Counselling & guidance concepts

and

their implications for students personal & professional growth

'Modern Times: Counselling students in the 21st century'
17.06.2011 Fedora Summer University 2011 – Ioannina
Counselling & guidance

1. Why are *counselling* and *guidance* formats so vividly discussed within the German University landscape?

2. A closer look on the „*Coaching“ debate“ from the viewpoint of „Hochschuldidaktik“

3. *Counselling and Guiding formats* as elements of Masters curriculum – the example of the „Master of Higher Education“ programme
Transition

Sirius Krenzien
Bologna reform

• profound change of structures => all members of the university find themselves in “transition” phases (students, academic teachers, researchers, support / service staff, deans…)

• ongoing change process at universities over the last 10 years
Bologna reform

• Transition stages have challenges and chances
• In changing times it is necessary to articulate ones interests within a group of stakeholders
• Or as Ruth Cohn, the famous psychologist postulated:
• “Be your own chairman” and articulate your own interests within your context.
Bologna reform

Shared approach of „German Association of Higher Education“ (Deutsche Gesellschaft für Hochschuldidaktik)

• support of the students learning processes
• on the background of a holistic approach of individual and professional growth of the individuals
• within a researchers community of practice

⇒ *Being able to think & to act as a researcher* is beneath other competencies a core element of a professional academic worker
Bologna reform

Consequences for students learning environments

• *Self-determined learning*
• *Creative ways of thinking*
• *Thinking in a scientifical way*
• *Giving the opportunity to participate in universities as communities of practice*

If we loose this core element we loose a core element of an academic education.
Bologna reform

Hartmut von Hentig:

“Students education is part of the science communication”

It’s the students who bring science to the society by working and thinking in an empirical and theoretical based manner. And ethical questions are an important part of science in my opinion.
Bologna reform

Bologna convention lets enough space to transfer these elements into study environments that
• enable self-determined learning processes
• motivate the growth of personal and professional development of students

Problems like high drop-out rates, test-driven learning, increasing stress relate to

How the Bologna convention was transferred into practice in German Universities
(political & economical decisions alongside)
Bologna reform

Some factors (students stress, drop-out etc...)

• hard budget shortcuts, (demonstration Hamburg, EPB: 20% last 3 years)

• gouvernance structures have lost participation options for all status groups

• the percentage of third-party funding for research has raised constantly while basic research structures have decreased constantly

• Change of contract and payment structure for academic teachers
Bologna reform

Are the Universities in danger to loose themselves what they want to give to their students?

• Self-determination in research questions
• Options of personal & professional development (tenure tracks)
• Participation in academic community
Bologna reform

Several Funding programmes initiated by the German Ministry of Education and Research (BMBF)

- Ministerial funding line „Zukunftswerkstatt Hochschullehre“ 34 projects on Higher Education (2009)
- Initiative of Excellence, (not only in research but in teaching as well, 2011)
- Discussions about establishing a Higher Education Academy or subject centers (like UK)
Tagung

Der Bologna-Prozess aus Sicht der Hochschulforschung - Analysen und Impulse
gefördert vom Bundesministerium für Bildung und Forschung (BMBF)

Bologna & reforms of study structures
Bologna & reforms of study programmes
Bologna reform

One reason for vivid interest in „guidance & counselling“ concepts at Universities

⇒ They help individuals to engage with their interests and participate in an unsure unstable complex and changing environment like universities are actually

⇒ They help people to find their ways through dilemmatic situations
Counselling & guidance

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2. A closer look on the „Coaching“ debate from the viewpoint of „Hochschuldidaktik“

3. Counselling and Guiding formats as elements of Masters curriculum – the example of the „Master of Higher Education“ programme
Consulting Coaching Supervision

Formats

Consulting / Peer-Consultung
- solution of problems demanding declarative oder procedurale knowledge by consulted persons

Coaching / Mentoring
- Offering support that mobilizes the own ressources of the coachees / mentees

Supervision / Intervision
- Balancing different expectations in social interaction contexts, that relate to the identity of the supervised / intervised persons

Quelle: J. Wildt, Formate und Verfahren in der Hochschuldidaktik
In: Wildt, Szczyrba, Wildt (Hrsg.). Consulting Coaching Supervision, Bielefeld, 2006, S. 31f,
Counselling & guidance

Target groups within Universities

**Consultants**
- Extern consultants
- Intern consultants, z.B.
  - Career Centers
  - Psychological / Educational Counselling Centers
  - Higher Education Centers (Centers for teaching and learning)
- University teachers
- Researchers
- Academic staff developers
- University / faculty deans

**Consulted persons (seeking support?)**
- Students
- PhDs
- University teachers
- Researchers
- Academic staff developers
- University management
  - university / faculty deans
  - boards
  - institutional teams
Coaching **ethical standards**

...is an **interactive person related process**
...is performed at the basis of an **optional relationship and asked for by the coachee**
...aims on support of self reflection and self perception, consciousness and responsibility (**help to help yourself**)
...works with transparent interventions
...presupposes a worked-out **Coaching concept**, which determines the procedure, interventions + methods
...is performed in **several sessions** over a limited period of time
...is addressed to **a defined person** (or a defined group of persons)... 
...is offered by Coaches with psychological + economical knowledge and practical field experience in relation to the purposes of the Coachees

**Quelle:** C. Rauen. Handbuch Coaching, 2000 Zitiert nach: Reinhardt, Kerbst, Dorando (Hrsg.), Coaching und Beratung in Hochschulen, 2. Auflage 2010
Coaching *procedural standards*

1. get in contact – goal: confidance building
2. contact – aim: clarify the subject and goals of coaching
3. clarify task
4. work through the problems
5. formulate solutions
6. evaluate solutions
7. evaluate coaching process
Coaching *as a format within study programmes*

- ...is an instrument for staff development
- ...is situated between individual- and organizational interests
- ...has high relevance in organizational change processes
- ... Coach = intermediator with special responsibility for coachee
  => question: intern or extern Coach

...relation of coaching process and interests of organizational management needs ongoing and critical bargaining of balance between individual needs and organizational interests

(Danger: dislocation of power, instrumentalization of „coaching culture“)

...Coach has to have adequate distance to work context

...Coaching is a process on same hierarchical level

(athmosphere of confidance as basis for notion of critical themes)

*Quelle: J. Müller, Coaching – zu einigen Besonderheiten einer modernen Beratungsform und ihrer Vermittlung im Studium, Sylt, Dez. 2010*
Coaching project at **HAW Hamburg**

- Funded Coaching project within the „Excellence of teaching“ programme by the German Ministry
- Background: 20,000 new beginners teaching at universities until 2014 (50 – 70%) => considerable Generation change
- **Aim: to integrate staff development & change management processes systematically**
- Support identity with roles and tasks in leading positions
- Growth of individual and collective performance processes related to employment purposes (German Association of Coaching)
- Coaching has an impact when university teachers perceive new options and are supported in meeting the challenges of their working context without reduction of their performance. Condition is that they draw satisfaction and mental balance out of their job

*Quelle: Fuleda, S., Auf dem Weg zur Exzellenz Coaching an Hochschulen, 2010*
## Coaching concepts

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* Bachelor-/Master Thesis and final assessments
## Coaching concepts

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**Coaching for teams**, e.g.
- boards (reform projects)
- (Project-)teams
- University management
Coaching as part of *change management processes at universities*

Grade of institutional + structural integration

- optional, not compulsory services (e.g. Career Centers, Psychological + Educational Service Centers, Higher Education Centers)

- Connected to employment procedure (e.g. HAW, FH Bielefeld)

- Part of Curriculum (z.B. Hochschule Harz, Master of Higher Education, Hamburg)
Coaching as part of change management processes at universities

Areas within change management processes of Universities

1. Coaching as a support service or an instrument of staff development for persons, who work or study at the university

2. Coaching in order to learn how to coach in professional contexts or in semi-professional contexts (study programmes, staff development)

3. Coaching as semi-professional instrument to help yourselves in teams of students, university teachers or staff developers
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Counselling & guidance
Master of Higher Education

• self determination + ethical responsibility
• interdependence of personal + professional growth for young researchers & teachers

• Academic teaching is a design job (interaction, structures & environments for students learning processes), not a delivery of knowledge job

• Aim: foster professional communities of academic teachers
Master of Higher Education
Design principle hermeneutic cycle

elaborate
performing

get informed by theory + discussion

perform

get feedback on performing
Master of Higher Education
„pull“ instead of „push“ principle

Work as researcher or as teacher

Modul 1  Modul 2  Modul 3  Modul 4  Master thesis

Modul 5: alongside study programme
Master of Higher Education
„push“ & „pull“ principle

Work as researcher or as teacher

Modul 1  Modul 2  Modul 3  Modul 4  Master thesis

Introduction  Professionalisation  Peer groups with Tutor eTeaching portfolio work  Transfer
Master of Higher Education
Modul 5: Counselling & Guidance Elements

Professionalisation
(1 day-Workshops & tasks for peer group & teaching portfolio)

Part 1: professional interaction
• Hospitation
• Peer counselling
• Peer coaching

Part 2: Scientific exchange
• Write an article about a didactical / educational issue
• Visit a conference & write a documentation
• Describe & explain a „best practice“ project
Master of Higher Education
a path of individual & professional growth

Work as researcher or as teacher

Modul 1  Modul 2  Modul 3  Modul 4  Master thesis

Intro-duction

Professionalisation
Peer groups with Tutor eTeaching portfolio work

Transfer
Thank you for your attention

Dr. Marianne Merkt
Zentrum für Hochschul- und Weiterbildung
Center for Higher and Further Education
University of Hamburg

marianne.merkt@uni-hamburg.de