=.934, X^2=13.333; p>0.05).

TABLE XII
INDICATORS OF STATISTICAL SIGNIFICANCE OF DISRIMINANT FUNCTION (EIGENVALUES AND *WILKS' LAMBDA*)

Function	Eigenvalue	% variance	Canonical Correlation	*Wilks' lambda* Λ_w	*Chi-square* X^2	df	p
1	.046	100.0	.209	.956	15.313	20	.758

IV. DISCUSSION

The topic of this research was to examine students' attitudes towards the services provided by the Centre for Career Development at the University of Novi Sad. An additional question that arose was whether there was a difference in the needs for using the services provided by the Centre for Career Development and Counseling among students of various faculties, according to their gender, or based on their previous experiences with the Centre's service provision.

The average score of all items together was 3.802, which indicates a high positive attitude of students towards services of career guidance. The centres for career development are one of the first, and still quite rare,

places where students and young graduates can receive the service of career guidance in Serbia. Bearing this in mind, together with the economic situation in which the employability of young people is very difficult, the findings indicating that young people do need help and support in the process of finding employment and building their career are not unexpected.

As the most useful services, the respondents indicate the ones which are directly related to prospective employment: Information on relevant jobs (4.20), Information on internships (4.03), Enabling internships / professional practice (3.91), Enabling employment opportunities (3.97). It could therefore be assumed that those who require career guidance see the biggest challenge or need in securing employment.

Highly ranked is the need for services of providing Information on further professional advancement opportunities (4.13). This finding can be perceived as young peoples' pronounced need for further development.

Somewhat lower, but still highly assessed are the following services: Information on scholarships (3.96), Information on professional lectures (3.84), Preparations for a job interview (3.81), Creating a database on relevant information regarding students and making it available to employers (3.91), Presentation of companies, their business ethics and their human resource policies (3.84), Career counseling (3.85) and Information on the empolyment rate across different professions (3.71).

Therefore, career services that are most directly related to connecting with the business community and further professional development of young educated people are recognized as the most needed ones.

The lowest graded, but still significant services are: Brochures with useful advice on career development (3.46), Assistance with writing a personal CV (3.63), Literature in the field of career development and soft skills (3.48), Professional oreientation (3.56), Other workshops for soft skills and Workshops for active job searching (3.65), Database on professional profiles (3.62), Information on the empolyment rate across different professions (3.71) and Awards to students with the highest average grade (3.62).

The respondents were also asked to give their opinion on what the Centre can contribute to the most. The majority (78%) of respondents said that student should be better informed, only 18% put an emphasis on quicker and easier employment and 4% on other career matters. 61% of those that used the services of the centre used exactly the service of information-providing in relation to services of education and counseling.

Based on these insights it can be concluded that students and young graduates have a positive attitude towards the services of the Centre, while the greatest contribution is seen in making career-related information more visible.

It has been determined that there is no structural difference in the conveyed attitudes towards the services of the Centre in relation to the type of faculty students attend. It is probable that these differences remain less pronounced because of low levels of employability and lack of career guidance in Serbia.

It has also been determined that there are no gender differences in relation to students' attitudes towards the work of the Centre. Having in mind that certain services such as student internships and workshops for soft skills are more often used at the University of Novi Sad by female students, it has been expected that there would be a significant gender difference. It is possible that the generally low employability of these young people influences the fact that all services are equally needed by both genders.

Further findings show that respondents that previously used the services of the Centre more positively evaluate the need for: Brochures with useful advice in career development and Workshops for soft skills and career developemnt (presentation skills, organizational skills, etc.). Those who have not used the services of the Centre more positively assess the service of Enabling employment opportunities.

It is the experience of the employees in the Centre that the clients recommend services to their colleagues, which can explain this difference, since the experience itself determines the usefulness of certain services such as useful advice and soft skills workshops.

V. CONCLUSION

After considering the results it can be concluded that students and young graduates have a positive attitude towards the services of the Cantre and that the greatest contribution is in them being better informed and more aware of career-related matters. It has been determined that there is no structural difference between conveyed attitudes towards the Centre in relation to the type of faculty students attend and their gender. There is a difference in relation to having an experience with services (the need for Brochures with useful advice and Workshops of soft skills are more positively evaluated).

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Multiphase Model of Career Support for Students – Example from Practice

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Abstract — **This paper describes a multiphase model of work with students of Andragogy at Faculty of Philosophy in Belgrade, which 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 to 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 trainer and career counselor 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 what ways students can participate in career counseling for high school students, as well as how both sides benefit from it.**

Index Terms — **career, career development of students, multiphase model of career support for students, the activities of career management, career management as a longlife process.**

I. INTRODUCTION

More than ever requirements have been set to career guidance and counseling to cover a very large number of users – members of different target groups. So, today we can talk about needs for career guidance and counseling of different user categories (while using more division criteria): elementary school students; secondary school students; university students; adults (both employed and unemployed) of different ages, different educational and professional backgrounds; persons with special needs, etc. Requirements set to career guidance and counseling have

their starting points in the level of individual personal development, as well as in the level of broader social goals. As far as individual personal development is concerned, the above mentioned groups have different needs for career guidance and counseling (as well as needs for different activities within career guidance and counseling). Those needs are, among other things, shaped by other life roles an individual plays, as well as by development tasks arising from those roles. Needs for career guidance and counseling are not different only on the level of age groups, but with respect to the needs, differences exist among people belonging to the same user groups. The differences within groups are particularly expressed when it comes to adult users.

On the other hand, career guidance and counseling is shaped by the fact that it is a tool for achieving social progress. These two qualities of career guidance and counseling (a tool of personal development and a tool of social development) to a large extent determine what kind of career guidance and counseling should be "delivered" to different target groups.

The focus of this paper is career guidance and counseling of students, that is, of Andragogy students of the Faculty of Philosophy of University of Belgrade, and its specific characteristic is reflected in the following:

- it contains elements of personal development (empowerment for the role of someone who self-manages his/her career);
- it contains elements of preparation for performing tasks in the field of career guidance and counseling of other people, that is, it represents one of professional roles of andragogues.

In this regard, career guidance and counseling is in this paper considered through the presentation of the model of career support to Andragogy students which contains several elements, that is, phases. Through the presentation of the activities available to Andragogy students an insight can be gained on how within formal education, within certain study subjects (through the subject contents, subject implementation, pre-exam duties and the exam) support can be provided to student career development. The presentation of these activities provides an insight into how preparing staff for career guidance and counseling of other people can be supported. In the

case of Andragogy students, these activities among other things, support those outcomes of the Andragogy study programme which refer to career guidance and counseling.

II. CAREER GUIDANCE OF STUDENTS

According to the definition of the Organisation for Economic Cooperation and Development (OECD) "Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" (OECD, 2004). It seems to us that from this definition we can draw three key characteristics which further direct activities of career guidance. Accessibility to people of any age is the first of those characteristics. In this sense, career guidance activities are directed towards a larger number of age groups. The second characteristic implies that different life situations people are in should be taken into account when creating and providing services and activities. From the first two characteristics complexity of requirements set to the career guidance process, that is, implementers of this process, can already be anticipated. Namely, career guidance activites must not be the same for all groups, but they have to be carefully planned, designed and monitored in order to genuinely respond to individual needs of users and broader social needs, and to have certain positive effects on individual level and social level. Furthermore, services and activities should be directed towards providing assistance not only in relation to professional decisions, but also to decisions related to education and development. Although in today's conditions the decisions related to professional life, education and development cannot be sometimes clearly separated, this characteristic is very important when it comes to planning and creating career guidance and counseling activities.

Finally, this view of career guidance stems from the new career concept, but also from its elements, in the form of experiences related to employment "....training, education, volunteering, but also unemployment" (Arnold, 2005:520). These experiences again direct the programme orientation of career guidance and counseling. In addition, "the new paradigm of career guidance brings change of emphasis from the former career choice to career development" (University centres for career development and counseling of students, 2012:4). Such career development is based on a series of career choices and decisions an individual makes during life, and they always touch other spheres of life. In this sense, the resources an individual has, in terms of knowledge, skills, competences and attitudes, become key to career development.

This definition of career guidance, as well as its above mentioned characteristics, all under the auspices of the new paradigm of career guidance, are an important guideline when it comes to the target group analysed in this paper – the target group of students. In our country during the last several years there have been huge efforts directed towards development of career guidance and

counseling of students. Without getting into the analysis of those efforts on this occasion (expressed through adopting certain strategies, development of the institutional network, programme orientation...) it seems that career guidance and counseling of students should provide students with comprehensive support related to planning, development and sustainability of career. However, one of the guidelines of this and such support can be considered on the level of the standards of career guidance and counseling programme for youth, aged from 19-30 years of age. Those standards refer to three areas:

1. *Personal development of the individual*: (using different techniques for the assesment of one's own short-term and long-term goals in proffesional development and further education; taking actions towards further training and gaining of skills and knowledge needed for further personal and professional development; identifying advantages and disadvantages of potential professional options and offers);

2. *Exploring studying and employment options*: (identifying the advantages and disadvantages of future professional plans and potential implications on personal development; creating a critical relationship with different resources of information in the career field; collecting relevant information, in accordance with the individual's personal needs; training in differentiating potential implications that would cause changes in studying or work, and financial options planning);

3. *Planning and management of one's career*: (training for individuals to take responsibility for one's career; training for considering potential implications which cause changes in learning or job and planning financial options); (Strategy of Career Guidance and Counseling in the Republic of Serbia, 2010).

These standards can actually be related to the results of the reasearch which implied the analysis of the relevant European documents which refer to the career guidance and counseling process where it is seen that "career guidance should enable youth to clarify their career goals, understand the world of work and develop one's own capacities for career management" (Mihajlović, Popović, 2012: 38).

These standards seem to us as an important basis for career guidance and counseling of students, since the largest number of students belong to this age group. Of course, it is important to bear in mind that this group is very heterogeneous, so within the group one can find those who do not study, but who have been working from the completion of elementary school and training for a certain occupation, after completed secondary school (three-year, four-year vocational schools or grammar schools), or who are unemployed. This group can be further considered on the basis of possible life and work positions their members take, but on this occasion we are going to focus on students, given that the largest number of students still fall into this age category. Students' needs certainly vary in relation to prior education, year of studies, level of studies, the faculty they have chosen, that is, all this has to be taken into account when planning career guidance and counseling activities. It seems to us

that all this speaks in favour of the fact that students need comprehensive career guidance and counseling (in the system, as well as in instituonal and programme sense). The way in which some of these specific characteristics have been considered can be seen on the example of work with Andragogy students.

III. CAREER GUIDANCE OF ANDRAGOGY STUDENTS

When it comes to career guidance and counseling of Andragogy students, some of its specific characteristics arise from:

- A complex relationship between elements of preparation for performing tasks in the field of career guidance and elements of career self-management;
- The status of an andragogue profession and the fact that it is characterised by a low level of external recognition, which is further reflected on a low level of external recognition of andragogues by clients as experts who can provide them with services in the field of life-long career guidance and counseling.

The above mentioned role, which refers to performing the tasks in the field of career guidance and counseling, can be presented through the outcomes of the Andragogy study programme. Among other things, the outcomes project the development of the following competences:

- Bachelor Andragogy studies: "...performing the tasks of professional informing, counseling and guiding adults and participating in recruitment and selection of human resources;..." (Bachelor Andragogy studies 2009/2010; 2013)
- Master Andragogy studies: "...creating strategies and programmes of career guidance and active job seeking and providing support in their implementation...". (Master Andragogy studies 2009/2010; 2013)

By taking a look at these competences we can notice how they become more complex with the level of studies – from perfoming tasks to creating strategies and programmes. When it comes to career guidance and counseling we can observe outcomes of the study programme on two levels:

1) Development of knowledge, skills, attitudes and competences aimed at improvement of one's own professional development – independent career management;
2) Development of knowledge, skills, attitudes and competences aimed at performing tasks and creating strategies and programmes of career guidance and counseling.

Taking into account specific developmental characteristics of the andragogue profession, as well as foundations and the scope of work aimed at development of the listed competences, we believe that we can currently rather speak of the *career support model*, than of career guidance and counseling of Andragogy students (in the true sense of the word) due to several reasons:

- the career support model does not contain all, but only some of the elements of career guidance (as narrow professional activities);
- it contains elements of preparation for providing one of possible professional services, thus combining elements of empowering students for self-management of career and empowering for the tasks of career guidance and counseling of other people (regardless of whether they carry out direct advisory work or perform tasks which enable creating pre-conditions for implementation of career guidance and counseling – creating strategies and programmes of career guidance, creating training programmes for career advisors...).
- it contains elements of planning and development of certain support strategies, in relation to the above mentioned specific characteristics of the andragogue profession.

Further in the paper we are going to present some of the elements, that is, phases of the career support model to Andragogy students.

Professional contents
The basis for dealing with career guidance and counseling, either directly, direct advisory work with users, or indirectly (as everything that precedes this process), is certainly the theoretical knowledge from this field. The Canadian National Association of Career Development set the essential competences needed for career guidance, and one of them is the theory of career development which implies "Theoretical basis and knowledge which are considered essential for professionals dealing with career guidance and development" (according to: Amundson et al, 2010:3). Within the subject Work Andragogy students receive the theoretical ground through studying different theories of professional choice and professional development (general and specific theories). In addition, during the practical part in this subject, students study andragogical elements of these theories and in different ways they reflect on possibilities and barriers to application of these theories in practice (in this case an interaction is achieved by combining contents and work methods on the process of knowledge acquisition and basing certain relevant skills). Also, those contents on different understanding of career are added to the above mentioned contents, as well as those on basic principles of changeable careers. Finally, all these studies lead to the understanding of the process of career guidance and counseling, but also to growing requirements imposed to the process of career guidance and counseling, and to all those dealing with it. In this sense, students receive professional knowledge which is needed if they want to perform tasks of career guidance and counseling (the professional role), but they also learn about career self-management (support to personal development).

Visits to representative institutions and organisations for adult education
Andragogy students are provided with "going into practice" through visits to institutions which are considered representative as far career guidance and

counseling is concerned. Namely, the students traditionally visit the National Employment Service and they become familiar with the work of the institution itself, and they become familiar in greater details with the work of two centres: Centre for Professional Counseling and Centre for Additional Education and Training. The visits are organised in a such way that the andragogues employed in this institution present the work of the institution, as well as the jobs they do. Through this visit, students get an insight into certain system solutions when it comes to career guidance and counseling in our country. In addition, through detailed information on staff structure, then information on available resources, as far as career guidance is concerned, they get a clear insight into possibilities and challenges imposed in work. Through information on the work of the Centre for Additional Education and Training, they get an insight into which educational activities can be undertaken when it comes to career guidance. Different types of vocational education (re-training, additional training, re-qualifiaction), as well as ways in which they can be planned, organised and implemented, present one of career options. Given the authorities of the National Employment Service, they get additional information on programmes intended for the unemployed.

In addition to this visit, students usually visit some of institutions/organisations where adult education programmes are implemented. It is often one of people's, workers' or open universities, which is for them yet another significant resource of information, since for certain career guidance and counseling activiites it is crucial to know the educational provision for different target groups. Finally, students have an opportunity to visit some companies (where andragogues work). In addition to more detailed descriptions of jobs they do, they always present the company they work in, and in particular they present all related to educational activities delivered for employees. In this way, students often get information when it comes to the company policy regarding career development of employees and the like.

These visits are important for them for several reasons:

- They gain an insight into their professional options (where andragogues work?);
- They gain an insight into the provision related to career guidance and counseling (of the employed and the unemployed);
- They gain an insight into educational measures and their place when it comes to the process of career guidance and counseling.

Attending and monitoring of implementation of different adult education programmes

As one of the pre-exam obligations in the subject of Work Andragogy, there is monitoring of one term (session) of vocational adult education (most often foreign language courses, IT courses, as well as vocational training). Based on the protocol (the tool for monitoring the term), the students report on the term. In that sense, their skill in assessing both the contents and term implementers, as well as participants, is shown. In addition, they recognise, but also assess, adequacy of forms of work, methods, aids. Also, one of their tasks is to skillfully present the term, so that those who did not take part in the term can, based on their report, get a clear picture on everything that happened during that term. Through this pre-exam obligation, they are partly empowered for the role of the assessor, of someone who monitors educational activities. This is also part of their professional preparation. Finally, this activity can certainly be important when it comes to monitoring the process of career guidance or assessing training in the field of career guidance and counseling (as part of the growing need for testing the quality of career guidance and counseling and the need for improving this process). In addition to providing an opportunity to get to know more about the educational provision intended for adults, the described obligation is aimed at introducing students to real situations of training implementation within which it is acted on development of certain skills.

Training for active job seeking

The training for active job seeking has been delivered for several years already within the subject of Work Andragogy. It is intended for the third-year students of Andragogy. The training lasts 16 hours and is organised through two events of 8 hours each. The training itself has a doublefold aim:

1) On one hand, training Andragogy students to learn how to look for a job, acquire those knowledge, skills and attitudes they need when it comes to looking for vocational (professional practice), volunteering and job.
2) On the other hand, training Andragogy students to (as potential future practitioners in this field) to implement training of similar contents (training of trainers), but also to plan and organise different educational activities related to career guidance.

Following these objectives, the contents of the training itself is divided into four parts: Labour market, Self-assessment, Job application and Job interview.

As far as labour market is concerned, students become familiar with basic characteristics of labour market and specific characteristics of the labour market in our country. In addition, an overview is given of resources available to them, when it comes to the information needed for the labour market, both through the short overview of some of the institutions that can help them, as well as through an overview of different activities available to them when it comes to the information related to the trends on the labour market.

In addition to the labour market, their skills are particularly strengthened regarding labour market research and monitoring trends on the labour market. These skills are important in order to empower students in relation to their own career path, but also in order to help the others within their professional role. Additionally, in this part, the analysis of potential employers is carried out as far as the profession of andragogue is concerned. This is important, since through this activity they become

familiar with certain fields of work of an andragogue, which can certainly be a significant part of their future professional decisions.

Self-assessment represents the second important part of the training for active job seeking. Besides emphasising the importance of self-assessment in job seeking, its importance is highlighted when it comes to career self-management. In this regard, students have an opportunity to learn how to do self-assessment, but also what kind of relationship there is between self-assessment and development of career plans. They are further informed about the function of the plan, as well as about the elements of the career plan. They practise certain elements of plan development during the training.

The third part of the training refers to job application. The students become familiar with the content of the application. In that sense, they learn how to write CV, a motivation, that is, cover letter and a letter of recommendation. Additionally, they learn how to prepare other documentation important in the job application process. They are also given several CV formats out of which they analyse one in greater details. Namely, CV preparation of a person from their surroundings who has a rich career is one of their tasks in the subject of Work Andragogy, within which they receive one of CV formats. Besides practising such a CV format, they become familiar with several more formats, but they are also shown how to keep record of all important data from their career and how to, in their CVs (which still lack working experience), present in the best way possible knowledge and skills they acquire during the studies and relate them to the positions they apply for. The fact that they prepare other person's CV is very important, since previously they have to talk to that person and thus learn how to select information, to single out important data, learn how to search for the data from someone's biography, learn how to present someone's professional path in the best way possible. In this way of work they acquire certain competences important for their role of a professional in the field of career guidance and counseling.

Finally, in the fourth part of the training, the students become familiar with the specific characteristics of job interview. In this part, their communication skills are upgraded, as well as negotiation skills, team work skills, so it can be noticed that this is a set of skills employers ask for, regardless of the area of work or a position advertised within the certain area.

Through the entire training, future andragogues practise trainer skills, and some of the skills necessary for the work of career counselors. Namely, during the training they are put in the situations where they have to think about the training content, the most adequate methods and aids in relation to the training objective and content. During the training, the students do not only practise the presentation skills (which are also important when it comes to experts in this field), but also the skills of integrating the contents, skills of group work, skills of using certain methods in training, skills of developing materials or assessing adequacy of methods and aids in

relation to the content and different target groups involved. Also, they become familiar with the ways in which they can monitor participants during the training, and many of those methods can be put into the function of monitoring candidates – users of some of the activities/services of career guidance and counseling.

It can be seen that the training covers and "includes the initial assessment of interests and competences, participation in the research of career and working experience, development of initial CV or professional resume and development of the initial plan for employment" (Strategy of Career Guidance and Counseling in the Republic of Serbia, 2010:11). In addition, it is a kind of basis for career planning which "refers to the goals the person sets in relation to his/her own career, to the decisions he/she makes in certain circumstances and in the light of the goals set, as well as to the assessment of importance or values of certain activities and circumstances..." (Pejatović, Jovanović, 2009:143). Finally, it prepares them for one of professional decisions, but also for planning resources related to personal development.

A meeting with practitioners
Another activity through which Andragogy students are connected to practice is a meeting with practitioners. During one semester one term is devoted to the meeting with practitioners in the field of adult education (those who completed Andragogy studies). During the visits, lecturers always present their professional path, the job they do, knowledge and skills needed for the job they do, but also those which were particularly significant, and which they acquired during the studies. In addition, these visits initiate further cooperation with students (students can do practice or volunteer in the organisations where they work). In this way students get new professional opportunities, ideas, but also an opportunity to ask practitioners all that falls under the area of their interests, and is related to the tasks of an andragogue.

Bringing lecturers from home and abroad
Students are often in a position to listen to lecturers from our country or abroad, who, on that occasion, among other things, present in greater details their professional paths. On this occasion, a special reference is made to the activities they were involved in order to get to the situation to test themselves out in those activities, to opt for those activities or to be chosen for performing those activities. Also, they explain the way in which those activities were significant in relation to their professional development. In addition, lecturers always give advice to students about what is important and desirable in the business world and the like. After that, they present those areas of work or areas of their professional or research interests, after which they practise with students some of the exercises, using different methods. In that sense, students are faced with plurality of methods they can use later in their work, with new contents, with the contents that are current in the country or abroad. Furthermore, lecturers often make themselves available when it comes to further cooperation, they refer to additional information resources, providing certain types of recommendations and the like.

Professional practice

Professional practice is a compulsory part of Andragogy studies. First of all, students are informed in great details about the way practice is implemented and in line with their interests they select the institution where they are going to do practice. They find out more about some of the ways of informing about the practice within the above mentioned training for active job seeking. After that, they are obliged to do practice lasting 15 working days. It often happens that the practice lasts longer than that, that is, that students continue their involvement in a certain institution. This is important for students, since they learn about the organisation, its structure, but they also become part of the working environment and they learn about their role in a real working environment.

After completing the practice, students prepare the practice report. This is important since detailed work reports are more often written in the business world, so this is a real preparation for the world of work. The structure of the report is such that they are required to really explore the organisation in which they do practice, to explore the organisational and staff structure, to present and analyse the activities they carry out in that organisation, with particular emphasis on educational activities, those intended for adults. Also, in this way they practise how to explore and select information. In addition, they have an obligation to monitor one educational term (by the modified and more complex Protocol mentioned in one of the previous parts of this paper). Also, one part of the Report asks students to give a description of jobs they performed. In this way they often gain a considerable insight into what they have learnt, and the presentation of the job and analysis of the job descriptions is one of the aspects of their professional role (so again this is a part of their professional preparation). As part of the report, they submit certain materials (which in some way illustrate the work of the organisation, or even more importantly, in some way they illustrate some of their tasks, so among the materials they submit there are often agendas and training programmes they created by themselves or with the mentor's help, materials they prepared for the training purposes, photos from the training, evaluation of training by their participants). Finally, students defend the Report on practice and raise to a higher level in relation to the overview of the situation their experiences and reflections on experiences from practice, in the form of recommendations from the perspective of an andragogue. Through this activity they recognise some of the characteristics of practice (desirable or undesirable elements) which can be significant for them when it comes to career guidance of other students. By analysing the practice they themselves did, they actually single out those elements that are good or bad and that can become one of selection of elements regarding the selection of practice for other students (which can be one of activities of career guidance and counseling of students).

Defending the report on practice is a significant element of monitoring students. Based on their experiences, and the talk to the people with whom they cooperated, an insight can be gained into the knowledge, skills and attitudes students acquire during practice. It is a basis for its improvement.

The Project "Professional orientation on transition to secondary schooling or the world of work"

In two years, through the project "Professional orientation on transition to secondary schooling or the world of work" more than 50 Andragogy students did their training and practice. Before the practice students are informed about the job description within this project, which is very significant for them.

Students are primarily trained for implementation of the Five-phase model of professional orientation. Besides the knowledge and skills they gained through this training, they have an opportunity to implement training in a real context. Also, they prepare materials, plan certain educational activities, and as mentioned, they try themselves out in the role of training implementers. They also implement the training with another trainer, so it is significant for them to try pair trainer work. Previously they worked in teams, so they were in a position to practise team work skills for the first time as far as the real world of work is concerned. Finally, mentors are in charge of their work, so this is an opportunity to practise or improve business communication. Additionally, they are engaged in activities of career counseling and guidance of secondary school students, in youth offices. This is a great opportunity for them to meet the world of work and tasks of career guidance and counseling in the real environment.

Involving students in different activities of the Institute for Pedagogy and Andragogy

As yet another activity in which Andragogy students are involved is assistance in organising and implementing some of the activities at the Institute for Pedagogy and Andragogy at the Faculty of Philosophy of the University of Belgrade. One of such activities is the Andragogy Day (which gathers together graduate andragogues once a year). Students-volunteers are involved in a whole set of activities, that is, tasks. Some of those tasks are: preparing materials, preparing halls, registration of participants, technical support, coordination of certain activities. This is important for students since they develop organisational abilities, business communication, and it is a special opportunity to find out where andragogues work, on which activities. When it comes to international conferences, students have the opportunity to put into operation their knowledge of foreign languages, most often the English language. Finally, by this segment of tasks, which refer to a certain set of an andragogue's tasks, the "learning to work" dimension is accomplished, which is often missing when it comes to studying.

Study visits to other countries

Study visits to other countries are very important for students. Most often they last several days and their content is related to adult education. Through study visits, students have an opportunity to become familiar with the relevant institutions they learnt about during the previous years of their studies. Also, within the visits needs of different students are "covered", both of those who are interested in organisation and policy of adult education,

and of those interested in work with human resources in big companies. In addition, different workshops are organised for them implemented by top lecturers, which is yet another way to, by observing others and being part of interesting workshops, strengthen trainer competences or get some ideas for further work.

Study visits to other countries are in some cases linked to the activites of the Institute for Pedagogy and Andragogy. Namely, they are often organised for those students who were previously engaged on voluntary basis and responsibly approached the challenges. In this sense, this is a kind of promotion of voluntary engagement. Thus students see different benefits from volunteering, but they also break potential prejudice they have about volunteering.

Camps European Master in Adult Education

These camps are organised for students of final years of study and for students of master studies. The camps are important for students since they provide them with an opportunity to work in the international environment. They are in a position to exchange experience with colleagues from other countries. In addition, in the next six months students work on trans-national projects, and during the camp they have the task to identify the issue they are going to work on, and after six months they have to submit a detailed report. During the identificaion of the issues, specific characteristics of all countries participating in the camp are considered. This implies research, comparison with other countries, business and professional communication in English. The formed international research student teams are supported by two teachers – mentors from different countries. The camp participants have an opportunity to become informed in this way in greater details about the options for continuing studies and about the conditions of studying in other countries.

IV. CONCLUSION

Bearing in mind that studying today is seen as an element of someone's career, the one in which different positions overlap in relation to employment, career guidance and counseling is becoming an important support tool for the target group of students. In contrast to the time when studying mostly presented the flat line leading to the next key point – employment, today students are faced with much greater possibilities, but also with the challenges related to planning and developing career. In order to be able to recognise and use opportunities, and to successfully overcome the challenges related to their career development, they need knowledge and skills related to career self-management. In that sense, the efforts are not surprising to provide students with different activities of career guidance and counseling services, and many of them are directed towards acquiring the above mentioned knowledge and skills. However, career guidance and counseling cannot be comprehensive (although it needs to be such) unless its connection with formal education is strenghtened.

The overview of activities intended for Andragogy students in the form of the career support model represents one of the examples in which within formal education multiple support can be provided to the process of career guidance and counseling of this target group of young adults. In the case of Andragogy students this support stems from the outcomes of the Andragogy study programme at bachelor and master studies. Most activities within the model of career support are, in terms of contents, exclusively directed towards the needs of Andragogy students. However, we believe that it is very important to empower the connection between career guidance and counseling on one hand and contents of study programmes on the other hand. This is one of the ways to train students to self-manage their careers.

On this occasion the multiphase model of career support is presented, which is implemented during the Andragogy studies and is aimed at developing in students both general competences of self-managing their careers and vocational competences for performing certain segments of tasks within the professional role of an andragogue. This model starts "in the classroom", from the knowledge level, and tentatively it ends "in the world of work", that is, in real working conditions, and often for a certain number of students in the international environment, bringing them to the level of, to a certain extent, developed competences. At the end of presentation of this model particular attention should be drawn to the fact that for establishing this model it is necessary to have cooperation of different stakeholders from educational institutions, scientific and research organisations, professional associations, relevant state institutions (in this case the National Employment Service and others), non-governmental organisations and enterprises. Furthermore, the model opens a way to alternation of education and work, which should certainly contribute to easier transition of students from education to the world of work and more secure move to the labour market.

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Improvement of Career Development through Association of University Centres and Teaching Staff

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Abstract — In times of constant changes and emphasized market dynamics, career development represents a business and development philosophy whose center is the individual as a holder of values and generator of new ideas. 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. Centers for career development represent an integral support system for students' career management. Establishment of a flexible and real career network, as well as the possibility to search and plan one's career based on real feedback, offers students a chance for personal and professional advancement. Career development is a field that students at universities most often need help for. Students in these centers are taught about the values of modern business such as creativity, ideas, knowledge, and desire to innovate. In 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 the 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 humanities and social sciences, faculties of management, as well as the management of human resources can contribute to building a closer relationship between centers and students through practice which is part of the studying process that is in line with accredited study programs. Student practice is one of the ways to introduce students with services provided by the centers, to relate theoretical knowledge acquired at the 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 their colleagues, other students, about the center and the services it provides.

Index Terms — career development; university centers for career development; teaching staff; students.

I. INTRODUCTION

Changes in the contemporary and dynamic environment are much faster and more radical than ever before in our history. Emphasized market dynamics, pressures of growing competition and swift answers to the changes in the way business is conducted bring about new challenges to organizations in how they cultivate educated, creative and progressive employees so as to position themselves on the market and run a successful business in the future. One of the key characteristics of modern businesses is that without competent people there is neither a healthy social environment nor a sound organization. This makes the development of employees a permanent process and an investment in the future of many organizations. In order to realize its goals and development successfully, an organization has to turn more attention towards individual goals and interests of its employees, and, in that sense, design, plan and base its development on the development of its workforce.

In the knowledge era, whose premise is a very high level of competition on the international scene, career development for the purpose of acquiring new knowledge and skills is becoming increasingly important as a link between an individual and the organization, determining the degree to which an employee is tied to the organization.

During the last decade, many authors have addressed the influence of considerable changes on the nature of employees' career development. According to Arthur and Rosseau, the traditional career perceived through the lens of hierarchical promotion is starting to fade away and disappear, since organizations in their business dealings aspire to become flexible, mobile and economically cost-effective against the background of an unstable and unpredictable future.

Casto pointed out that career should be seen as a permanent development of one's own competences in order to maintain employment prospects and job satisfaction, as well as one's readiness to make decisions and assume responsibilities in the course of career.

Dessler considers employees as a form of capital that needs to be encouraged, guided and afforded with development opportunities, and emphasizes that workplace training is one of the most popular means of management development. Galpin contends that organizations that keep learning and overcoming obstacles create conditions for the development and participation of each individual.

Schein explored career development through the links between the individual and organizational needs, while Greenhaus and Callanan expanded the concept of career goals by defining successful strategies for their fulfillment. Career development in modern business conditions represents a great challenge for individuals, since, instead of norms, there are only a few benchmarks that steer the process. Individuals assume primary responsibility for career planning, setting up of career goals, education and training.

II. CAREER DEVELOPMENT

Career nowadays represents a complex concept that the field of modern management is dealing with. The necessity to follow world trends due to globalization challenges organizations in the sense of cultivating educated, creative and *forward-minded* employees that can help position those organizations on the market and secure their business success in the future.

From the point of view of organization (including university centers), the purpose of employees' career development is to ensure the pool of competences needed to conduct the business strategy and to keep the best people in the organization.

The essence of a strategy is in the chosen activities and how they are implemented in relation to the competetion. What this entails is the interest of an organization for the participation in the educational and professional development of its employees through the enrichment of work, trainings, counseling, mentorship and the like, since the workforce consitutes the intellectual capital of an organization that needs continual reinforcement through building individual feelings of *self-actualization and a sense of purpose for participating in joint business activities.*

The need to adjust and innovate the exisitng levels of employees' capabilities and create new ones sets a task for the organization to develop the type of employees who achieve top results.

The focus is on the employees or students in the sense of bulding the portfolios of their accomplishments and abilities, their self-evaluation and their growing social networking. The business rationale behind this concept is reflected in the productivity of the employees, which is the result of real dedication to career development. The role of knowledge, learning and development of behavioural competencies of employees and students, aiming to make optimal use of their skills and capabilities, is becoming a great challenge on the labour market.

A. Theory of Career Development
The theories of career development constitute the foundation on which the concept of career development process has been developed by leading theorists and practitioners. There are ways in which these theories converge, but there are also the ones in which they do not.

Each one of them contributes to an important perspective of the conceptualization of career development and choices made in the course of one's career. Therefore, there is no theory that encompasses all possible factors that influence career development, bearing in mind its highly complex nature. These theories, however, provide a solid base for reflecting upon the process of career development as well as interventions in the course of career development. A majority of theories of career development were based exclusively on the experiences of white males and were not applicable to women. The contemporary theories of career development have a wider span and are applicable to women and members of different racial, ethnic, socio-economic and religious groups. Another area that has emerged from the theories of career development refers to career counseling. The early leading theories of career development emphasize the process of career development, but not the interventions in the course of one's career.

Understanding of these theories offers a significant evolutionary view of the process of career development. Also, their contribution is reflected in the development and emergence of new theories that provide more detailed and comprehensive descriptions of the process of career development as a base for creating more efficient interventions in career management for a greater number of people.

More recently, numerous authors criticized the focusing on traditional career and suggested the involvement of other branches of psychology into theoretical discussions, which includes the attitude of career not being separate from other segments of life. Apart from that, a number of authors made comments on the significance of the existing theories in the overall understanding of career development. The theorists have acknowledged that the created value lies in making sure that there is an integrative notion of career development. Pointing out to the diversity in the nature of existing theories and the need to use more than one theory in addressing the complexity of career development, the concept of integration in the career development theory promises to be an important issue in this field in the 21st century.

The theories of career development can be classified into three areas:

B. Theories of content
The theories of content refer to the characteristics of the individual and the context of life which influence career development. The individual affects the development of his/her own career more than the contextual conditions. Comprehensive theories with the focus on content in career development include psychological approaches of the theories' traits and factors.

C. Theories of process
The theories of process refer to interaction and change in the course of time. They are characterized by the existence of a series of phases through which people go through. The contribution of development theories lies in

the emphasis they put on the importance of the developmental process and in attempting to encompass both the content and the process in a model of career development that includes phases of development.

D. Theories of content and process

In more recent times there has been a need for a theory which integrates the theory of content (individual characteristics and context of life) as well as process (their development and the interaction between them). The theories of content and process are formed as an answer to the need to have both of these key areas involved. The theoretical models were taken from the social learning theories that are conceptualized as social cognitive theories, including the theory of learning, social cognitive perspective as well as the approach of cognitive information processing.

Career can nowadays be described through the notions of insecurity, unpredictability, decreased probability of promotion, more intensive work, growing likelihood of mobility, shorter working hours and self-employment. This context necessitates the development of one's "portfolio of skills". There is a constant need to invest in one's employability, lifelong learning and professional development.

Trends in career assume:
- organizational changes;
- growing competition;
- orientation to teamworking;
- short-term contracts;
- opportunities of part-time work;
- self-employment and employment in smaller enterprises;
- working at home;
- flatter and *less hierarchical* organizational structures;
- focus of strategies on key competences;
- career as a series of projects, where the individual assumes different roles;
- career development encompassing all employees;
- new career era where individuals, not the organization, manage their own careers;
- more elastic career paths.

III. CAREER PLANNING

Modern organizations (and university centers) deal increasingly more with the issues of career and its development. The importance of career comes from the fact that it brings together individual and organizational goals and interests in the strongest and most obvious ways. Career development is a process that needs to be planned and implemented, which further implies that it is necessary to view the professional development path as well as career planning of any individual. Career development includes the planning of one's career, perceiving different career directions and orientations, activities of training and development, promotion, formal human resource policies, criteria of promotion, assessment, counseling, and encouragement of mentorship. Career

planning is a process during which the individual identifies, undertakes and directs the needed measures and activities for the purpose of achieving professional goals.

Career management is a process in which the management of an organization or a university center follows, evaluates, distributes, directs and develops the employees and their potential in a planned and systematic way, with the aim of ensuring the necessary number of qualified people and optimal use of their knowledge, skills and capabilities so they can be in the position to accomplish both the organizational and the individual interests and goals. Career planning and management assumes coordinated actions of managers, individuals and the professional units dealing with human resource development. The systematic career planning is an important form of support for the development of individual potentials and represents one of the key aspects of strategic human resources management. This is how the organization develops a potential for change. The encouragement of career planning and management by university centers shows interest for student interns, which further has a considerable effect the level of motivation.

Important segments of the work of a university center for career development:

- assessing students' capabilities and potentials;
- defining possible career routes and paths;
- efforts to channel individual career interests in the direction which is compatible with the future.

Therefore, the issue of career should equally be the subject of attention for the individual and the organization he/she works in. For the purpose of one's own development and fulfillment of goals, the organization makes use of career planning to realize individual goals in the service of the organizational ones. Career has, at the same time, both a subjective and an objective dimension. The subjective dimension refers to attitudes, interests and motives of an individual, while the objective one refers to organizational conditions, the structure of job posts, criteria for promotions, etc.

Career planning helps the individuals to understand their own goals, aspirations and identity, make informed decisions, devote themselves to activities and manage changes in their career regardless whether they are planned or unexpected. The forms of career counseling are often directly conditioned by the need for employment, as well as by the number and type of barriers that need to be overcome in order to find adequate employment and develop one's career. There levels of activity in career management are most often differentiated. Those are:

Initial career planning consists of initial assessment of interests and competences, determining of previous experiences, development of the first professional resume and making the first employment plan.

Workplace learning encompasses: gaining skills directly on the job, having acknowledged work experience, being involved in a wide scope of trainings for various fields of work, and having mentorship on the job.

Activities of networking include: actions that encourage employers to participate in the career counseling activities; informing students of the opportunities of employment and work conditions; help in connecting forms of learning on the job; connecting pupils/students, employers and employment agencies in order to facilitate the process of finding an appropriate job or additional training on the job; following the advancement of an individual.

IV. UNIVERSITY CENTRES

Centers for career development are organizational units at universities that, alongside other activities, deal with the promotion of student internships and implement a set of activities that are necessary to define the formal (legal) framework for the organization and realization of students' practical work experiences.

The university center offers support to students in developing competences and skills needed for employment, provides counseling services to those who have a dilemma in choosing a career, as well as other types of career counseling and information providing. In this way the center makes a considerable contribution to the process of planning and managing of individual careers.

Career development officer works in the center with a client in order to help him/her to clarify, specify, apply and adjust career-related decisions. The officer is responsible for all aspects of career development services, including the act of determining client needs, managing career plans, holding consultations, assessments and counseling, researching the labour market, following and evaluating programmes, creating a database, assisting students with creating a CV and finding a job, etc.

Career counselor directs the clients and offers them appropriate tools for investigating their own career opportunities. The clients thus learn how to recognize their own qualities and offer them to the employers on the labour marker, pointing out the qualifications and competences there is a demand for.

Career information booklets provide a set of basic information regarding career opportunities. Clients are able to acquire desired information for job opennings, needed profiles, internships, scholarships and volunteering. They guide clients in their independent search, indicating various sources of information.

V. FACULTIES – TEACHING STAFF

Through the subject dealing with Professional practice/internships, the teaching staff at a University/faculty can significantly influence the career of their students by directing them towards practical workplace experiences in different organizations, according to students' profiles. Directing a student to gain professional practice experience is a complex task, since the teacher needs to undertake a set of activities so as to connect the student with the given organization. Most often the teacher cooperates with the supervisor of the professional practice within the organization in order to carry out all the preparations, organizational and control activities, needed for the successful realization of the internship. The internship mentor is the teacher himself, since he/she is the one who evaluates the achieved results, gives support to the students and guides them according to their needs. In cooperation with different companies the students are engaged in the ongoing tasks, have the opportunity to participate in the process of candidate selection and work meetings while respecting the regulations on data protection and safety. Students have a double benefit from their internship. On the one hand, the professional practical work experience is part of their teaching process according to the accredited study program and the students are graded based on their work. On the other hand, the mentor or the authorized organizational leader assesses the potential and readiness of the students by evaluating the work and level of participation during the internship.

As a form of teaching activity it represents a practical component whose aim is to enrich the theoretical, academic knowledge by making a connection with practical experiences needed for a future job. It is beneficial to the students to get to know the demands of employers, to check and advance their skills and theoretical knowledge, to become more adaptable to the work processes in a company. The end result for students could also be an employment opportunity in companies that fine-tuning the profiles of young students. Student internship is a chance for students to gain insight into how business systems operate. It is a great way to make a link between theoretical knowledge acquired at the faculty with practical knowledge acquired during the work placement. It is important for students to become familiar with employers' expectations and question themselves whether they are on the right track in relation to those demands. This is how students create realistic expectations in relation to themselves and their employability in the future.

Interviews conducted with students produced information that student practice was for them exceptionally important on the personal level, because they minimized their fear of the first job, gained insight into a new lifestyle, felt more self-confident and encouraged. By taking up a student internship, individuals make a better starting position for themselves in relation to other candidates, because the employers prefer to read that the candidate has had a working experience during the studies. The incentive for first employment and further development students gain through the subject dealing with professional practice/internships, because they learn to recognize that serious and responsible companies that are future-oriented cultivate the employees who show readiness to learn, contribute to the job, take initiative and assume responsibility for what they do. A significant motive for students in relation to their future work is the awareness that knowledge has high value on the market. Including motivated students in practical experiences at work shortens the time for potential employment through the

process of adaptation and socialization in a workplace and getting to know the organization and how it functions.

Student internship enables students to gain:

* a wider span of practical knowledge, experiences and new skills;
* awareness of the work of different sectors of industry;
* insight into the functioning of a company and work of its management;
* references for the CV;
* opportunity of immediate employment;
* opportunity to shorten their *apprenticeship* period in the course of real employment;
* knowledge of foreign languages and cultures;
* insight into career paths.
* Educational institutions:
* recognize the real needs of the labour market;
* develop educational provision which is in accordance with business standards;
* raise the overall quality of teaching;
* follow the trends in supply and demand;
* establish cooperation which advances and facilitates information access necessary for conducting research.

Having in mind particular profiles, the teachers can cooperate with the university center for career development to connect and send students to internships or to familiarize the students with the services those centers provide. In this way they can contribute to the visibility of the center and strengthen the cooperation for the purpose of students' career development.

Students get support in the center in the following areas:

* help in writing a CV;
* counseling and preparations for the first job interview;
* providing information on available internships, volunteering and scholarships;
* organization of trainings, workshops and seminars;
* organization of company presentations and meetings with employers;
* printing of brochures and booklets with advice on employability and career development;
* access to professional literature.

In this way the teachers have an important role in the process of networking in the course of which they help students to enrich their knowledge on various practice opportunities and future career paths.

The Strategy for Education Development in Serbia by 2020 emphasizes that it is necessary to achieve the cooperation between the university (academic studies) and the economy in the following articles:

A. Academic studies – economy:
1) harmonization of study programmes with the needs of economy, as well as their cooperation in the realization of student internships, so as students gain as much knowledge, skills and competences relevant to the employers in the course of studying;

2) additional formal and non-formal education of employees in the sector of economy to eneble them to respond to new demands of the jobs they are performing or the ones they desire to do;

3) engaging distinguished experts in the teaching process of the higher education institution, not only as guest professors, but aslo as external professors who can be elected to this post without a PhD for the purpose of conducting the teaching at a subject belonging to the field in which they acheived significant results in practice;

4) joint work on innovation projects that are implemented in innovation centers affliated with a higher education institution, and which engage students and professionals from the economy, with the aim to realize ideas leading to innovations;

5) joint applied and developmental research which engage resources of the university in an adequate manner (additional education, research activities, joint laboratories, involvement of teachers and students, etc.);

6) work on creating conditions favourable for each university to form at least one business incubator to support *entrepreneurial initiatives* of its graduates and contribute to the creation of new industry based on scientific knowledge.

CONCLUSION

According to labour market analyses, employers want employees who will continually update and further advance their skills, communicate effectively and work independently. In other words, the new economy needs individuals who have a broad range of higher skills and capabilities, such as critical thinking, problem-solving, team working and decision-making, because the world in which the individual lives nowadays is sophisticated and equivocal. People need to have high level skills in order to act, respond, learn further and react adequately to different changes. The success of each profession and each individual depends a great deal on his/her ability to think, act, adapt and communicate creatively. In these conditions technology has a special place, since it will continue to be the main driving force of workplaces, communities and individual lives. For all individuals it is beneficial to understand how to use multimedia tools and modern technologies. These tools enable people to effectively use their time at work and in everyday activities, particularly for a set of tasks such as: electronic business, multimedia programmes, presentations, preparation and processing of databases needed in research, networking and communication with others. New ways of thinking are supposed to redesign systems so as to put people on the first place, since organizations operate in the environment that seeks alternative approaches, diverse ways of thinking and different structures. Today, there are ongoing trends towards flexibility at work and the workplace, as well as a different understanding of jobs and career. Although students do not have practical experience, they belong to generations that hold a large amount of information and knowledge related to new technologies and modern tools.

New ideas, high information literacy, not being burdened by old principles can generate useful and applicable results.

In accordance with such business activities professional practice represents, I would say, a bridge, or a common interest, in a triangle of the state, the economy and the educational institutions. The State has benefits because of the growing efficiency and lowering of costs, responsible future-oriented organizations receive young forward-minded people and educational institutions identify talents among their students, some of which might get their first employment in the company which hosted their internship.

For students, the internship presents an excellent way to make a connection between academically acquired knowledge at the faculty and practical knowledge gained through on-the-job experience. Student practice is an entry ticket, a chance or an opportunity to get insight into the functioning of business systems. Internship is a first step for people to orient themselves in a business environment.

Teachers are an important mediator between students and the economy, and the cooperation between teachers and the university center plays a significant role in the overall process. For some students the centers are exactly those institutions in which they can conduct their student practice or get the tools with which they will prepare, plan and realize their own career. Responsibility of the teaching staff at universities is considerable in the sense of mediation provided by the subject Professional practice as a first step in becoming aware of one's career and its planning. Networking with university centers is an ideal base for students to receive information, counseling and career guidance. It is necessary to make all opportunities students have at faculties as transparent as possible, so that they could make a mature and informed decision of further directions of their own development.

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E-guidance as an Innovative Approach for Improving the Quality of Guidance Services at University Centers for Career Development

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Abstract — **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, eGuidance 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 eGuidance 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 eGuidance 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 more available high-quality guidance service and significantly higher outreach.**
Having in mind Danish experience gained through Euroguidance Serbia study visit in September 2013, in this article author argues why career practitioners in Serbia should take into consideration some eGuidance methods: chat, e-mail, sms messaging, Facebook or telephone.

Index Terms — **eGuidance; counselling; university centers for career development; chat;cyberspace; digital generation.**
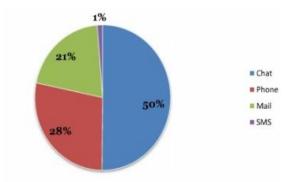
I. INTRODUCTION

As well in Europe, career guidance and counselling in Serbia play an increasingly important role regarding the necessity of facing contemporary labor market challenges and link them with education and training system. High youth unemployment rate, social exclusion, drop-out rate in secondary schools as well as at the university level could be tackled or at least reduced by using some of career guidance and counselling services. Having in mind that Government of the Republic of Serbia has adopted Strategy of Career Guidance and Counselling in 2010, thus recognizing the significance of that concept, the scope of services offered and their providers have grown remarkably. Nowadays, career counselling and career informing are more available to young people through network of local youth offices, university career centers, some NGO's projects, well-trained psychological-pedagogic services in schools and, traditionally, career counsellors within National Employment Service. But it seems that it is still far from enough — career services for a long time won't be available to all young people they need it. All national reports on the implementation of career guidance and counselling policy recognize accessibility of career services as one of the main challenge to be tackled in the years to come. As expected, the biggest barrier could be financing establishment of new career centers, training and employment of new counsellors and career guidance practitioners, ensuring sustainability of such system through stable sources of funding. Even more developed western countries in the previous years of crisis had to find alternative — more economical ways to provide career information and guidance services to all who need it, emphasizing youth population. It is obvious that face to face approach between guidance practitioner and youth beneficiary could not be replaced, but is it always necessary?

II. WHY E-GUIDANCE?

Today more than ever, managers of career centers should act and make decisions in cost-effective manner respecting the client's needs, their habits and specific features of local environment. There is no doubt that new generation of youth is digital generation, online 24/7 and always in touch with latest technology innovations. Bearing in mind that social networks (Facebook, Twitter, LinkedIn…) play an important role in their lives, in the past years career centers have moved part of their career information services into the cyberspace. Almost all centers, especially those who target youth population, now have page on Facebook, daily posting news about job market trends, available trainings and seminars, internships, mobility opportunities, etc. It is a new and very attractive channel of communication for young people making them always in touch with useful career information by "one click". But this communication is mostly one way if we ignore short messages between page administrators and users. Only a few centers gone a step further: make a contact with client in a real time providing personal guidance or counselling services in cyberspace. In practice, this means that young person can get in touch with counsellor in late evening or Saturday morning, easily log-in and log-out exactly when he/she wants, get feedback immediately and above all, be anonymous.

Trying to define and describe concept of eGuidance, it could be said that it is an opportunity to give more guidance to more people, more often, at a distance [1].There is wide variety of virtual communication and guidance tools, such as phone, online chat, webcam, sms and e-mail. Due to this, more people than those who visit the careers center in person can be reached — even when center is closed or the audience is far away, and cannot (or do not want to) come in. New audiences altogether may be reached or old ones in new ways.
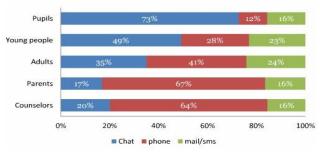
Although career centers offer eGuidance through different channels of communication, chat has already singled out as the most acceptable and thus the most popular, especially among youth population. In Denmark, where eGuidance is available to all age groups, pupils usually use chat (more than 73%) while their parents prefer phone or even e-mail (see Fig. 2).

Fig. 1. Usage ratio of different communication channels in eGuidance Center, Denmark [2]

Experienced eGuidance practitioners usually stand out several advantages about the chat as preferable eGuidance method among youth population:
- Anonymous;
- Presence through distance;
- Written word gives reflection;
- Feedback immediately;
- Useful links[3].

Fig. 2. The distribution of communication channels by types of beneficiaries of career services in eGuidance Center, Denmark [4]

Through eGuidance beneficiaries could get not only career information but rather professional support and advices about work experience or work placements, study and working abroad, finding a graduate job, CV and application form support, preparing for an interview,

further study including what to do and how to fund it, personal career plans, etc.

At the moment, not many countries and career centers in Europe have reliable experience from well-developed eGuidance service. So far, United Kingdom, Sweden and Denmark are the pioneers in this innovative approach in career guidance. It is encouraging that recently a number of international conferences, seminars and meetings have been dedicated to this topic which could be valuable for the spread of new ideas and exchange of experience, methods and best practice. Hopefully, this will have direct impact on increasing the number of career centers in Europe who establish eGuidance as a new tool for improving the attractiveness and accessibility of guidance services.

III. ESTABLISHMENT OF E-GUIDANDE SERVICE: TECHNICAL AND METODOLOGICAL ISSUES

Decision to involve eGuidance into regular method of career center's work is more managerial and less technical issue. It usually requires communication system platform, certain number of full time or part time counsellors, common guidelines and methods for counselors, common knowledge bank and good cooperation with other guidance services. From the other side, it offers more available high-quality guidance service and significantly higher outreach.

Most often, eGuidance service is integrated by intelligent use of a careers service's web site so the first contact with users may be on the web rather than at a physical reception desk. A careers service web site has many potential functions, including distance learning, discussion between users or users and advisers, linking with employers who offer internships, or appropriate referral to other sources of help. One of the functions may also be on-line guidance.

E-guidance is not just about email or chat: to be fully effective these tools need to be part of a system, delivering guidance at different levels to meet different needs — a whole which is more powerful than the sum of its parts[5].

Certainly, online information and guidance services present a new challenge for guidance counsellors. Their skills and experience should involve not only developing keyboard skills and other relevant technical competencies, but also learning to analyze a text, and use the written word to convey warmth and build rapport and dialogue [6].

Speaking of ethics and security standards, all staff should be aware of the issues of security and confidentiality raised by email services, and check their understanding of existing professional and legal codes and standards, including the Personal Data Protection Act[7].

One of the main concerns when deciding on eGuidance comprehensive approach and methodology considers possibility of providing quality guidance without "real contact" instead of just providing information. In the second case, if eGuidance provide only career information,

some guidance practitioners may logically ask themselves what is the difference between them and Google? The answer depends on chosen models of guidance used, design, framework and management of the system, the way the service is framed, as well as skills and experience of the staff involved. More personalized approach (more dialogue and interactivity) is certainly better option and could make it easier bridging the gap with face-to-face guidance services.

Finding out and recording data on the use of on-line service will allow a vital management and development tool. Easy access to on-line statistic may provide clear insight into useful information: how many users, gender ratio, F.A.Q, time of the day when users usually log in and how long does guidance take. Based on these data, services can be continuously improved and tailored to user's needs. Such descriptive statistics combined with some advanced software for data collection and analysis, could serve as a good basis for measuring the effects of given career guidance and counselling services.

IV. DANISH MODEL OF E-GUIDANCE

The *Danish education system* offers high quality education and training at all levels. With their academic standards combined with innovative learning approaches, the Danish institutions are preparing their students to play an active role in a globalized, knowledge based society. Especially, provision of educational and vocational guidance for young people is given high priority.

There is also a strong tradition of lifelong learning in Denmark. Many Danes participate in adult education to improve their knowledge and skills in order to advance professionally or change career. The workforce is thus constantly upgraded to meet the needs of the labor market. Therefore, it is not surprising that unemployment rate is one of the lowest in Europe (7.1% in September 2013) [8].

The Government seeks to make it easier for citizens to make realistic decisions about learning opportunities and careers – for the individual's own sake and for the good of society as a whole. After overall reform in 2004,the responsibility of guidance was moved from schools to a set of new independent and professional institutions at 2 levels.

Today the Danish guidance system consists of 5 key elements:

1. 52 Youth Guidance Centers that provide guidance services for young people up to the age of 25 years;
2. 7 Regional Guidance Centers that provide guidance for students in youth education programmes and young people as well as adults outside the education system who wish to enter a higher education programme;
3. The National Guidance Portal: www.ug.dk;
4. 13 Adult Educational Centers;
5. eGuidance.

Fig. 3. Logo of eGuidance Center in Denmark

In January 2011, the Ministry of Children and Education launched a new guidance service, eGuidance (*Danish: eVejledning*), and established it as part of the Danish guidance portal www.ug.dk. Every person in Denmark who seeks information on education can get guidance from experienced counsellors via various communication channels (hotline, chat, email, SMS messaging and Facebook) every day of the week. On the national level, 35 skilled counselors provide online guidance out of which 12 are full time employed. The part-time employees work in home offices. Users can get in touch with on-line counselors from Monday to Thursday between 10H and 20H, Friday from 10H to 20H and during the weekend from 12h to 20H, which provides wide availability of guidance services. It should be noted that 93% of all Danes have Internet access from their home since Denmark is one of the most advanced EU countries in terms of Internet usage [9].

E-guidance especially targets young persons and their parents to give them an easy access to independent information and guidance and hereby motivate the young people to continue the search and clarification process on their own. Thus, most of the eGuidance clients are young people, pupils in lower secondary schools and young people in high / vocational schools. Having that in mind, it is not surprising that 50% of guidance sessions are via chat (*see Fig.1*). Only in 2012,28,000 pupils and students in primary, secondary and upper secondary education have received guidance by chatting with a counselor which is a rise of 30% compared to the previous year[10]. The specificity of such sessions has demanded developing special methodology of guidance via chat. Danish guidance practitioners usually say that guidance via social media entails challenges and experiences, which are completely different from working with traditional channels. When you start using the new media, a guidance practice has to be developed for the use of the individual medium[11]. Of course, guidance practitioners use general guidance competencies but they also need a systematized structure of information search and a good system of knowledge sharing. As a digital guidance unit, they must continuously think outside the box: to be innovative and develop new areas and channels of guidance.

E-Guidance is also present on Facebook site where young persons can share reflections and experiences with others regarding their choice of education. People can also ask questions to the host about educationand job perspectives, getting answer promptly.

V. RECOMMENDATION FOR UNIVERSITY CAREER DEVELOPMENT CENTERS IN SERBIA

Bearing in mind that eGuidance is not so widespread in Europe, it would be too ambitious to set such targets to Serbian career centers since our career guidance and counselling system has just been established in past few years. In addition, Internet penetration in Serbia is still far away from Western Europe countries, which disable access to people who need career guidance by using this method. In Serbia, only 47.5% of households in 2012 have access to the Internet, which is 6.3% more than in 2011.The overall usage of computers in Serbia is still unsatisfactory, because 38.9% of the population has no access to computers. It is very important to note that among different groups of population, students are most active in using computers (99.5%),followed by employees (79.2%) [12].Certainly, university career development centers should keep it in mind when planning developing of new methods and tools for easier access to young people.

Although it is still hard to imagine application of Danish eGuidance model, some dimensions of such services already exist in Serbian career centers. BOS Career (*www.karijera.bos.rs*) is the first free online system for young people in our country that provides guidance and assistance in order to choose their career independently and cautiously. After a simple registration, the user is allowed to do three online tests, search the database of jobs, faculties and colleges, create a personal career profile (the action plan of career development) and make own CV with the CV builder. Also this portal allows you to ask online question to career counselor anonymously. From the other side, Centre for Career Guidance and Counselling of Young Talents has lot of experience in career counselling via telephone since their users are located all over the country. Those career counselling sessions must be pre-scheduled. Speaking about social network presence, almost all career centers have Facebook page with different level of activities and posting information.

Still, as key missing point of current system it could be recognized the lack of feedback immediately or conversation in real time with guidance counsellors. Sometimes students don't have enough time for emailing, waiting the answer for several days. They need prompt and quality advice or information at the moment, while thinking over their career dilemmas. Thus, the online chat imposes as the most suitable method and communication channel to meet the needs of youth digital generation.

Technically and organizationally, that requires several guidance practitioners who will be hired full or part time, with possibility of working in their home offices. If the service is established to be available approximately 80 hours per week, that means engagement of least 2, preferably 3, guidance practitioners. Also it is necessary that all staff levels receive special training in order to coordinate their work and methodology and have access to online database of information on education and training courses available, as well as to a wide variety of other printed information.

From the other side, existing career centers at university level are currently face with the understaff challenge and insufficient financial resources for providing high quality career services. Therefore, hiring new personnel could seem unfeasible. One of the possible solutions could be launching a pilot project financed from external sources, which may provide a platform for career center or university to test how new service might work in practice, to prove its value and cost-effectiveness. Centers for career development that already have large number of users, solid human and technical capacities as well as good web platform are certainly the most appropriate for launching eGuidance.

In order to encourage decision makers at university level, career center's managers should emphasize the importance of attracting new students showing them how university take care of individuals' career development and support improvement of knowledge and skills for their job finding and continuing education .E-guidance could be very useful even for those students who have moved away after graduating, who are at home for the holidays or don't live in university town but travel from home. Also, online guidance could reduce the workload of career counsellors who offer "face to face" approach because large number of career dilemmas doesn't require one hour session and psychologist involvement. From the other side, students with more serious problems, learning difficulties or lack of motivation must be recognized during online sessions and suggested to visit counselor for more detailed counselling service. Such synergy between traditional, face to face counselling and new online methods will certainly ensure that each user in the shortest time receives exactly the one service he needs.

Bearing in mind all of the above mentioned, some of the general recommendations for university career development centers could be listed as follows:

1. Promote the use of telephone lines, e-mail and chat-based services for career guidance to overcome geographical disadvantage and to allow access out of standard office hours;
2. Include provisions for shift work and home office work in career guidance staff employment contracts;
3. Develop innovative ways of mixing on-line with off-line services to ensure customized delivery that meets the distinctive needs of clients;
4. Develop quality assurance mechanisms to ensure that the extension of career guidance services and products takes place within a quality assurance framework;
5. Pay special attention to vulnerable groups of students/young people such as people with disabilities, young parents, people who have to study and work full time and others who have limited access to career centers and "face to face" guidance and counseling;
6. Career centers who are still not presented on Facebook or other relevant social network should consider the best strategy for using their potential, at least for delivering updated career information.

If career center's management decides to involve eGuidance as a new approach in delivering services, one of the most important activities must be promotion and encouragement of students to use them. Young people must be aware of individual responsibility for their career development but also proactive role of career centers and ways career practitioner could help them to achieve it.

VI. Conclusion

There is a clear consensus in Europe that high quality guidance and counselling services play a key role in supporting lifelong learning, career management and achievement of personal goals[13]. Due to current situation on labor market and high youth unemployment rate, as well as rising awareness about importance of career development, it is expected that the demand for career guidance will exceed the supply. In Serbia, career services are still delivering in too limited range of locations, ways, times of the day or week, or points in the lifecycle. People with disabilities, remote communities, tertiary students, mothers with young children, women returning to work,adults, and a range of disadvantaged groups areamong those whose needs are not adequately catered for.

Focusing on student's population and young people in transition from secondary to higher education, the most significant role should be played by university centers for career development. Beside traditional tools and mechanisms for delivering career services, the university decision makers and career center's management should consider new tools for easier access to students and thus improve the outreach of career services. In the modern era of new technologies, Internet, social networks and smart phones, eGuidance methods could be the best response for new challenges of career centers' mission. 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.

Debating between eGuidance and personal guidance it couldn't be opt for one or another approach exclusively. E-guidance can save time and lower costs while storing the client's important information. Personal guidance and counseling, on the other hand, allows guidance practitioners to transfer information on the spot, listen actively and sense people's nonverbal communication and could be suitable for more complex and more demanding requests. Also, personal approach and face-to-face interviewing is the expensive model but still widely used in career guidance. E-guidance, as more cost-effective delivery model, could increase access to services for greater numbers of clients. These methods include self-service approaches and "one-stop-shops", more rational use of career practitioners' resources as well as comprehensive set of quality career services without visiting career center. Both approaches, personal (traditional) and online, have theirs strengths and weaknesses while combination of both present the best solution for delivering career guidance and counselling. Finally, we should not forget peer-to-peer career support that could also be conducted via a range of online technologies.

Taking into account the above-mentioned considerations, it seems that in the coming years career centers, especially those on universities, should rethink usage of new tools of communication with young people, responding in more effective way to their growing career needs. Danish experience shows that online chat with guidance practitioner could be promising way to reach young people, but also sms messaging, telephone or web cam remain as an option. The establishment of such services will be indicator of university's efforts to take care for students' career development and their competitiveness on job market. Free career information, advice or high quality guidance services always available online for every student or potential student should be a university motto that distinguishes.

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The Advantages of Career Development Using E-Learning Platforms

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Abstract — **In this study the advantages of e-learning compared to traditional learning in the career development are presented. 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.**

Index Terms — **career development; e-learning; education; information technology.**

I. INTRODUCTION

Career development is seen as a formalized career planning activity aimed at developing employees who are ready for changing jobs, to reduce absenteeism and absenteeism caused expenses, to cultivate the realization of individual potential, to motivate employees to establish their own career objectives and act upon them, to increase management awareness of available talent within the organization or for the organizational preparation of long-term trends that might pose either opportunities or threats (Rothwell & Kazanas, 2003).

Learning is an integral part of any workplace. It takes place on a daily basis, formally, informally and socially, either within the workplace environment or outside it. Individual employees are encouraged to take responsibility for their own professional development.

However, learning cannot always be so easily naturalized within workplace environment. While typical learning is a vital part of professional development, sometimes working organization does not provide individuals with the necessary resources or materials to maximize their learning potential. This is particularly true when it comes to accessing information from multiple resources, despite the ease with which the Internet facilitates information sourcing.

There is always some form of training and education within corporate organizations. It could either be learning about the job and ways of performing various tasks, or the form of managing relationships between colleagues. Whatever form it takes, it would always influence business environment of the company (Faherty, 2003).

II. BUSINESS ENVIRONMENT AND E-LEARNING

The new business environment has forced companies to recruit, retain and continually work to improve the employees' skills and knowledge. Because of this, employees must provide the ongoing development of these skills and upgrade education to keep up with the changes and competitors in the market. With e-learning and modern technologies as tools to achieve this goal, corporate training can be organized at a higher level than ever before.

It is well known that most of the trends initially developed in the US soon become worldwide accepted. Recent studies have shown that 60% of all new jobs in the US will require skills that only 20% of the workforce is in possession of (U.S. Chamber of Commerce Foundation's (USCCF) Education and Workforce, 2013).

One approach to this issue is that company has information-rich learning resources within working organization itself, so that employees can maximize their learning potential. Information should be always available to minimize company downtime. Good policy should provide access to learning resources both at the workplace and outside it. It is of interest to a working organization to have more employees and potential employees and associates that use company's learning resources. This approach helps both career development of each individual and company success.

Traditional or competence-based training
Although traditional approaches can provide valuable learning experiences, they are not the subject of this

study. We also do not elaborate on the symbiotic relationship between instructor-led and technology-based training, often called blended learning (Holton et al., 2006). In general, the focus of this paper is technological possibilities and curriculum variations. The characteristic features of competence-based training as expressed in Table I (Jochems & Schlusmans, 1999) can all be supported by information and communications technology (ICT) to a greater or lesser degree (Bastiaens et al., 2002a; 2002b).

Table I
Traditional versus competence-based training

Traditional Training	Competence-based Training
The curriculum is based on knowledge contents and discipline oriented skills	The curriculum is based on competences acquired in accomplishing tasks and dealing with practical or problem situations
Learners study pre-determined contents	Learners carry out learning tasks, either with other learners or individually
All learners go through more or less the same curriculum	A made-to-measure curriculum is developed depending on the entry level
Knowledge and skills are tested	Mainly testing of competences
Trainer or teacher-controlled testing	Self-assessment and peer assessment
Separate skills modules	General skills are integrated into learning tasks
Training units are derived from separate disciplines	Training units to a significant degree are interdisciplinary

Source: (Jochems & Schlusmans, 1999)

In competence-based training, the emphasis is on the tasks which a person must be able to carry out and on the problem and practical situations. Student must be able to act competently. Development of the curriculum, selection of the training material and testing of the learners are based on these two principles. The emphasis is not on the development of knowledge alone, but on learning a complex combination of knowledge, skills and problem solving (Gulikers et al., 2002; 2005). A distinction can be made here in ICT support. First, ICT can be deployed as a primary medium where it creates the (virtual) context or problem situation for competence demonstration. Software is developed and simulates in more or less degree a reality (Stijnen, 2003). In addition, ICT can be deployed as an aid to competence-based training. All kinds of content environments, auxiliary systems and information and search tools can be consulted in carrying out or acquiring the competence.

Another fact to bear in mind is that education must be adapted to the labor market needs. All citizens should have access to quality education. No less important is that educated people are trained in accordance with changes in technology and changes in the labor market. In order to achieve this, cooperation between schools, economy, society etc. must be provided at the local level, as well as that between the relevant scientific and educational institutions at the international level (Langovic Milicevic et al., 2013).

In competence-based training, learners are no longer primarily trained to pass their examinations, but to learn independently and to manage their own learning process. Training on the basis of authentic tasks is an essential feature. When learners are confronted with real tasks, the learning becomes more meaningful and interesting for them. The most significant feature of an authentic learning task is that this must deliver a learning experience closely related to reality. Herrington & Oliver (2000) have formulated a number of conditions to be met by authentic learning tasks. See Table II.

Table II
Conditions to be met by authentic learning tasks

- They must provide an authentic context, which reflects the skills necessary in real life.
- The learning tasks must encourage authentic activities characterized by relevance to reality.
- Authentic learning tasks must make possible access to expert performance.
- Authentic tasks must make it possible to look at a situation from several perspectives and, where appropriate, fulfill several roles.
- Authentic learning tasks must encourage the common build-up of knowledge.
- Authentic learning tasks must stimulate reflection.
- Authentic learning tasks must encourage the articulation of implicit knowledge so that the learners are prompted to make all their knowledge explicit.
- Coaching and guidance must be offered at critical moments.
- Authentic testing must be built into the learning tasks.

Source: (Herrington & Oliver, 2000)

III. E-LEARNING IMPLEMENTATION

E-learning strategies
E-learning has evolved to meet the demand for staff training that has become critical at times of everlasting rapid changeable business environment. Downsizing has caused the remaining staff to take on more challenges. E-learning is cost effective and easily implemented. At the same time, companies have found it particularly useful in their efforts to maximize the capabilities of their staff during recession. One of the main reasons why e-learning is so capable of providing low cost learning solutions is its versatility. E-learning strategies include the following (however, this is not an exhaustive list):

- Webinars
- Video
- Interactive Simulations
- Games
- Case Studies
- Collaborative Learning
- Cloud Hosting for Optimized Resource Access
- Multi-Lingual Learning Solutions
- Opportunities to Integrate Traditional Learning

E-learning can be very useful for education of students in all types of corporations. E-learning is a method of education which includes self-motivation, communication, efficiency and technology. Different types of e-learning are based on means of communication, schedule, class structure, and technology that is used. In a corporate context, the training can be defined as a way of transferring instructions, but individual learning is internal way of processing information into knowledge (Kirkpatrick, 1979).

Corporate e-learning

From the corporate point of view, there are several factors that must be met before the adoption of a solution and a plan for e-learning and they can be divided into several key areas. A comprehensive solution for e-learning involves three elements (Rosenberg, 2001):

• Content - Intellectual Property available in several formats such as text, video, audio, animation and simulation, and that should be:
  1) Delivered on time,
  2) Precise, focused on the important aspects in reasonable quantities, and
  3) Learning materials must be relevant and meet the needs of the students.

• Technology - Technology infrastructure plays an important role in corporate training and delivering content and skills through a variety of channels. Four technology types important for corporate e-learning are:
  1) Computer-Based Training (CBT) – Using Software for creating courses and lectures as multimedia mix of various facilities which are available to student on his/her computer or a local network.
  2) Web-based training (WBT) - Wider distribution of Internet has enabled the transition from the CBT to Internet. Hereby, the corporate education became geographically independent.
  3) Learning Management Systems (LMS) – Learning management software packages that enable the management of the delivery and tracking of learning and resources. Most of these systems are based on the Web and provide the access and administration at any time, anywhere where the students can register, follow the flow of courses, test students and the like.
  4) Learning objects - objects are software components with the reusability and the content units which can be drawn from one course to another and integrated with the possibility of modification. The contents of these objects are described using metadata making it easier to update and manage content, personalize, and improve interoperability.

• Services - Hosting Software for E-learning. Allow clients to access materials via Internet and administrators to modify their content.

E-learning tools

Open source software is often the first choice when the implementation of a learning management system into business organizations is taken into account. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free and open source platform for e-learning. It is well known software for this purpose, and is widely considered as fine solution both in university institutions, and in business. Moodle is a huge variable system for managing courses and learning that supports flexibility, personalization and product long life-cycle.

Moodle is designed according to pedagogical principles with the aim to enable teachers easily create online courses and user community for e-learning, but corporate use of Moodle in its original version is still somewhat limited (Elearnity organization, 2012). Because of availability of its source code it is possible to modify it according to the user needs.

IV. CONCLUSION

E-learning was at one point set back by the advent of the Internet, which replaced traditional media learning with learning "solutions" characterized by an abundance of various learning material which most often leads to confusion, slow connectivity, an absence of audio or video scripts and even limited static image quality.

Modern e-learning is quite the opposite, delivering media-rich and mobile-ready content across a variety of platforms. Career development now benefits from learning strategies which incorporate the best of both e-learning and traditional learning methods. E-learning platforms allow learning resources to be accessed globally and incorporate ongoing assessment criteria which provide an objective measurement of knowledge retention.

E-learning has also proved useful across a wide range of industries, from pharmaceutical to hotel management or office environments. Practical applications would include:

• Health and Safety Training,
• Industrial Machinery Simulation, and
• Digital Media Training.

Advancements in the technology of e-learning mean that, not only are users able to access wider and more comprehensive range of learning resources than has been previously possible, they are also now able to do so within an individually tailored time-frame that does not require professional downtime. The impact upon individual career development is significant, as learning can now be conducted alongside vocational career development for maximum benefit.

If the organization needs a system for simple management courses at no additional functionalities such as talent management and performance of employees, Moodle can be the best choice, while the more complex processes of e-learning need further investment and development of specific modules to meet a variety of organizational requirements.

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Best ICT Practices within the Career Services: the University of Padova Platform and Other European Examples

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Abstract — **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.

Index Terms — **ICT, platform, best practices.**

I. INTRODUCTION

THE most relevant feature of the activity of the personnel responsible for Job and Internship Offers Management is the so-called intermediation aspect, or rather the intersection between the requests for personnel from companies and the requests by students and graduates to take part in internships and work experiences.

In initiating more than 20,000 internships a year and handling the management of a significant number of job offers, the Career Services of the University of Padua has adopted an agile and efficient on line system to automate and accelerate the procedure as much as possible.

II. ELECTRONIC PLATFORM

Companies, institutions and organizations (both Italian as well as foreign) that want to propose internships and job offers are provided with a reserved area in the web portal which allows them to manage those offers and the applications of students and graduates. In order to access this reserved area the company, institution or organization must register their company data, including information such as company name, registered address, number of employees, business sector and the data of the referent for the selection.

At the conclusion of data registration by the company, the Career Services office receives an email notification, verifies that the activity of the company/organization is not in conflict with the policies of the University (for example, in the case of temporary work agencies or businesses which operate in the field of personnel selection for third parties for payment) and then approve the company data and subsequently send the access codes for the reserved area via email to the referent indicated by the company/organization.

The referent is the only person who can access the reserved area. He/she has access to the following operations:

- Propose/modify internships and job offers,
- View the CVs of the candidates proposed by Career Servic- es,
- Communicate eventual hiring.

On the basis of the necessity of the company/organization the Career Services office can generate extra passwords to send to new company referents or regenerate old passwords which have been lost or forgotten.

The insertion of internships or job offers on the part of the company is an extremely simple and guided process. A brief description of the desired profile is required (This description should be as clear as possible, as it will be published directly in the display visible to candidates) which is then followed by a more detailed description of specific skills and knowledge desired. Some fields must be completed (such as the academic training desired or the location of the internship/job). The majority of the fields are codified; that is, the choice is made from a list of pre-established options so as to minimize errors and permit for automatic links with corresponding fields from the CV.

The insertion of the offer in the display screen is not an automatic process, but rather passes through examination by the Career Services office: the successful insertion of the offer by the company within its reserved area is communicated to the office which then evaluates the pending offers and can decide to modify them or change their status from "pending" to "available". At this point

the offer becomes public and students and graduates have the possibility to apply for it.

Besides the area reserved for the companies the portal also provides a reserved area for candidates. Students and graduates from the University of Padua receive usernames and passwords upon matriculation which allow them to make use of the services that the University puts at their disposal, among which are services related to internships and job placement. By identifying themselves with the credentials provided to them by the university secretariat, candidates can access their reserved area where it is possible to apply for internships or job offers available in the system after they have uploaded their CV. Their applications are not automatically visible to the companies, but become visible only after positive evaluation of the staff of the Career Services office.

The third reserved area belongs to the office and the following operations can be carried out:
- Approval of company data with consequent sending of access credentials to the referent for selection,
- Modification of the internships and job offers and their pub- lication and removal from display,
- Visualization of applications for each offer with the possi- bility of calling the candidates for an interview, accepting the candidates and proposing them to a company, or the re- jection of an application (for each of these operations a noti- fication is sent to the respective candidate, who is given constant feedback with regard to the state of their applica- tion).
- Carrying out matching between requests and offers, using the criteria requested by the internship or job offer and con- necting them with the data in the CVs in order to indivi- duate profiles from the database which are most in line with the needs of the company.

The matching operation is the most delicate and interesting. One can simply click a button which pulls up the CVs which most correspond to the requests of the company, but the selection assistant from Career Services intervenes in the moment in which the requests are interpreted, adding details (and therefore narrowing the results of the search) or eliminating less significant research criteria (thus enlarging the number of possible results).

The criteria involved in matching are highly diverse and involve areas such as residence, academic background, IT skills (subdivided into operating systems, applied software and programming languages) and linguistic and relational/organizational skills. Once matching is complete, Career Services has a list of candidates at its disposal. These candidates are informed of the possibility that their CV may be sent to interested companies/organizations with respect to the offer for which the matching was made and in line with the profile requested. Only when the candidate has officially given his/her approval does Career Services send the CV to the company. In this manner the privacy of the students and graduates is respected at each step of the selection process

All of the operations carried out by Career Services staff within the portal are recorded in order to trace all operations and data back to the specific operator involved. Each operator is provided with a username and password and for each completed operation the date and name of the operator is recorded in order to maintain tracking of workflow.

Since 2009 in the section related to work abroad candidates have the possibility to record a 2-minute self-presentation video which can be linked to their electronic CV. The video can be recorded in multiple languages by the same candidate (English, French, German, Spanish), using only an Internet connection, a webcam and microphone. Technical instructions as well as suggestions on what and how to best present oneself are found on the page of the video recording. In the case where candidates do not possess the appropriate instruments they can reserve a room which is appropriately equipped by Career Services via a link on the video recording page.

Before the video is made visible, it is evaluated by Career Services for quality, both in terms of content as well as technical aspects (for example low audio/video quality) and the candidates may be contacted in order to make a new recording if necessary.
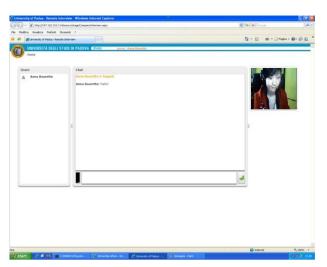

Picture 1.
Video cv recording

The video is closely linked to the electronic CV, and thus it becomes visible to the companies only when Career Services has obtained specific authorization on the part of the candidates to make it visible in connection with a specific internship or job offer. In this phase as well Career Services guarantees the truthfulness and privacy of the information inserted within the portal.

The video presentation gives significant dynamism to the CV, allowing selection assistants the possibility to see the candidates directly and appreciate their linguistic abilities. In a similar way, the staff finds the video to be extremely effective in evaluating foreign language abilities, and it is used broadly and with much satisfaction in selections relative to competitions such as Leonardo and Erasmus Student Placement.

Within the section dedicated to work abroad companies have another valuable opportunity; thanks to remote

interviewing, they have the possibility to hold an online interview with candidates who have made the best impression. Once these candidates have been identified, companies simply indicate (through a link within the reserved area of the portal) a maximum of three available dates/times to propose an online interview to send to the pre-selected, individual candidates. Candidates are notified of the companies' interest via email and can confirm one of the proposals. Once done, the recording room where the online interview will take place is reserved. At the end of the interview a member of the staff of Career Services speaks with the company referent for evaluation and feedback of the interview.
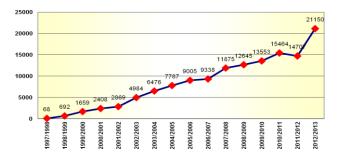

Picture 2.
Remote interview

III. CONCLUSION

The on line platform introduced to manage the services given by the Career Service to both labour market and academia has been producing significant results since its introduction.

Some graphic illustrations will provide a better description of the terms of development of the Career Service with the IT Platform. All data is referred to the academic year 2012/2013.
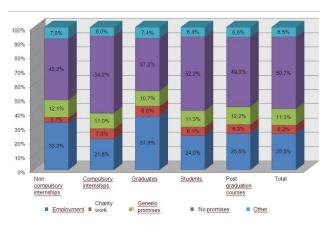
First of all it is necessary to mention the total number of internships managed by the Career Service.

Illustration 1
Internships academic year 2012/2013

It is interesting to notice that after the introduction of the new electronic platform in 2009, in only 5 years the number of internships has almost doubled from 12645 units to 21150 units. The reasons do not consist only in the implementation of the platform. More faculties have opened their study plans also to the internship activities. But, on the management side, the personnel of the office has remained the although the units were growing up. This was possible thanks to IT features of the platform.

The data in Illustration 2 highlight the employment opportunities after an internship experience.

Illustration 2
Job opportunities after internship

Relevant to notice out is the fact that the biggest difference is between students' and graduates' internship. Graduates, since they have terminated their educational training in the University, have more opportunities to access the employment while students have to get back in the University to finish their study plan and then to search for a Job.

Following the 3rd illustration, there is a detailed descritption of the status, area and number of internships for academic year 2012/2013.

Faculty	Students			Graduates			Total		
	Optional	Mandatory	Total	Optional	Mandatory	Total	Optional	Mandatory	Total
Agronomy and Veterinary	102	2438	2540	44	0	44	146	2438	2584
Economics and Political Sciences	399	360	759	122	0	122	521	360	881
Law	26	32	58	21	0	21	47	32	79
Engineering	608	158	766	138	0	138	746	158	904
Medicine	561	9564	10125	126	1	127	687	9565	10252
Psychology	86	1553	1639	34	858	892	120	2411	2531
Natural Sciences	139	413	552	98	0	98	237	413	650
Humanities	971	1464	2435	217	1	218	1188	1465	2653
Total	2892	15982	18874	800	860	1660	3692	16842	20534

Illustration 3
Internships per Faculty and per status

It is also possible to have a view over the activities of the Companies.

Activity Sector	N° of companies
Agriculture	1
Other	41
Artizans	7
Commerce	19
Cooperation	2
Credit-Insurances	6
Industry	97
IT	48
Public Administration	1
Health	12
School-University	6
Services	38
Services for the persons	4
Transportation	4
Total	286

Illustration 4.
Number of new Companies per sector posting a job offer.

Further information can be of course extracted from the platform like, number of internship and job offers per economic sector, number of employment contracts, etc.

The platform can, of course, be implemented and modified further on according to the needs of the University and to the information needed to be achieved.

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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.

Participant data

Name	Danko
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position	Assistant professor

Dr **Danko Milašinović**, PhD computer science, achieved his PhD at the Faculty of Science (University of Kragujevac) at the Institute of mathematics and informatics in 2011. He graduated at the same faculty at the Institute of physics in 2006. Research work of dr Danko Milašinović concerns the development of computer software, operating system Linux and computer clusters.

In May 2008 he became Research assistant in the scientific field programming at the Faculty of Science, University of Kragujevac, for a period of 3 years. So far, he participated in three national and three international scientific projects in this field. In the framework of TEMPUS project he participated as a researcher - PhD student at the Faculty of Science, University of Jyvaskyla in Finland.

In Jan 2012 dr Danko Milašinović became Assistant professor (informatics scientific field) at the University of Kragujevac. Dr Danko Milašinović is employed as assistant professor at the Faculty of Hotel Management and Tourism.

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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.