Ministry of
Education, Science
and Innovation

ETF Working together
Learning for life

CAREER MANAGEMENT SKILLS (CMS) FRAMEWORK

WITH A COMPETENCE PROFILE FOR CAREER GUIDANCE PRACTITIONERS AND A CODE OF ETHICS FOR CAREER GUIDANCE PRACTITIONERS

CONTENTS

SUPPORT

INTRODUCTION

In contemporary society, characterised by rapid changes in the labour market, technological advancement and evolving employer needs, an individual's ability to actively manage their own career has become a key prerequisite for personal and professional development. Career management is no longer a one-off occupational choice, but a continuous process of learning, adaptation and decision-making across different life stages.

In this context, the **Career Management Skills Framework (CMSF)** represents a strategic tool for the development and empowerment of individuals to take an active role in planning and managing their career pathways. The Framework provides a systematic approach to the development of knowledge, skills and attitudes necessary for effective career management throughout the lifespan. It contributes to strengthening cooperation in the field of career guidance across different sectors (education, employment, youth and social inclusion) and connects them through a unified lifelong learning concept.

The Framework aims to provide support to individuals, practitioners, policy-makers and institutions delivering career guidance services. The CMSF defines core competences required for successfully navigating transitions from education to employment, between jobs, from unemployment to work, as well as during changes in professional and personal development.

In this way, the Framework contributes to establishing the foundations for the development of an inclusive and flexible system of support for career development in Montenegro, enabling every citizen to plan, learn and act in line with their own potentials, interests and values, for the benefit of both the individual and society as a whole.

The Code of Ethics is aligned with the Ethical Guidelines of the International Association for Educational and Vocational Guidance (IAEVG – https://iaevg.com/Ethical-guidelines), while being contextualised and adapted to the specific needs of the Montenegrin context through extensive focus group discussions involving a broad range of relevant stakeholders, including career guidance practitioners, youth and social workers, non-governmental organisations, social partners and representatives of relevant ministries.

CAREER MANAGEMENT SKILLS FRAMEWORK (CMSF)

PURPOSE AND USE OF THE FRAMEWORK

The career management skills (CMS) framework defines the outcomes of career guidance as a lifelong learning process, highlighting CMS for first transitions (education to education, from education and learning to work), as well as transitions in a lifelong perspective of adults (between work and work, unemployment and learning, learning and work etc). This way, the framework creates a joint language about career guidance across education, employment, youth and social inclusion sectors as well as across actors at different levels, from policymakers to practitioners.

The main purpose of the framework is to describe the knowledge, skills, attitudes and social networking skills individuals need in order to manage their careers over a lifetime to access and sustain decent work including self-employment in the context of Montenegro. The scope of the framework is holistic, because career is defined as "The interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education.[1]", meaning, career is more than just paid work and "includes life roles, leisure activities, learning and work".

The Montenegrin CMS framework defines the overall career management competence of individuals for successful transition management, and thereby orients learning facilitators to derive specific learning activities and specific learning outcomes from it. It provides a national framework curriculum defining areas of learning but leaves the flexibility for those using the framework to set specific focus and to define age and target group appropriate learning outcomes.

The framework highlights that career guidance is more than acquiring knowledge and gaining information, and more than learning the competence to take career related decisions, but that career guidance is about empowering individuals to manage manifold transitions over a lifetime, meaning, it is about personal development and lifelong learning. However, empowering individuals and their families must not be misinterpreted as putting the full responsibility for career challenges (unemployment etc.) on individuals, because contextual factors such as jobless growth, access to support services (from active labour market measures, to career guidance and social services etc.), quality of the education and training offer etc. are out of the sphere of influence of individuals and must be tackled by governments.

---

1 See ELGPN glossary: https://www.elgpn.eu/elgpndb/search/metadata/view/181

LEARNING MODEL

The CMS framework is not connected to a particular career theory, but is based on David Kolb's experiential learning theory, putting experience into the centre: "[...]learning is built up through an individual's experiences, their reflections on those experiences, their ability to develop conceptual understandings from their reflections, and their ability to use their understanding to experiment with new approaches to their world."[2] Learning is seen as a non-hierarchical, continuous spiral process. Such learning can emancipate individuals and empower them to be the agent and driver of their lives.

One of the key issues for career learning is therefore that learning must go beyond information and knowledge gathering. Focus of career learning must lie on making experience and facilitators of career learning, from career guidance practitioners to teachers and youth workers, must therefore create opportunities for learning experiences. This is key for the development of interest.

In addition, career learning is not like learning mathematics in a standard curriculum subject, where all age groups learn the same content at the same time. Career learning must be personalised based on individual needs. The CMS framework gives orientation towards learning areas, but what is being learned is individualised. Hence, the CMS framework defines the scope and areas of learning on a general level as a guide for personalised learning facilitated by career guidance experts, who are responsible for defining concrete learning outcomes and learning assessment approaches that are age and target group appropriate. Assessment is best done in a combination of formative (e.g. using reflective portfolios) and summative assessment, depending on the competence elements.

POTENTIAL USERS OF THE CMS FRAMEWORK

The CMS framework is developed to be used by a wide group of stakeholders, including:

- Policymakers in education, employment, youth, social inclusion sectors
- Career guidance practitioners in any sector and setting, from public employment service case workers to school and youth centre workers, or social workers reaching out to diverse target groups
- Education providers
- Correctional institutions
- Human resource departments

The key is that users of the framework need to ensure that the learning outcomes derived from the CMS framework are age and target group-appropriate.

HOW THE FRAMEWORK WAS DEVELOPED

The framework was developed through expert focus groups with representatives from the Ministry of Labour and Social Policy, Public Employment Services, Ministry of Education and Science and the national agency for European educational programmes and mobility, national youth council,

2 See Hooley, T., Watts A.G., Sultana, R., and Neary, S., (2013): The 'Blueprint' framework for career management skills: a critical exploration. British Journal of Guidance & Counselling, 42:2, 17-131. URL: https://www.researchgate.net/publication/261990712_The_'Blueprint'_framework_for_career_management_skills_A_critical_exploration

employer representation, and career guidance practitioners, throughout 2024. The work was inspired by international CMS frameworks[3].

The development work was based on an internationally agreed definition of career guidance: "The overall aim of career guidance is to help people of any age to manage their careers and to make the educational, training and occupational choices that are meaningful for them and to develop the capacity of individuals to manage their careers (known as 'career management skills' - CMS). It involves a range of connected learning activities in diverse settings, from schools, VET centres and universities to public employment services, private providers, NGOs, social and youth workers and social partners."[4]

CONTEXT FOR CAREER LEARNING IN MONTENEGRO

The development of the CMS framework strongly reflects the contextual factors for Montenegro. They are relevant today and in the expected future for making successful transitions easier or more difficult and make certain competence elements particularly relevant, both:

(a) for first transitions from education to education and education to the labour market (from primary to secondary or VET, from gymnasium to work, from VET to work, from university to work, or transitions to work without any degree/qualification e.g. for those who have dropped out or did not complete their education courses), as well as

(b) for transitions over a lifetime, from employment to employment or self-employment or unemployment to employment or from employment to learning etc.

Those factors built the starting point for developing the CMS framework, and include in particular: significant youth unemployment rate, especially in the north of Montenegro; a limited number of suitable jobs for a large number of graduates of higher education; distrust in the commitment and objectivity of institutions important for career development; belief in the dominance of political and personal «connections» as crucial for employment and career advancement (in the background of which there is often discrimination); insufficiently developed network and offer of programs by youth centers and work with NEET persons; passivity and unwillingness for changes and career mobility (mentality bug); postponement of entering the adult world and taking responsibility for one›s life and career; inconsistency of the educational offer with the needs of the labor market, as well as lack of information among young people; weak communication and interpersonal skills among young people; limited opportunities for dual education and learning through practice at all levels of education; etc.

---

3 See e.g. Careers Around Me CMS framework (https://www.careersproject.eu/cms_catalogue.php)

4 See https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance

CMS FRAMEWORK FOR MONTENEGRO

The specific competence elements for lifelong transitions build on baseline competences and are therefore not again listed.

AREA	GENERAL COMPETENCE AREA	SPECIFIC BASELINE COMPETENCE FOR FIRST TRANSITIONS learned and developed during the first transition and building the baseline for skills in lifelong transitions	SPECIFIC COMPETENCE ELEMENTS FOR LIFELONG TRANSITIONS Knowledge, skills and attitudes are further developed over time with careers support and life / work experiences
MYSELF IN CONTEXT-A1	A.1.1. KNOWLEDGE & CRITICAL UNDERSTANDING OF "MY-SELF IN CONTEXT"	A.1.1.1. Knowledge about myself/who I am, what I can do, what I want (self-awareness) A.1.1.2. Possesses practical knowledge about how to apply theoretical career knowledge in specific life and professional situations. A.1.1.4. Knowledge about personal strengths and weaknesses A.1.1.5. Awareness of personal responsibility for life and career A.1.1.6. Knowledge of legal regulations/rules and procedures related to education, work, employment, rights and obligations in professional life (this is crucial for a young person to make informed, responsible and safe career decisions) A.1.1.7. Knowledge of own values and social values, norms, expectations impacting on oneself, e.g. related to gender, age, work, performance, career, life, stereotypes/prejudice etc. A.1.1.8. Knowledge of own priorities in life A.1.1.9. Knowledge of own needs A.1.1.10. Critical understanding of the circumstances in which one lives A.1.1.11. Understanding of what motivates me	A.1.1.1.a Knowledge of team dynamics A.1.1.2.a Knowledge of healthy competition A.1.1.3.a Knowledge of the need for self-evaluation A.1.1.4.a Knowledge about the importance of timeliness in making decisions A.1.1.5.a Knowledge about the importance of a critical approach to social trends and socioeconomic situations A.1.1.6.a Knowledge and questioning of artificial intelligence A.1.1.7.a Knowledge about the importance of on time planning and resource allocation A.1.1.8.a Knowledge of laws and rights (e.g. related to marginalized groups/people with special needs) A.1.1.9.a Knowledge about the importance of constant improvement A.1.1.10.a Knowledge about responsibilities in the area of career guidance (of oneself and others) A.1.1.11.a Knowledge about the importance of critical observation and selfless sharing of knowledge A.1.1.12.a Understanding my community (problems and opportunities), and how my current skills and how investment in skills can help both, enhance the quality of community life and improve my life situation in an economic, social and emotional way

| MYSELF IN CONTEXT - A2 | A.2.1.ABILITIES RELATED TO "MY-SELF IN CONTEXT" | A.2.1.1. Setting goals

A.2.1.2. Planning/self-organization skills

A.2.1.3. Entrepreneurial skills

A.2.1.4. Civic responsibility skills

A.2.1.5. Ability to apply acquired knowledge related to career management - it's not just "knowing the information", but being able to connect it, apply it in practice and use it for long-term goals.

A.2.1.6. Ability to assertively, clearly and responsibly say "no" - when it is in line with one's own boundaries, values, goals or interests

A.2.1.7. Green skills

A.2.1.8. Planning skills and timely execution of obligations

A.2.1.9. The skill of proper use of ICT incl. artificial intelligence | A.2.1.1.a Advanced organizational skills incl. time management

A.2.1.2.a Solution-finding skills

A.2.1.3.a Setting priorities for targeted planning

A.2.1.4.a Financial management, projects, loans, start-ups, grants, donations

A.2.1.5.a Self-motivation skills

A.2.1.6.a Multitasking skills

A.2.1.7.a Analytical thinking skills

A.2.1.8.a Personal presentation skills

A.2.1.9.a Self-promotion skills/new skills

A.2.1.10.a Ability to critically evaluate content, offers and contacts encountered in the digital environment, especially in relation to education, employment, professional develop |
| | A.2.2.COMMUNITY & SOCIAL NETWORKING SKILLS | A.2.1.10. The skill of separating the important from the non-essential

A.2.1.11. The skill of articulating one's own opinion

A.2.2.1. The skill of understanding the social milieu in the country

A.2.2.2. The skill of assessing other (interlocutors) people in the group (the ability to objectively, constructively and respectfully evaluate the behavior, attitudes, ideas and work of other people in a professional or educational context - especially in group work or a team - this does not mean judging or criticizing others, but the skill of recognizing qualities and room for improvement, to improve joint work and communication)

A.2.2.3. Self-presentation/marketing skills

A.2.2.4. The skill of asking questions

A.2.2.5. Activism and volunteerism skills

A.2.2.6. Networking skills incl. online | A.2.2.1.a Awareness and ability to build, maintain and expand a network of useful social relationships and contacts, which can contribute to his or her personal and professional development - developing mutual trust, cooperation and support with other people in the community, educational or work environment

A.2.2.2.a Intergenerational and multigenerational connection skills

A.2.2.3.a Social media resilience skills/smart surfing

A.2.2.4.a Ability of an individual to recognize, develop and achieve their inner potential, values and goals through personal and professional development - striving to do what fulfils the person, what they see meaning in and what reflects their personality and talents

A.2.2.5.a Communication skills in the online space

A.2.2.6.a Openness and skill to engage easily with new contacts

A.2.2.7. a Ability to use foreign languages

A.2.2.8.a The skill of maintaining social relations

A.2.2.9.a Ability to be receptive, tolerant and ready to cooperate with people who come from other environments, cultures, countries or with different life experiences - especially in the modern, globalized world of work

A.2.2.10.a Openness and ability to be mobile

A.2.2.11.a Ability for a person to behave appropriately, openly and usefully in different social and work environments, which is crucial for successful professional development |

13

MYSELF IN CONTEXT-A3	A.3.1. SOCIAL & EMOTIONAL SKILLS	Life skills: A.3.1.1. Active listening, A.3.1.2. Time management, A.3.1.3. oral and written communication skills including (self-)presentation skills, A.3.1.4. Giving and taking constructive feedback, A.3.1.5. reflection incl. self-reflection skills A.3.1.6. Argumentation skills, A.3.1.7. Adaptation/adjustment skills, A.3.1.8. Negotiation skills, A.3.1.9. Ability to work under pressure and meet deadlines A.3.1.10. adaptability A.3.1.11. Teamwork skill A.3.1.12. empathy, A.3.1.13. Conflict management skills, A.3.1.14. Self-control skills A.3.1.15. Self-promotion skills, A.3.1.16. Communication skills, assertiveness A.3.1.17. resilience A.3.1.18. Self-confidence/awareness of one's faults and virtues A.3.1.19. Openness to others A.3.1.20. Ability to manage emotions A.3.1.21. Ability to stand up for one's own attitudes and values A.3.1.22. Stress management skills A.3.1.23. Critical thinking skills	A.3.1.1.a Ability to balance life roles A.3.1.2.a Advanced adaptation skills A.3.1.3.a Willingness to take risks A.3.1.4.a Taking responsibility for one's actions, and one's life incl. career A.3.1.5.a Tolerance of diversity A.3.1.6.a Expression of views and opinions A.3.1.7.a Be able to give constructive criticism, take and receive feedback A.3.1.8.a Ability to deal with personal and career crises A.3.1.9.a Ability to recognize, appreciate and use the knowledge, experience and expertise of relevant persons or sources when making educational and career decisions, but without blind obedience A.3.1.10.a Intrinsic motivation/curiosity A.3.1.11.a The skill of breaking the routine A.3.1.12.a Ability to find innovative solutions to challenges in work and life A.3.1.13.a Setting goals and outcomes A.3.1.14.a Self-confidence A.3.1.15.a Self-control

A.3-2-ATTITUDES	A.3.2.1. Proactivity	A.3.2.1.a Accepting help
	A.3.2.2. Openness to experiences	A.3.2.2.a Valuing interculturality
	A.3.2.3. Healthy ambition based on knowledge and willingness to improve	A.3.2.3.a Openness to mobility in the labor market
	A.3.2.4. Solidarity	A.3.2.4.a Flexibility/ adaptability
	A.3.2.5. Accepting only verified and accurate information	A.3.2.5.a Belief in the ability to learn
	A.3.2.6. Openness to discussion	A.3.2.6.a A positive attitude towards risk
	A.3.2.7. Willingness to learn in order to apply knowledge correctly	A.3.2.7.a Resilience/Mental strength
	A.3.2.8. Self-responsibility and accountability	A.3.2.8.a Awareness and understanding that our career choices, behavior and professional activities have an impact not only locally, but also globally - on people, communities, the economy and the environment around the world - not to think only about personal interests, but also about responsibility towards humanity, the planet and future generations
	A.3.2.9. Commitment	
	A.3.2.10. Awareness of the importance of mental health	
	A.3.2.11. Positive attitude towards work	
	A.3.2.12. Proactive attitude	A.3.2.9.a Professionalism/approachability (a combination of expertise and human closeness, warmth and openness in the process of building a career)
	A.3.2.13. Acceptance of diversity	
	A.3.2.14. A positive attitude towards people	
	A.3.2.15. Willingness to be proactive and to identify opportunities	A.3.2.10.a Awareness and ability of an individual to contribute to the community and society through their work, occupation and professional choices
	A.3.2.16. Professional attitude	
	A.3.2.17. Openness to change	A.3.2.11.a Awareness that successful career management is a joint work of the individual and the support system - it is the basis for creating a supportive and functional career environment
	A.3.2.18. Persistence on the way to goals	
	A.3.2.19. Optimism	
	A.3.2.20. Fairness	A.3.2.12.a Acceptance of affirmative action as the understanding and acceptance of measures that give priority to certain social groups that have historically or systemically been discriminated against, in order to achieve equality in practice
	A.3.2.21. Loyalty	
	A.3.2.22. Consistency	
	A.3.2.23. Respect for diversity	A.3.2.13.a Openness to engage in learning as a lifelong process
	A.3.2.24. Work ethic	
	A.3.2.25. A positive self-image	A.3.2.14.a Openness to change in line with changes in the labor market
	A.3.2.26. Gratitude for achievements, strengths and good things in life	A.3.2.15.a Altruism
		A.3.2.16.a Ambition
	A.3.2.27. Perceive failing and mistakes as sources of learning and future success	A.3.2.17.a Persistence
	A.3.2.28. Tolerance towards different views and the ability to understand and accept the existence of different views on the world	A.3.2.18.a Commitment
		A.3.2.19.a Ability to express one's own opinions in a way that is rational, honest and constructive, without resorting to personal attacks, prejudices or belittling the interlocutor
	A.3.2.29. Valuing freedom of expression (to speak, write, think and express one's opinion without censorship or fear of repression, provided that the rights of others are not threatened)	
	A.3.2.30. Desire to learn and upgrade your knowledge	
	A.3.2.31. Openness to self-reflection	

AREA	GENERAL COMPETENCE AREA	SPECIFIC BASELINE COMPETENCE FOR FIRST TRANSITIONS	SPECIFIC COMPETENCE ELEMENTS FOR LIFELONG TRANSITIONS
MY EDUCATION & LEARNING B-1	B.1.1. KNOWLEDGE & UNDERSTANDING	B.1.1.1. Understanding the value of learning (in school, training, etc.) in life B.1.1.2. Knowledge about non-formal and informal learning and its importance B.1.1.3. Knowledge of necessary knowledge/ skills/ non-formal and informal education opportunities B.1.1.4. LLL - knowledge about the need for lifelong learning B.1.1.5. Understanding possible sources and forms of learning and education B.1.1.6. Understanding the most important factors that directly and indirectly affect my choices and education B.1.1.7. Understanding prejudices about the meaning and value of education and schooling B.1.1.8. Knowledge and understanding of the decision-making process, strategic and tactical approach to own education and learning	B.1.1.1.a Understanding the potential uncertainty of current knowledge B.1.1.2.a Understanding the necessity of continuous professional development and supplementing education B.1.1.3.a Understanding the impact of family life on learning and education processes B.1.1.4.a Understanding the importance of the influence of interest or saturation in certain contents that we learn B.1.1.5.a Knowledge of new concepts in education and training B.1.1.6.a Understanding the potential necessity of learning and education for other professions and jobs B.1.1.7.a Knowledge about the importance of a critical approach to educational contents and methods
MY EDUCATION & LEARNING B-2 (to reflect age and target group appropriate knowledge, skills, attitudes)	B.2.1. ABILITIES RELATED TO "MY EDUCATION & LEARNING"	B.2.1.1. Decision-making skills in learning based on evidence B.2.1.2. The skill of motivating oneself B.2.1.3. Skill in experimentation or varied learning B.2.1.4. The skill of consistent, organized and systematic learning B.2.1.5. Have a critical opinion and attitude towards education (i.e. the content that is learning)	B.2.1.1.a The skill of getting easy and reliable access to data sources about current programs of retraining, retraining, training, projects and the like B.2.1.2.a Ability to apply scientifically based and experience-based knowledge B.2.1.3.a Ability to learn and participate in lifelong learning
	B.2.2 LEARNING SKILLS	B.2.2.1. The ability to focus learning on skill development B.2.2.2. Skill to follow a research approach in education and learning B.2.2.3. Skill of correlating knowledge from diverse fields of study B.2.2.4. The skill of a critical approach to learning and what has been learned B.2.2.5. Skills of analysis and synthesis, and creative thinking as a consequence of learning B.2.2.6. Knowledge of learning techniques	B.2.2.1.a Skills in using learning methods and techniques B.2.2.2.a The ability to continuously learn from your own experience incl. learning from others B.2.2.3.a The skill of critical thinking and questioning one's own and others' knowledge, skills, attitudes and opinions B.2.2.4.a The ability to take into account the context and the bigger picture in the learning process

| MY WORK / MY CAREER / MY LIVELIHOOD C-1 | C.1.1.KNOWLEDGE & UNDERSTANDING | C.1.1.1. Knowledge about the labor market

C.1.1.2. Knowledge of opportunities, and where and how to look for work

C.1.1.3. Knowledge of which occupations are deficient

C.1.1.4. Knowledge of rights and obligations on the labor market

C.1.1.5. Knowledge of the importance of career path planning

C.1.1.6. Knowledge and understanding of legislation and knowledge of legal frameworks in the field of one's profession

C.1.1.7. Knowledge of principles, theories and skills that enable effective planning and implementation of actions leading to the achievement of long-term goals

C.1.1.8. Knowledge about the process of professional development

C.1.1.9. Knowledge of sources of relevant information on career development

C.1.1.10. Knowledge of sources of support and procedures for supporting one's career and its development | C.1.1.1.a Understanding of the necessity of continuous information about career development

C.1.1.2.a Knowledge and understanding of various factors (economic, political, economic, international, etc.) of potential impact on career and its development

C.1.1.3.a Understanding of the necessary continuous development of knowledge and critical understanding of one's own profession

C.1.1.4.a Knowing and accepting the possibility of changing jobs in order to develop one's profession and career

C.1.1.5.a Knowledge of new trends in the labour market

C.1.1.6.a Knowledge about the importance of informing oneself about changes in the labour market, in education and learning

C.1.1.7.a Knowledge about the importance of anticipation of needs in the knowledge market |
| MY WORK / CAREER / LIVELIHOOD C-2

(to reflect age and target group appropriate knowledge, skills, attitudes) | C.2.1.ABILITIES related to "My work / my career/ my livelihood" | C.2.1.1. Ability to research labor market needs and opportunities

C.2.1.2. Skills for applying for jobs (interview skills etc.)

C.2.1.3. Skills for writing CVs, cover letters and interviews

C.2.1.4. Skills for researching labour market needs and opportunities

C.2.1.5. Skills for researching training, further training and education programmes

C.2.1.6. Skills for applying for training, further training and education programmes

C.2.1.7. Skills for entrepreneurship and using support from various sources

C.2.1.8. Ability to act professionally in a work context

C.2.1.9. Active participation in all activities that promote participation in the labor market

C.2.1.10. Ability to take advantage of different options/ offers in the labor market

C.2.1.11. demonstrate a critical approach to job offers

C.2.1.12. Knowledge of a foreign language

C.2.1.13. ICT skills including in use of AI | C.2.1.1.a Assessment skills related to own career development capacity

C.2.1.2.a Ability to review the validity, achievements and potential of current |

COMPETENCE PROFILE FOR CAREER GUIDANCE (CG) PRACTITIONERS

The draft below outlines the knowledge, skills, and attitudes (in sum, competence) needed by career guidance practitioners in Montenegro. It lists core competences relevant to all practitioners, regardless of their workplace (school, youth/social service, NGO, public employment service, university, etc.), and specific competences relevant to certain work areas, in addition to the core competences. Like any other occupational standard or competence profile, this profile has to be updated regularly (every 3-5 years or upon need).

Name	Career Guidance (CG) Practitioner
Sector	Education, employment, youth, social inclusion
Level of complexity of tasks	Holding a qualification at least at level VII-1 of the National Qualifications Framework
Description of the occupation	The competence profile describes the required knowledge, skills, and attitudes (competence) of CG practitioners in relation to their tasks in education (primary schools, gymnasium, Vocational Education and Training, Higher Education, Adult Learning and Education), in employment (Employment Service Agency, in-company (Human Resources), social partners), in youth and social inclusion work including outreach, as well as in policy advocacy and/or policymaking and/or CG system governance. Career guidance requires the competence to implement a range of activities that enable individuals and groups of any age, and at any point in their lives, to develop knowledge, skills, attitudes and social networking skills (career management skills) that empower them (a) to know themselves, to develop a critical understanding of themselves in their respective context and to be able to act on the latter based on social and emotional skills, and community and social networking skills, (b) to know and critically understand the world of education and learning and to be able to act on the latter based on inter alia learning to learn skills, and (c) to know and critically understand the world of work and to be able to act on the latter based on inter alia practical career management skills. Career development of individuals is a lifelong process, and the outcome of career guidance are career management skills that are developed in a spiral process throughout life. CG practitioners therefore require competences related to (1) client work, (2) cooperation and collaboration, (3) quality assurance, (4) system support, and (5) personal and professional development. This includes occupational competence like technical expertise (e.g. knowledge of and ability to apply CG theories in practice; monitoring and evaluation skills etc.), methodological competence (knowledge and ability of tools and methods for CG work, use of ICT, ethical practice), and social and emotional competence. CG practitioners also require the competence to refer individuals and groups to related but different service providers like psychologists, social workers, youth workers, subject teachers, employment counsellors at public employment services etc. The standard defines the specific occupation "CG practitioner" by describing what a CG practitioner should be able to do to fulfil their particular role/task and how well they should be able to carry out that role /task to be considered competent and successful

CLIENT WORK

Knowledge – CG practitioner

- They have knowledge about the possibilities and potentials of clients - The practitioner should have the ability to recognize the individual strengths, interests, skills, capacities and motivations of each client. This implies knowing how to identify different talents and development opportunities, and how to connect them with real options on the labor market and in education. The practitioner uses this knowledge to help the client discover their full potential and guide them towards realistic and achievable goals.

- Have knowledge of how to guide clients - The practitioner must know how to structure the process of guiding, setting goals and making decisions according to the client›s abilities and wishes. This includes knowledge of various guidance methodologies through career development, as well as the ability to ask the right questions, guide reflection and encourage the client to find the answers themselves. Effective guidance helps the client develop self-confidence and autonomy in making career decisions.

- They know the education system (formal, informal) - Knowledge of the structure of the education system - primary, secondary and higher education, as well as opportunities for non-formal learning (workshops, seminars, online courses, training). The practitioner should have current information about educational institutions, programs and courses. This includes monitoring the offers of secondary schools, colleges, professional courses. enrollment conditions and the profiles they offer, in order to help clients (eg students and parents) make informed decisions. This includes knowledge of ways of retraining, continuing education and lifelong learning and financial support.

- Knowledge of communication, counseling and interpersonal relations - An effective practitioner must have developed communication and counseling skills. This includes active listening, assertiveness, non-verbal communication, empathy and emotion management skills. Also, knowledge of counseling models and techniques is important. This knowledge enables the building of a reliable relationship with the client and efficient work.

- Knowledge of CGC (principles of working with clients) - CGC (Career guidance and counseling) includes a set of principles and methods used in working with clients to provide support in career planning and management. The practitioner should know principles such as individual approach, client autonomy, balance between information and counseling, and use of valid sources of information. Knowledge of CGC enables a systematic, structured and professional approach in guiding clients through the decision-making process.

- Knowledge of active listening - Active listening is a key tool in the counseling process. The practitioner should know how to give full attention to the client, use verbal and non-verbal listening signals, ask open questions, paraphrase, reflect feelings and avoid interruptions. Active listening helps clients feel seen, respected and understood, which contributes to more successful counseling and collaboration.

- Have knowledge of developmental stages - Different ages and life stages bring specific developmental challenges and needs. The practitioner should know the theories of personality, identity, and career development, in order to be able to understand where the client is in their development and what are the realistic possibilities for further progress. This knowledge is especially important when working with children, adolescents and people who are changing careers.

- Knowledge about children with special needs - The practitioner should have basic knowledge about the specific needs of children and young people with difficulties in development, learning, communication or behavior. This includes understanding the individualized approach, collaboration with schools and families, and employment and education opportunities for this group of the population. The practitioner should be inclusive and able to provide support to everyone, regardless of their challenges.

- Knowledge of labor market trends - The practitioner must monitor changes and trends in the labor market: shortage of certain occupations, job automation, new industries, and connect them with educational courses, as well as employment opportunities in the private and public sector. This knowledge enables the client to make informed decisions that are in line with current and future market needs.

- Knowledge of available assessment instruments and training in their application - There are many tools for assessing abilities, interests, values, skills etc.(eg career interest tests, skills questionnaires). The practitioner should know when and how to use these instruments, how to interpret the results and how to present them to clients in an understandable way. Also, he must be trained to use these tools in accordance with ethical and professional standards.

- Information about professional development programs, scholarships and the like - The practitioner should have information about various professional development programs, internships, internships, grants, scholarships, volunteering, as well as opportunities for lifelong learning and related financial support. This is especially important for clients who want to advance their career or change professional direction. Being informed about these options gives clients concrete resources to continue their professional journey.

Skills – CG practitioners are able to:

- Apply communication skills, which includes the ability to express and listen clearly, precisely and effectively, include verbal and non-verbal communication, assertiveness, asking questions, giving feedback and active participation in dialogue, because quality communication is the foundation for building a relationship of trust with the client

- Act with empathy as the ability to understand and feel the emotions of another person, to «put yourself in the shoes» of the client, to provide support in an authentic and compassionate way, which is especially important when working with people in difficult or vulnerable situations

- Apply workshop management, which includes planning, facilitation and evaluation of group sessions on career development, employment, CV writing skills, interview preparation, etc. It is important to know how to motivate participants, encourage interaction and maintain group dynamics

- Work openly, which implies the practitioner›s willingness to accept different opinions, cultures, communication styles and ways of life, which means being ready to learn and flexibly approach each client

- Work transparently in working with clients, which means a clear presentation of goals, work methods, opportunities and limits of support, which strengthens trust and facilitates cooperation

- Apply soft skills as interpersonal skills such as emotional intelligence, flexibility, adaptability, problem solving, self-regulation and teamwork, which are consequently key to building quality relationships with clients and colleagues

- Perform stress controls, i.e. managing one›s own stress and emotions in order to maintain professional integrity and effectiveness, where it is important to know how to support clients in developing their stress coping strategies

- Apply psychometric skills which includes the knowledge and ability to use and interpret standardized tools for assessing interests, abilities, values and skills etc.

- Apply socio-emotional skills which include the ability to understand and manage one›s own emotions, as well as understanding the emotions of others, and are key in building relationships with clients, especially in emotionally demanding situations

- Demontrate ability to quality work organization which implies the ability to structure daily work, systematicity and reliability, efficiency and professionalism - from planning meetings and workshops, keeping records, to evaluating work with clients

- Apply networking as the skill of building and maintaining professional contacts with relevant actors: educational institutions, employers, local communities, agencies and other experts, all of which help in finding new opportunities for clients and in personal professional development.

- Apply listening skills, which in addition to active listening (implies complete attention to the client, recognition of emotions and meaning behind spoken words, as well as responding with understanding and reflection - contributes to the feeling of acceptance and motivates the client to be open), includes the ability to recognize what the client does not say explicitly - to "hear between the lines". It is important to understand non-verbal signals and hidden messages in communication

- Apply training planning skills, i.e. the ability to design and organize trainings (individual or group) that correspond to the needs of the target group - from needs analysis, through the creation of materials, to implementation and evaluation

- Apply monitoring and evaluation skills, i.e. systematic assessment of the success of implemented activities, in order to determine what works and what can be improved to increase the quality of work with clients. It implies the ability to systematically monitor the client›s progress, document the work and evaluate the achieved results. This enables continuous adaptation of the approach and work methods to the client›s needs.

- Apply interpersonal skills, i.e. building relationships with other people: cooperation, resolving misunderstandings, providing support, building trust

- Apply teamworking skills, which requires the ability to share information, make joint decisions and provide mutual support. Good teamwork contributes to better customer service.

- Design planning of activities, i.e. strategic and operational planning of work with clients - setting goals, determining steps and deadlines, all of which contribute to more efficient achievement of the client's goals

- Apply skills of working with vulnerable groups/working with families receiving social assistance (who often do not want formal employment) requires a sensitive, adapted and motivational

approach. The practitioner must understand their real needs, challenges and reasons for resistance to formal employment, and build trust and offer realistic steps towards change. Knowledge of the psychosocial context and an approach that includes family, community and other support services is important.

Attitudes – CG practitioners demonstrates:

- Proactivity - The practitioner does not wait for things to happen by themselves, but takes the initiative. He actively looks for ways to support the client, foresees possible challenges and offers solutions in advance. It teaches clients to be proactive in their own careers.

- Preparation - Every meeting with the client is planned. The practitioner comes informed about the client›s needs, prepares relevant tools, information and activities, and always knows what he wants to achieve through a particular session.

- Optimism - Believes in the capacity and potential of the client. Spreads a positive attitude, motivates the client, even when the challenges are great. This doesn›t mean being unrealistic, but helping the client see the possibilities, not just the obstacles.

- Adaptability - The approach changes depending on the client›s needs. Every client is different - they learn, think and function differently. A practitioner knows when to change method, tone, pace or strategy.

- Respect - The practitioner respects the client›s personality, values, decisions and pace. He does not impose his views. He respects the client›s autonomy and right to make decisions about his life and career.

- Openness to modern approaches and tools in career guidance and counseling - Constantly improves and learns new methods. Follows trends, uses digital tools, tests, applications and innovative approaches in order to provide quality and relevant support to the client.

- Giving importance to profiling (personal and professional profile assessment) - Helps the client to understand themselves - their values, interests, abilities, personality, skills and professional goals. He uses various instruments and conversations to build a clear picture together with the client.

- Persistence, patience - He is aware that career development is not linear. The practitioner works persistently with the client, even when progress is not immediately visible. He listens patiently, waiting for the right moment for advice or change.

- Ethics - Acts in accordance with professional and ethical norms. It maintains confidentiality, respects the client›s rights, does not use information for its own benefit, does not impose its will.

- Professionalism - Treats work responsibly and seriously. He arrives on time, adheres to agreements, keeps proper documentation, communicates clearly and sets an example of what professional behavior looks like.

- Impartiality - Does not allow personal values, prejudices or emotions to influence counselling. It supports every client equally, regardless of gender, origin, education, status, interests.

- Integrity - Acts consistently and morally right, even when it is difficult. He tells the truth, doesn›t promise unrealistic outcomes and admits when he doesn›t know something. Clients can trust him.

- Setting boundaries - Knows the difference between support and over-involvement. It does not cross the boundaries of a professional relationship, it does not solve problems for the client, it does not enter into personal relationships with the client.

- Responsibility (of the client towards themselves and others) - The practitioner encourages the client to be responsible for their own choices, but also to understand the impact of their decisions on others (family, team, community). It does not take responsibility for the client, but rather encourages them to take control of their own path.

COOPERATION AND COLLABORATION

Knowledge – CG practitioners know:

- About the opportunities provided by other organizations (public, private, civil sector, etc.) - The practitioner knows who does what and where he can refer the client. This enables cooperation with different sectors – for example, with centers for social work, non-governmental organizations, centers for professional education, companies – in order to find the best solutions for the client. This knowledge opens the door to networking and joint initiatives.

- About counseling and facilitation techniques - Enables effective communication not only with clients, but also with colleagues and partners from other institutions. Facilitation (leading the group process) is especially important in teamwork, at workshops, forums, meetings - where the goal is to make a joint decision or exchange experiences.

- About technical information (filling in applications, necessary documents...) - In cooperation, the practitioner recognizes at which stage technical assistance is needed (eg when the client applies for training, a job, a grant). Can collaborate with colleagues from other sectors who have specific information - or educate them - thereby facilitating the client›s transition process.

- About characteristics of certain groups in the population - Understands the needs of vulnerable or specific groups (youth out of school, people with disabilities, women returning to the labor market, migrants, Roma, etc.), and knows how to establish cooperation with institutions that work with these groups. This increases the effectiveness of joint interventions.

- About human resources within their institutions - Know who is in charge of what within their own institution. This facilitates internal collaboration – they know who to refer the client to, who can provide additional support or who can participate in a cross-departmental team to solve more complex cases.

- About regional and international partners - Enables connection with practices and resources outside the local community. The practitioner knows how to participate in joint projects, trainings, exchange of experiences, all of which contribute to the improvement of career guidance services.

- How to exchange good practices and analyze them - Through cooperation with colleagues and institutions, the practitioner learns from the experiences of others. Analysis of good practices helps in creating better support programs, avoiding mistakes and improving one›s own work.

- About available EU funds - This enables the recognition of the potential for project financing of initiatives involving multiple partners. A practitioner can be an initiator or participant in

projects aimed at the development of career guidance, training, employment, and the like.

- About information who does what in the system of institutions - Similar to knowledge of institutions, but in more detail - it is known not only which institution is responsible, but also who is the contact person, what are their responsibilities, who to contact specifically for cooperation. This facilitates the rapid formation of partnerships.

- About the creation of IDEP and transition plans - (IDEP - Individual Development and Education Plan). This knowledge is crucial in working with young people and people in transition (eg from school to the labor market). The practitioner collaborates with schools, employers, family and other actors to create a realistic, sustainable and coordinated plan for the development of the client.

Skills – CG practitioners are able to:

- Use analysis and comparative experience for strategic planning - Skill in analyzing data (eg labor market, employability, trends in education) and comparing with other regions or practices, in order to improve service planning. The practitioner thinks more broadly and long-term.

- Negotiate - Skilled in representing the interests of the client or organization in contact with partners incl. for advocacy. He is a skilled negotiator and finds a common language, makes compromises and achieves beneficial agreements - be it services, support, employment or projects.

- Organize - Ability to plan, structure and implement activities - workshops, consultations, projects, meetings. It involves managing time, resources and people. Without organization, there is no efficiency.

- Manage time and pace. The practitioner knows when the moment is right for action, when for a break, when for a change of approach. Important in both group and individual work.

- Present - Ability to present information clearly, interestingly and professionally - whether to clients, colleagues, decision makers or at public events. Good presentation means better influence and credibility.

- Communicate - This is the foundation of any successful interaction. It includes verbal and non-verbal communication, clear expression, active listening, empathy and adapting the language to the interlocutor.

- Build trust - Trust is the basis of relationships with clients and colleagues. The practitioner demonstrates authenticity, respect, discretion and consistency – all of which give the client and colleagues a sense of security.

- Be a good speaker - Ability to inspire, motivate and persuade through speech. It is practical for working in groups, at seminars, when advocating or giving motivational speeches in front of young or hard-to-employ people, colleagues and interested parties.

- Work in a team - Ability to cooperate, share responsibility, respect different opinions and contribute to common goals. This is crucial in networking and inter-institutional projects.

- Be patient - In working with people, especially when progress is slow, patience is golden. Patience means being there for clients and colleagues when they are discouraged or uncooperative.

- Be tolerant - Implies respect for diversity - opinions, lifestyles, cultures, challenges. The practitioner does not judge, but accepts and learns from diversity, all of which builds an inclusive environment.

- Accept criticism and give and receive feedback. The practitioner does not take criticism personally, but rather as an opportunity for growth. It shows maturity and readiness for professional development. The practitioner can give and receive feedback professionally.

- Resolve conflicts - They know how to recognize, understand and constructively resolve conflicts - whether between clients, within a team or between institutions. This skill contributes to healthy cooperation and maintaining relationships.

- Apply socio-emotional skills - Empathy, emotional literacy, self-regulation, assertiveness... Practitioners understand emotions - their own and others› - and use them to build healthy relationships and a positive work atmosphere.

- Be sensitive to vulnerable persons - Special attention is directed towards persons who are in a disadvantageous position (eg persons with disabilities, long-term unemployed, minorities). The practitioner adjusts approach, language and pace to create a safe and supportive environment.

- Lead a conversation that is structured, but also flexible, by asking the right questions, following the train of thought of the collaborator, actively listening and helping the collaborator to reach insights and solutions.

- Facilitate, e.g. in a group by leading workshops, group sessions, training, engaging all group members and associates and conveying messages in a clear, interesting and relevant manner.

- Apply digital skills using digital tools and platforms for consulting, monitoring, presentation, labor market research, work organization and education of clients and associates.

- Network, builds contacts, creates partnerships and maintains professional relationships, intending to facilitate better information flow, client opportunities and cross-institutional support.

- Actively listen with the aim of understanding, not just responding, to recognize emotions, non-verbal messages, and what is "between the lines", all as the basis of effective support.

Attitudes – CG practitioners demonstrate:

- Openness - The practitioner is ready to accept new opinions, experiences, approaches and perspectives. Openness also means willingness to learn - from colleagues, clients, and even from mistakes. He does not conclude in advance, but listens and investigates.

- Willingness to compromise - He is aware that not all requirements can always be met, but that a middle solution can be found that respects the needs of all parties. This attitude builds bridges between partners and clients, instead of walls.

- The value for cooperation - The practitioner believes that the best results are achieved by working together. Cooperation with colleagues, institutions, the community and the client is the basis for effective career support. It does not act as a «solo player».

- Fostering equality - The practitioner respects all team members regardless of position, age, experience or education. He believes that everyone brings unique value and that quality solutions are created through mutual respect and equality.

- Valuing self-assessment - The practitioner believes that it is important to constantly question yourself - what I am doing well, where I can do better, how my behavior affects others. This attitude leads to professional development and authentic, responsible work.

- Respect for diversity - The practitioner accepts that clients and colleagues come from different cultural, socioeconomic, educational and life backgrounds. Appreciating diversity means adapting, not expecting others to adapt to you. The practitioner sees diversity as an opportunity for learning, innovation and better collaboration – not as an obstacle. Diversity brings strength to the team and better work with clients.

- Adaptability - The practitioner is ready to change the approach, methods, tone and pace of work according to the situation. It does not stick rigidly to one direction, but flexibly reacts to changes and needs.

- Non-discrimination in practice - The practitioner rejects any form of unequal treatment based on gender, race, religion, disability, sexual orientation, education, status... Non-discrimination is not only a legal obligation, but an ethical foundation of work.

- Believing in teamwork - Believes that team synergy is stronger than individual contribution. The practitioner relies on colleagues, builds trust, shares knowledge and, together with others, makes better decisions for the client and the system.

- The necessity of cooperation with institutions – He/she is aware that the success of career guidance also depends on cooperation with other actors of the system - schools, institutes, companies, NGOs, local governments... This attitude encourages proactivity in networking and creating support „around" the client.

QUALITY ASSURANCE (QA)

Knowledge – CG practitioners know:

- New techniques - Practitioners who know and apply new techniques (eg digital platforms, interactive tools, AI tools, psychometric tests) contribute to the innovation and modernity of services, thereby increasing their quality and user-friendliness. The context of quality assurance - the up-to-dateness of methods directly affects relevance and user experience.

- About monitoring and quality control - Practitioner knows how to monitor the quality of services provided, use evaluation tools and conduct internal control. The context of quality assurance - this knowledge is the basic pillar of the quality system - it enables the recognition of weak points and timely response.

- About education and training (licensing, certificates) - Through regular training and certification, practitioners ensure that their competencies are in line with professional standards. The context of quality assurance - qualified and continuously educated advisors are a prerequisite for quality service.

- About monitoring of comparative practices - Insight into practices from other countries enables the application of internationally recognized solutions and innovations. The context of quality assurance helps in the constant improvement of the domestic system and harmonization with European standards.

- About methods for client work - The practitioner uses structured, proven methods in working with users (eg goal setting, planning, intervention steps). The context of quality assurance - the standardization of methodology guarantees consistency and reproducibility of results.

- About work standards - Knowledge of existing standards and the ability to participate in their development contribute to the professionalization of the sector. The context of quality assurance - standards set the minimum quality and ensure equal treatment of users.

- How to advocate for NEET youth employment initiatives - Actively advocate for policies and programs that increase the chances of NEET youth. The context of quality assurance, social responsibility and inclusiveness are key indicators of the quality of advisory systems.

- How to monitor the implementation of the career guidance and counseling program - Practitioners who participate in program monitoring help to monitor flows, resources, application of methodology and effects. The context of quality assurance - monitoring ensures consistency and reveals irregularities in program implementation.

- About support mechanisms for career counselors - Existence of support systems such as supervision, mentoring, shared tools and training. The context of quality assurance - equal opportunities for professional development enable uniform quality of services throughout the country.

Skills – CG practitioners are able to:

- Anticipate consequences (qualitative labor research) - Practitioner uses research and labor market data to predict changes and needs of future occupations. Context of quality - this skill enables proactive adaptation of counseling to future conditions, thereby increasing the long-term relevance of the service.

- Apply analytical skills - The practitioner knows how to analyze data, trends and information from various sources and draw conclusions that improve the practice. Context of quality - in-depth analysis leads to informed decisions and improvement of the quality of the advisory process.

- Apply critical thinking skills - Allows the practitioner to question methods, tools and results, as well as to consider alternative solutions. The context of quality - a critical approach prevents routine and automatism in work, and leads to constant improvement.

- Apply self-evaluation - The practitioner evaluates his own work, identifies areas for improvement and takes measures for development. The context of quality - self-evaluation strengthens personal responsibility for quality, which is crucial for professional development and quality service.

- Apply risk assessment - The practitioner assesses possible obstacles and negative outcomes in the counseling process or programs. Quality context - this skill enables the prevention of problems and strengthens the resilience of the system.

- Achieve licensing - acquiring skills in various fields - Practitioners are trained through formal programs in various fields (eg work psychology, digital methods, inclusion). The context of quality - multidisciplinary competence ensures versatile access to users and increases the professional standard.

- Monitor the guidance process - The practitioner monitors how the counseling process unfolds: from planning to implementation and final evaluation. Quality context - consistent monitoring of processes enables quick detection of errors and improvement of practice in real time.

- Set and monitor indicators - Setting clear, measurable goals (indicators) and monitoring them during and after the intervention. The context of quality - this is the basis of the systematic measurement of the success and impact of career guidance.

- Apply digital skills - Use of digital tools and platforms in working with users, as well as for internal processes (online tests, counseling, databases). Context of quality - digital literacy enables access to modern tools, improves efficiency, availability and standardization of services.

- Apply mentoring skills - Providing support to less experienced colleagues through the transfer of knowledge and experience. The context of quality - mentoring ensures professional development within the team, and contributes to the unique quality of services through horizontal learning.

Attitudes – CG practitioners demonstrate:

- Consistency - A practitioner who is consistent in his work provides a service that is predictable, stable and reliable, regardless of the circumstances. In the context of quality - consistency ensures uniform application of standards and equal treatment of users, which is the basis of professional work.

- Openness to criticism - Practitioner accepts feedback from colleagues, users and supervisors without defensiveness. In the context of quality - this attitude enables constant correction and learning, which leads to growth and improvement of service quality.

- Openness to change - He is ready to change his approach, methods and way of working in accordance with new knowledge, technologies and user needs. In the context of quality - flexibility is key to innovation and compliance with modern quality standards.

- Positive attitude about the importance of indicators and quality control - The practitioner does not see evaluation and control as a threat, but as a tool for improvement. In the context of quality - this attitude is the basis of a quality culture, as it encourages objective monitoring of performance and results.

- Precision - Pays attention to details, documents work neatly and accurately, communicates clearly with users. In the context of quality - precision reduces the room for error and enables monitoring and evaluation of the process based on accurate information.

- Continuous improvement - The practitioner believes in lifelong learning and regularly seeks ways to improve his skills and knowledge. In the context of quality - this attitude directly supports continuous assurance and improvement of service quality.

- Integrity (attitudes about the importance of integrity) - Adheres to professional ethics, does not succumb to pressure, acts transparently when working with users. In the context of

quality - integrity ensures trust in the system, which protects the quality of services and the reputation of the institution.

- Dignity (attitudes about the importance of dignity) - Respects the dignity of users and colleagues, does not belittle, does not discriminate, advocates for inclusion. In the context of quality - this attitude supports the ethical and fair provision of services, which is the basis of any quality consultation.

- Accountability - The practitioner takes responsibility for their work, results and possible mistakes - and takes steps to correct them. In the context of quality - responsibility is the foundation of the professional standard - without it, the quality assurance system cannot function.

SYSTEM SUPPORT

Knowledge – CG practitioners know:

- About specialized knowledge from different fields of activity - Practitioner knows different sectors (eg education, employment, social protection, health, human rights). In the context of system support - it enables the provision of targeted and coordinated services, as well as the referral of users to appropriate institutions.

- About multisectoral cooperation - The practitioner knows how to cooperate with institutions (schools, centers for social work, employment services, NGOs, youth organizations). In the context of system support - the horizontal connection of the system enables better coordination of services and an integrated approach to users.

- About research on young people and adults - The practitioner relies on data and research findings on the needs, attitudes and status of young people. In the context of systemic support – e.g. it enables evidence-based planning and adaptation of programs, especially in working with NEET youth and low-skilled adults.

- Relevant public policies - The practitioner knows which strategies, action plans and policies are in force (eg youth employment policy, educational reforms). In the context of system support - this knowledge enables directing work in accordance with national and local priorities and participating in the creation of policies.

- About the national outreach strategy to youth and adults (involving youth centers and NGOs for support) - The practitioner knows how to actively seek out and engage young people and adults, especially those from marginalized groups, through partner networks. In the context of system support, outreach strategies are crucial for increasing the availability of services and the inclusion of people who are not in formal systems or are in need of support related to learning or work.

- About services related to hard-to-employ persons - Knowledge of the needs and support mechanisms for the long-term unemployed, people with disabilities, Roma population, NEET youth, and poorly qualified. In the context of systemic support, this knowledge enables targeted inclusion and individualized support, in accordance with the principles of equality and accessibility.

- About the tools that exist in the system - The practitioner knows what digital tools, databases, instruments for assessing skills and interests exist and how they are used. In the context of system support - the integrated use of tools ensures uniformity and standardization of the quality of services at the system level.

- Where to find information - Constantly monitors new information, regulations, public calls, opportunities for users and changes in systems. In the context of system support - an informed practitioner is a resource for users, as he/she can direct them to existing opportunities in a timely and accurate manner.

- About the education and employment system - The practitioner knows the structure of the education system (secondary schools, colleges, qualifications, modular training), as well as the labor market. In the context of system support - this knowledge is the basis for relevant and realistic counseling of users and the creation of realistic career plans.

- About legislation, strategic documents - Knows which national and international strategies and laws regulate work with young people, employment, education, inclusion. In the context of system support - it enables the practitioner to act within the system, but also to influence its development, through advocacy and proposing measures.

Skills – CG practitioners are able to:

- Apply the culture of correspondence - The practitioner knows how to communicate professionally (via e-mail, letters, reports). In the context of system support - clear and formal communication builds trust between institutions and ensures transparency of cooperation.

- Negotiate - Ability to reach agreements and balance interests with different actors. In the context of system support - negotiation is key to mobilizing resources, defining partnerships and finding joint solutions.

- Lead dialogue with quality - Openness for a reasoned exchange of opinions, respect for the interlocutor, willingness to compromise. In the context of systemic support - a culture of dialogue builds healthy relationships with institutions and the community, which is the foundation for long-term cooperation.

- Present work, activities and ideas - Practitioner knows how to clearly and effectively present projects, results and proposals. In the context of system support - visibility of work increases support, understanding and involvement of other actors.

- Animate all social partners, actors and the like - Ability to motivate, connect and activate all relevant participants (schools, NGOs, employment services, local governments). In the context of systemic support - the participation of several sectors provides synergy and a comprehensive approach to career guidance.

- Apply strategic planning - Ability to plan long-term activities, set goals, set priorities and measures of success. In the context of system support - this skill enables focused and sustainable development of programs and partnerships.

- Support system development - Involvement in the development and improvement of procedures, tools, methodologies and standards. In the context of system support - this skill makes the practitioner an active builder of the system, not just a user.

- Apply financial literacy - Understanding of budgeting, financial planning and asset management (eg in projects). In the context of system support - efficient use of resources enables sustainability and quality of services.

- Apply digital tools - Effective use of software solutions, platforms for learning, e-communication, databases. In the context of system support - digital skills enable more efficient connection with the system and access to a wider range of users.

- Network - The practitioner actively builds contacts with institutions, organizations and colleagues, and participates in professional networks. In the context of system support - networking creates a permanent basis for the exchange of information, resources and practices.

- Seek and receive support - The practitioner knows where and how to seek technical, institutional or financial support. In the context of system support - this skill provides the resources needed to maintain and improve work.

- Monitor - Monitors the implementation of activities, uses indicators, identifies obstacles and suggests corrections. In the context of system support - monitoring is key to performance assessment, learning and accountability in the wider system.

Attitudes – CG practitioners demonstrate:

- Advocating for interdepartmental cooperation - The practitioner believes in the importance of cooperation between education, employment, social protection, health, the NGO sector, etc. As part of systemic support - this attitude drives the networking of institutions and the coordination of resources, which is crucial for sustainable and comprehensive services.

- Recognizing the importance of different social partners - The practitioner recognizes that employers, trade unions, local authorities, parents, young people and the community have key roles in career guidance. As part of systemic support - respect for all actors contributes to joint action and better guidance of young people.

- Openness to reform - Is ready to accept changes in policy, procedures, methods and system structure. As part of system support - openness enables the adaptability of the system to the needs of society and the labor market.

- Attitude about social responsibility - The practitioner sees his work as a contribution to the well-being of individuals and the community, not just as a job. As part of system support - this attitude strengthens ethics and commitment to work, which raises the quality and legitimacy of services.

- Attitude about the importance of synergy - Believes that cooperation brings better results than individual efforts. As part of system support - synergy between institutions enables more efficient work, exchange of resources and greater impact.

- Equality in action - The practitioner advocates for equal availability of services to all users, without discrimination. As part of system support - equality is the foundation of a fair system, especially in work with vulnerable groups (NEET, rural youth, people with disabilities).

- Attitude about the necessity of treating the employee as a partner - Believes that co-workers and colleagues are equal participants, whose opinions and contributions are valued. As part of system support - this attitude builds a culture of respect and motivation, which increases engagement and the quality of teamwork.

- Trust as foundation for guidance work - Believes in colleagues, institutions and processes - but also builds trust through transparent and consistent work. As part of system support - trust is the basis of functional partnerships and inter-institutional cooperation.

- Digital awareness - Openness and positive attitude towards the use of digital tools, resources and information. As part of system support - digital literacy strengthens connection with the system, enables innovation and greater availability of services.

- Valuing a collaborative work culture - The practitioner believes in teamwork, information sharing and mutual support. As part of system support - this attitude builds sustainable professional communities, which contribute to the uniformity and development of the system.

PERSONAL AND PROFESSIONAL DEVELOPMENT

Knowledge – CG practitioners know:

- About lifelong learning - Knowledge of the principles of lifelong learning and willingness to learn continuously through various formal and informal forms of education. A practitioner who cultivates this approach remains active and flexible in learning, which is a prerequisite for monitoring changes and improving work.

- About different trainings - Knowledge of different forms of professional development through education, seminars and courses. This increases the professional capacities of practitioners and contributes to the transfer of innovations and good practices into everyday work.

- About the pros and cons of artificial intelligence - Understanding how AI is used in education, employment and counseling (eg automated CV analysis, AI-based career tools), its pros and cons. The aforementioned enables the practitioner to use modern technologies but also prepare users for the digitized labor market by making them use ICT incl. AI.

- About personality psychology, developmental psychology - Understanding of individual development through different life stages and how personality affects professional choices. This helps the practitioner to adapt counseling to the individual characteristics of the user, while respecting developmental specificities.

- About distance learning - Knowledge of online learning methods and tools, including e-platforms, webinars, courses, etc., which allows the practitioner to participate in education regardless of geographical boundaries and constantly improve.

- About examples of good practice - Knowledge of successful solutions from domestic and international practice in career guidance that can be applied or adapted in the local context. Learning by example helps to innovate and increases the quality and efficiency of work.

- About channels of new knowledge - Knowledge about where and how to find the latest information: professional databases, portals, publications, networks, social platforms. This ensures a constant flow of modern information, which strengthens professional development and competence.

- About research and development - Ability to access and make use of latest research insights but also to independently or in a team research topics in the field of career guidance, collect and analyze data, and use what has been learned. A research approach leads to innovation and evidence-based work, which is key to the development of the profession.

- About new communication channels - Knowledge of the use of modern means of communication: social networks, video calls, chat applications, collaboration platforms. This

ensures more effective communication with users (especially young people), but also with colleagues and institutions.

• About assessments of guidance work - Knowledge of how to plan and lead an guidance conversation, carry out a needs analysis and plan the career development of the user. This ensures professional and high-quality management of the career counseling process, adapted to individual characteristics.

• About applications of instruments - Knowledge and use of tests, questionnaires, career portals and other tools for the assessment of skills, interests and competences, which enables more objective counseling based on valid data, and increases the credibility of the practitioner›s work.

Skills – CG practitioners are able to:

• Actively listen - Ability to listen attentively, empathetically and without interrupting the interlocutor. This is the basis of quality counseling - it builds trust and enables a deeper understanding of the user›s needs.

• Be assertive - The ability to express opinions and needs in a clear and unobtrusive way, with respect for others. It is important for communication in counseling, teamwork and intersectoral cooperation.

• Apply emotional competence - The ability to recognize and manage one›s own and other people›s emotions. It is key to empathy, conflict resolution and working with young people in sensitive situations.

• Apply social competence - The ability to navigate social situations, understand the dynamics of relationships and appropriate behavior, which enables the establishment of quality relationships with users, colleagues and partners.

• Demonstrate resilience - Resistance to stress, ability to recover and learn from challenges. It helps the practitioner to maintain professionalism in complex and crisis situations.

• Apply continuous modernization of approaches in working with young people and adults - Adaptation of methods, language and tools to the interests and needs of the new generation, which ensures the relevance and accessibility of counseling services.

• Make use of distance learning skills - The ability to actively participate in online education and use digital tools for improvement. This enables continuous development independent of physical location, which increases flexibility.

• Coordinate and lead teamwork - Planning, motivating and directing team members towards a common goal. It is important for the role of practitioners as leaders of activities and initiatives, especially at the local level.

• Apply coaching skills - The ability to design and implement education, workshops and training. It enables the practitioner to transfer knowledge to other colleagues, users and partners.

• Apply mentoring skills - Supporting the development of others through counseling, guidance and sharing. It is important for building young advisors and developing capacities within organizations.

- Apply mediation skills - The skill of facilitating conversations and resolving conflicts between parties. It helps to maintain good relations and create a constructive atmosphere in the team or with users.

- Work under pressure - Effective functioning and decision-making in situations of time pressure, stress and challenges, which ensures stability and professionalism even in demanding circumstances.

- Defend one›s positions - Ability to clearly and argumentatively represent opinions and principles, without conflict. The aforementioned strengthens the self-confidence and authority of practitioners, especially in multi-sector discussions.

- Apply adaptability skills - Willingness to change, flexibility in approach and openness to new ways of working. It is key to sustainability in the changing context of the labor market and education.

- Apply self-awareness and self-assessment ability - In-depth understanding of one›s own values, emotions and behavior. It is the foundation of personal responsibility and professional development – it helps in authentic approach to users.

Attitudes – CG practitioners demonstrate:

- Openness to change - Being open to change means having flexibility and willingness to adapt to new knowledge, technologies, market trends and different approaches in working with clients. In career counseling, changes are frequent and inevitable - both in the labor market and in society - so the practitioner must continuously evaluate and develop his own practices.

- Enhancement and promotion of professionalism - Professionalism is reflected in a responsible, ethical and professional approach to work. Practitioners who emphasize professionalism respect ethical codes, set clear professional boundaries and advocate for the high quality of the services they provide. This includes consistent communication, respect for clients, colleagues and institutional frameworks.

- The value of setting boundaries - Rethinking boundaries means rethinking and redefining professional and personal boundaries when working with clients. This entails self-reflection regarding power relations, the role of the counselor, as well as sensitive topics such as trust, empathy and support, all to preserve professional ethics and the well-being of the client.

- Awareness about one›s limits - Self-awareness about one›s own limits - whether professional, emotional or personal - is important for preserving the quality of work and the mental health of practitioners. Acknowledging when an additional resource, supervision, or referral to another professional is needed is a sign of responsibility, not weakness.

- The importance of continuous development - The role of a career counselor requires constant learning - either through formal education, professional workshops, supervision or independent research. A practitioner who values continuous development remains relevant, competent and able to respond to the needs of modern users.

- Consistency in the process of personal development - Consistency in personal development means regularly practicing self-reflection, working on yourself and strengthening emotional intelligence. This includes recognizing one›s own values, beliefs and potential biases that may affect working with clients, as well as working to overcome them.

- Eliminating stereotypes and prejudices - Practitioners of career guidance and counseling must actively work on identifying and eliminating stereotypes and prejudices - either in their own work or at the systemic level. This includes advocating for inclusiveness, equality and fairness in access to all clients, regardless of their gender, age, race, ethnicity, disability, sexual orientation or socioeconomic status.

CODE OF ETHICS FOR CAREER GUIDANCE PRACTITIONERS IN MONTENEGRO

INTRODUCTION

The code of ethics is aligned with the code of the International Association for Education and Vocational Guidance (IAEVG - https://iaevg.com/Ethical-guidelines), but was contextualised and adapted to the needs of the context in Montenegro through extensive focus group discussions with a broad range of relevant stakeholders, from career guidance practitioners, to youth and social workers, to NGOs, social partners, and ministry representatives.

ETHICAL RESPONSIBILITIES TOWARDS CLIENTS

1. Confidentiality

Confidentiality implies the practitioner›s obligation to preserve the privacy of all information entrusted to them by the client during career guidance. This means that all client data, including information about their career goals, skills, experiences and private lives, must be protected and will not be shared without the client›s expressed consent, unless required by law. This principle is crucial for building trust between the practitioner and the client, as the client must be sure that their data will be treated with the utmost care.

2. Mutual respect for boundaries and emotions

Mutual respect for boundaries means that both practitioner and client should respect emotional, physical and professional boundaries. The practitioner must be aware when it is necessary to maintain a professional distance to preserve the integrity of their relationship with the client but must also be sensitive to the client›s emotional boundaries. Respecting emotions also includes supporting clients in dealing with stress, insecurities and challenges they face in the career process.

3. Impartiality, Non-discrimination and Gender equality

Impartiality means that the career guidance practitioner must provide career guidance and counseling without favoring any client or group of clients based on own values, opinions, beliefs, or prejudices. A career guidance practitioner must act without any discrimination against clients based on gender, race, religion, ethnicity, socio-economic status, disability or any other factor. Gender equality implies that the practitioner treats all clients equally regardless of their gender or gender identification. This means that advice and support must be provided in accordance with the needs of clients, without imposing gender stereotypes or prejudices.

4. Objectivity

Objectivity implies an approach in which the practitioner bases advice and recommendations on facts, relevant data and research, and not on own beliefs or emotions. Objectivity makes it possible to provide clients with the most relevant advice in accordance with their real capabilities, needs and goals. This means that the practitioner will at all times make decisions based on what is best for the client and not for personal reasons.

5. Commitment

Commitment means that the practitioner shows complete commitment to the well-being of clients. This means that the practitioner is willing to invest time and effort to help clients achieve their career goals. Commitment also means that the practitioner will be continuously available, answering questions and providing support whenever needed, always in the best interest of the client.

6. Preparedness

Preparedness means that the practitioner must be thoroughly prepared for each client meeting, with clearly defined goals and plans. This implies that all relevant data, tools and information are available before the consultation begins. Preparedness also includes constant monitoring of the latest research and techniques in the field of career guidance to ensure the quality and up-to-dateness of the services provided. Preparedness also means to be ready to share transparently working methods, limitations and opportunities of services offered.

7. Empathy and support

Empathy implies the practitioner›s ability to put themselves in the client›s position, understand the client's feelings and experiences, and provide emotional support. It also involves active listening and providing a safe space for clients to express their thoughts and feelings. Empathy enables the practitioner to better understand the challenges the client faces and provide them with the necessary support for career development.

8. Avoiding conflicts of interest

A career guidance practitioner must avoid situations where interest could affect professional objectivity or could call into question the ability to provide the best possible advice to clients. Conflicts of interest may arise if the practitioner is affiliated with a particular employer or organization and uses their position for personal gain at the expense of the client. The practitioner must be transparent about potential conflicts of interest and take steps to avoid them.

9. Integrity

Integrity implies that the practitioner always acts in accordance with high ethical standards, honestly and responsibly. This means that the practitioner is consistent in their actions, behaves in accordance with his own values and respects ethical guidelines, even when it may be difficult or uncomfortable. Integrity also means that the practitioner will communicate clearly with clients, be transparent about their methods and always act in the client›s best interest.

10. Work and Professional Ethics

Work ethic implies diligence, respect for deadlines and constant striving for quality. A practitioner with a good work ethic demonstrates their commitment to clients, the organization and the profession by providing services at the highest level.

Professional ethics means respecting all professional standards and codes of conduct within career guidance. This also includes respecting colleagues, reporting all relevant information and maintaining ethical integrity in all aspects of professional life.

11. Work with the client, not for the client

This principle means that the career guidance practitioner should not make decisions for the client, but support the client in the process of making their own informed decisions. The practitioner should be a guide, not an authoritarian figure, and help clients develop their abilities and careers and to make independent decisions and take responsibility for their own careers.

ATTITUDES TOWARDS COLLEAGUES AND PROFESSIONAL ASSOCIATES

1. Appreciation and respect

Uvažavanje i poštovanje među kolegama i stručnim saradnicima ključno je za izgradnju zdravih i profesionalnih odnosa u radnom okruženju. Praktičar karijernog vođenja treba da pokazuje poštovanje prema različitim mišljenjima, iskustvima i stručnostima svojih kolega, što doprinosi timskom duhu i omogućava efikasnu saradnju. Uvažavanje znači prepoznavanje vrijednosti svakog pojedinca, bez obzira na njegovu ulogu u timu ili organizaciji, te omogućavanje prostor za slobodnu razmjenu ideja i resursa.

2. Avoiding jealousy and rivalry

Jealousy and rivalry can seriously damage team dynamics and productivity. A practitioner of career guidance should distance themselves from such negative feelings, because they can reduce the quality of interpersonal relations and cooperation. Taking steps to deal with such feelings like through supervision, is an important responsibility to fulfil this value. Instead, positive competition should be fostered, in which they mutually support and motivate each other towards common goals. All team members should be aware that their professional achievements are measured through joint progress and not through individual achievements.

3. Avoiding judgment

Avoiding judgment means that the practitioner does not make premature or negative conclusions about their colleagues or associates. Each person brings unique values and experiences to the team, and instead of criticism, constructive feedback should be nurtured and help each other grow and improve. Judgment creates an atmosphere of insecurity and reduces team effectiveness, while support and understanding encourage creativity and productivity.

4. Synergy

Synergy implies working in a team where the overall result is not just the sum of individual contributions, but something more - an effect achieved through joint work and directing resources, ideas and experiences towards a common goal. Career guidance practitioners should recognize the power of teamwork and foster synergy in their environment, which can lead to greater and more effective results than would be the case if everyone worked independently.

5. Openness to cooperation

Openness to cooperation means the willingness to work with colleagues and experts from other fields in order to achieve common goals. A career guidance practitioner should be ready to share their knowledge, experiences and resources, and to accept the ideas of others who can bring new perspectives. Open cooperation enables the exchange of innovative ideas and the development of new strategies that can improve the quality of services we provide to clients.

6. Benevolence

Benevolence means having a sincere desire to help others, without any ulterior motives. A career guidance practitioner should approach colleagues and associates with a positive and constructive attitude to support their professional development. Benevolence helps build trust and helps create an environment where all team members feel valued and motivated.

7. Selflessness in sharing information

Career guidance practitioners should selflessly share information and resources with colleagues. This implies openness in communication, as well as a willingness to help colleagues in solving the challenges they face. Sharing information helps colleagues work more efficiently, learn from others and develop their skills. Selflessness in sharing fosters team cohesion and contributes to joint success.

8. Appreciation of diversity

Appreciating diversity means recognizing and accepting the different cultures, opinions, experiences, work styles and personal characteristics that each individual brings to the work environment. A career guidance practitioner should oppose any kind of discrimination and actively contribute to the creation of an inclusive work environment. Diversity is valuable because it enriches the team and enables more creative and innovative approaches in working with clients.

9. Avoidance of conflict

Avoiding conflicts means working to build harmonious relationships with colleagues and professional associates. Conflicts can happen, but the practitioner should recognize the early signs of disagreements and actively work to overcome them through open communication and compromise. Conflicts can damage the working atmosphere and affect the quality of work, while the constructive resolution of conflicts is an opportunity to strengthen interpersonal relations and the professional environment.

10. Integrity and independence

Integrity and independence imply that the practitioner of career guidance acts in accordance with their principles and professional ethical standards, regardless of pressures or external influences. This means that they will always make decisions based on objective information and in the best interest of their clients, regardless of the interests of other people or organizations. Independence means that the practitioner will not allow external factors to influence the quality of their advice and work.

11. Openness to cooperation in providing assistance

Openness to collaboration means being willing to collaborate with colleagues and other professionals to provide better and more comprehensive support to clients. A career guidance practitioner should be ready to seek help when needed and always have a common goal in mind – the best interests of the client. This also implies the willingness to cooperate with other experts, such as psychologists, pedagogues, sociologists or managers, to provide the most complete support to clients.

RELATIONSHIPS WITH LEVELS OF MANAGEMENT, EMPLOYERS, COMMUNITY AGENCIES AND COMMUNITY MEMBERS

1. Availability

The availability of a career guidance practitioner implies their willingness to be present and engaged whenever necessary, whether it is communication with employers, colleagues, agencies or community members. This means that the practitioner must be available for consultation, support, guidance and counseling in accordance with the needs and interests of all parties. Also, availability implies responding to questions and needs in a reasonable period of time, thus maintaining a professional relationship based on trust and responsibility.

2. Information

A career guidance practitioner should be well informed about relevant laws, regulations, labor market and industry developments to provide accurate and up-to-date information to clients, employers, and community members. It also means she/he must maintain a professional network, keep up with the latest developments/research in career guidance, and engage in continuing education to be ready to provide the best possible service and support. Being informed contributes to greater trust and efficiency in communication with all involved parties.

3. Work in accordance with the law

A career guidance practitioner must act in accordance with all relevant laws and regulations related to career guidance, labor law, data protection and other legal aspects. This implies adherence to legislative frameworks to ensure the legality of all activities undertaken. Working in accordance with the law creates trust and security among all parties, including employers, agencies and community members.

4. Transparency

Transparency means clarity in communication and actions taken by the practitioner, as well as openness in relation to the methods and goals of the work. The practitioner should communicate clearly with all relevant parties (employers, community members, agencies) regarding their work, goals, processes and expectations. Transparency also involves the open exchange of information within confidentiality and legal frameworks, thereby increasing trust and reducing the risk of misunderstandings or disagreements.

5. Avoiding conflicts of interest

The practitioner must be aware of the potential for conflicts of interest that may arise during professional relationships with various parties (employers, agencies, community members). Conflicts of interest can impair objectivity and integrity, and it is therefore important for the practitioner to recognize and avoid such situations. This means that they will always act in the best interest of their clients, without favoring other interests or benefits that could jeopardize professional impartiality and ethical work.

6. Independence

The independence of a career guidance practitioner implies that he/she acts without external pressure or influence regarding the decisions he/she makes. This means that the practitioner must be unaffiliated with political, business or any other interests that could compromise their ability to provide objective and impartial advice. Independence allows for a high level of trust from all parties and ensures that advice is based on the expertise and interest of the client and not on personal or outside interests.

7. Consistent compliance with regulations on confidentiality and personal data protection

Protection of personal data is a key responsibility of career guidance practitioners. Consistent compliance with privacy and data protection regulations means that the practitioner must comply with privacy and data protection laws (in the EU or relevant law in other regions). Any information about clients, employers or any other party must be protected and stored in accordance with legislation. Also, the practitioner is responsible for informing all parties of their rights in relation to data protection.

8. Openness to cooperation and assistance

The practitioner should be open to cooperation with all relevant parties: employers, agencies and community members. This means active communication and a willingness to share resources, information and ideas to provide better customer service. Cooperation may include working with other professionals (such as psychologists, sociologists, pedagogues, HR experts, employment agencies, etc.) to achieve a common goal - improving the career development of clients.

9. Support to trade union colleagues in the implementation of ethical principles for the protection of confidential data

A career guidance practitioner should actively cooperate with colleagues and experts from trade unions or other professional organizations to respect ethical principles and legal regulations related to the protection of confidential data. This includes providing mutual support in maintaining the highest standards of privacy and ethical conduct, as well as ensuring that all relevant data is treated with due care and protection.

RESPONSIBILITIES TOWARDS THEORY AND RESEARCH

1. Logical structure of the process

Career guidance practitioners must structure their work and processes on a solid and clear logical basis. This means that each step in the process of career guidance and counseling must be well defined, with clearly set goals and strategies. Steps such as assessing the client›s skills, interests and values, developing career management skills or career goals and implementing action plans should be linked and based on methods that are grounded in research and theory. This approach enables clients to be provided with appropriate guidance in accordance with labor market research and the needs of various industries.

2. Responsible application of new scientific solutions

Practitioners of career guidance should responsibly apply new scientific solutions and theories in their work. This means that they should follow the latest research in the fields of psychology, sociology, pedagogy and other relevant disciplines in order to improve their methods and approaches. The application of new theoretical frameworks or research methods must be based on evidence and in accordance with ethical standards. For example, the application of new diagnostic tools to assess career interests or abilities must be responsible, with an emphasis on validity, relevance and usability in practice.

3. Indiscriminateness

A career practitioner should not select or favor only certain data or clients based on personal preferences or stereotypes. Each person should be treated with respect, and all relevant information should be considered in the guidance process. For example, in the process of supporting clients in identifying career goals, the practitioner should not selectively choose only those opportunities that are consistent with their own opinion but should first help the client identify their own priorities and provide the client with a wider range of options based on research and relevant data.

4. Respect for research standards

Career guidance practitioners must respect scientific standards when using research findings and theories in their work. This includes using valid, reliable and ethically accepted tools to assess career abilities and interests, as well as ensuring that any data they collect about clients is used

in accordance with relevant legislation and best practice. The standards also include ethical guidelines on the confidentiality and protection of client data, as well as procedures that enable accurate and fair assessments without bias.

5. Ethical attitude towards respondents

Career guidance practitioners have an obligation to treat their clients with respect, protection and attention to their needs and interests. An ethical relationship involves securing informed consent from clients before any data about their career preferences, values or psychological characteristics is collected. Also, practitioners must be transparent about how the data will be used and ensure that the client is informed about all aspects of the process. For example, all interventions and recommendations should be based on well-designed research and relevant data, and designed to serve the best interests of the client.

6. Ethical application of AI

Given the increasing application of artificial intelligence (AI) in various aspects of career guidance, from evaluating candidates to predicting career trajectories, practitioners must ensure that AI tools are applied in accordance with a code of ethics. This includes transparency about how AI is used, ensuring that algorithms do not contain discriminatory biases, and protecting the privacy of customer data. Practitioners should be responsible for the use of AI in the context of career guidance, to avoid wrong or unfair decisions that could negatively affect the client›s career development. A code of ethics for the application of AI in career guidance may include guidelines on the validation of algorithms, monitoring of results and constant review of their application.

RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND DEVELOPMENT

1. Willingness to improve

Career guidance practitioners must be constantly ready to improve their skills and knowledge. Professional development is not a one-time process; it lasts throughout a career. This includes actively seeking new educational opportunities, participating in workshops, seminars and trainings, as well as following new trends in the field of career guidance and counseling, work psychology and other relevant areas. Willingness to improve means being open to new ideas, methods and approaches, thereby ensuring the quality of services provided to clients.

2. Responsibility for oneself and others

Career guidance practitioners have a responsibility not only for their own professional development, but also for the development of others, including colleagues and clients. This implies that they practice self-reflection and recognize their own weaknesses and areas for improvement. Also, they should be aware of their role in teaching and mentoring others and provide them with resources and support for their professional development. Accountability to oneself includes constantly monitoring one›s practice and ensuring that one can provide quality, up-to-date services, while accountability to others includes mentoring and sharing knowledge.

3. Learning in accordance with scientifically based and verified knowledge

Career guidance practitioners must use scientifically based methods and proven knowledge when providing services to their clients. This means that they are based on empirical research and theories that are supported by evidence and have a wide application in practice. Using methods and tools that are not supported by research can lead to inaccurate assessments or ineffective interventions. Thus, career practitioners must stay abreast of the latest scientific research and theories to ensure that their practices and tools are the freshest, safest, and most effective. This links to the requirement for continuous learning.

4. Equal chances for development and advancement

Career guidance practitioners should provide equal opportunities to all clients for career development and advancement. This implies work on removing obstacles that may exist due to social, economic, cultural or other factors. Clients should be helped to recognize and overcome challenges, regardless of their gender, ethnicity, socio-economic status or other identities. The practitioner must work to ensure fair opportunities for all clients, encouraging career development and advancement without discrimination or prejudice.

5. Working on your own prejudices and stereotypes

All career guidance practitioners must be aware of their own prejudices and stereotypes, and actively work to reduce and eliminate them. This work is important because prejudices and stereotypes can negatively affect the ability to advise and make decisions in favor of the client. For example, preconceptions about which career paths are «suitable» for certain individuals based on their gender, age or ethnicity can interfere with objective advice and guidance. Career guidance practitioners should regularly review their attitudes, participate in diversity education and implement self-assessment techniques to minimize the impact of their biases on working with clients.