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## **Pedagogic counseling in Germany**

### **Preliminary remarks:**

There are two reasons why I'm interested in the subject of "counseling"

1. within the framework of the effectiveness of "counseling" in the context of further education as a field of research
2. in the field of professional policy and disciplinary definition against various counseling approaches

For, apart from my research work at Bremen University, I'm actively involved in an honorary capacity as president of the BV-Päd e.V.

The BV-Päd e.V. is the professional association of educational scientists. It has existed since 1977 and is the recognised professional association to represent the interests of pedagogues who have graduated with a diploma or a master's degree. The members of this professional association chiefly work engaged in the non-school area. Their fields of work comprise conceptual, managerial, teaching, research and counseling activities in fields of social work, adult education, further education, health, knowledge-based services and industry. The association represents the interests of the as yet "young" profession - which developed within the framework of educational reform and expansion - via public relations, statements, counseling, coaching and networking. On the basis of a dialogue between science and practice, it promotes the exchange and discussion with possibilities, quality standards and limits of learning including its terms of reference. The association publishes a periodical: Journal for Science and Practice in Pedagogic Professions: "The Pedagogical View". As an association managed on an honorary basis, it is not profit-orientated. It seeks to inform realistically and fairly to safeguard the professional interests of its members and support the profession. By way of public relations and counseling, it counters cliches and stereotypes on pedagogues. In order to offer, in particular, students and graduates information and orientation on entering their profession and embarking on their career, the association offers - apart from further training and activities at the respective university sites - a comprehensive counseling and networking range. One field of work for graduate pedagogues is "counseling". However, counseling is hard to conceive of as a cross-section activity. In Germany, there are interdisciplinary

research links but there is no “basic” university training courses. This will possibly change within the framework of the transformation of German university course systems - in accordance with the Bologna Declaration - so as to develop into a Bachelor/Master structure.

**Structure:**

1. Fields of application
2. Evaluation
3. Trends
4. “Pedagogic Counseling”

**1. Fields of application**

Counseling is booming in today’s “knowledge-oriented society” - in Germany as well: there is an ever-increasing demand for counseling services to be provided for a variety of groups. Educational scientists too often operate in this field - frequently on a freelance basis. However, educators are apparently perceived as a somewhat marginal group within the wide range of counseling academics like business administrators, engineers, lawyers, psychologists, social scientists, to name but a few. There are no precise figures because the counseling market on the whole is hard to assess. In addition, educators pursue various forms and types of further training after graduating: supervision, psychotherapy, organisation counseling etc., in which case these counselors are rarely labelled “educators”. The public perceive them as supervisors, counselors, coaches etc., which is why it is difficult to compile appropriate statistics<sup>1</sup>. However, with their specific competencies in the fields of teaching and learning, educators appear to be highly qualified for the above fields.

Trying to provide a systematic introduction to this area appears well-nigh impossible because this field of work is so complex, heterogeneous and diversified that even the relevant manuals confine themselves to certain fields of counseling, with the result that a general theory of “educational counseling” does not yet exist. In Germany, we are now able to make use of a manual (the first German manual of its kind, published in August 2004): Nestmann/Engel/Sieckendik (ed.): Handbook of Counseling,

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<sup>1</sup> In a survey (N=201) about the working fields of members of the national association of Diplom-Pädagoginnen and Diplom-Pädagogen e.V. (BV-Päd.) in 1995, 10% stated that they worked in the field of “Counseling and Therapy”.

Volume 1: Disciplines and Approaches, and Volume 2: Approaches, Methods and Fields. German Society for Behavioural Therapy (DGVT), Tübingen.

However, this manual is not a textbook/teachingbook; it does not analyse cases but provides an introduction into the relevant fields of counseling from the perspective of the authors concerned, who were selected by the German Society for Behavioural Therapy. What is more, it appears hardly possible any more to keep up with current developments. No sooner have publications appeared than there are again new forms of specialisation and prospects of professionalisation with regard to amendments of the law, e.g. the new child law, or innovations in the field of medical technology, e.g. genetic counseling.

Very topical at the moment: As part of the welfare reforms taking place in Germany, job market and social services are being integrated, which means that, among other things, unemployment and supplementary benefits are being combined. You may have heard of it under the name of Hartz IV. So-called “job centres” will be set up where “case management” will be anchored as a core function in order to group competencies. The aim here is to establish a service which is rendered in cooperation (client/counselor). It is no longer the administrative handling of a case, e.g. payment of claims, which will be in the centre but a concept of counseling orientated on the potential of the individual.

Back to the overview [see Handout]:

I propose to provide you with a synopsis (PP transparency) by means of which I will try to provide an overview<sup>2</sup>. By this means it will also be possible to provide a framework of definitions. To complete this synopsis by including degrees of distribution and professional associations would be an impossible undertaking at this juncture. For instance, in Germany, there are 1200 educational and family counseling centres, which might be the largest section in which educators might be employed.

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<sup>2</sup> Here I would like to thank two colleagues: Dr. Bettina Thöne-Geyer, she was one of my colleagues while writing my doctoral thesis and we are connected by this field, we prepared seminars together and published on this topic, and Dr. Prof. Hellmuth Metz-Göckel, who made substantial contributions concerning the definitions and with whom I am in constant contact.

In view of the confusing multiplicity of meanings of terms for different fields, e.g. supervision and coaching this strikes me as particularly important. However, there is method in this terminological confusion in that it helps “counselors” to enlarge their range of services on offer and with it, the number of their prospective clients. Thus traditionally trained supervisors hope to find new fields of operation or clients respectively in the field of organisation counseling although they lack field and experience competencies (supervision boomed in Germany in the 1980s, the German Supervision Society grew rapidly and many educators underwent training schemes recognised by DGSV. As a result, there are great many graduates now operating in the market).

All together, all the forms of counseling listed here are “measures of intervention”, which start off with experience and behaviour and are applied in the interaction between assistant/counselor and help -seeker/client. Their functions are to prevent, treat and rehabilitate modes of experience and behaviour which deviate (or are at least seen to be deviating) from some norm (e.g. health) or are regarded as “capable of improvement” or “requiring improvement” in accordance to a particular criterion. Every therapy or form of counseling is based on a model of a process of education or development. Learning forms the centre (cf. Fatzer 2000). Counseling is understood as a form of social interaction in the course of which a competent counselor assists a person requiring counseling to solve a current or future problem. Counseling is, therefore, chiefly concerned with the maintenance of psychic health as well as the ability to learn and act, thus chiefly fulfilling a preventive function. Its general characteristics are “openness” in the sense of receptiveness for the other - which is, however, confined to the problem at hand - and acceptance, i.e. the relationship between counselor and client is based on confidence. All the literature on counseling lists the following general objectives”.

1. promoting problem-solving capabilities. The client is to be enabled to recognise conflict potential, to identify causes and to solve the conflict efficiently and with the simplest possible means.
2. Help clients to help themselves. In the counseling process, the client is not to experience his or her dependence on the counselor but to experience a reinforcement of his own problem-solving powers.

*Counseling* is related to narrowly defined situation-related and specific problems as well as comparatively few times. To put it in a nutshell: counseling is not a therapy!, although it is difficult to distinguish it precisely from “forms of therapy” (Dietrich 1991, S. 10 ff.). Rather, “counseling” and “therapy” can be understood as a continuum. Counseling is anything concerned with current difficulties and conflicts, while *psychotherapy* chiefly aims at healing, profound “reshaping of personality” and “retuning” of the person concerned because, for instance, fundamental emotional upsets and feelings of hopelessness have made it impossible for the person concerned to conduct his or her life responsibly. This requires dealing intensively and often at great length with problems/conflicts and their origins including biographical search and interpretation.

In the field of psychotherapeutics, German graduates in education are only recognised for psychotherapeutic work with children and adolescents according to the law on the professions of psychological psychotherapists and child and adolescent psychotherapists (Psychotherapist Act), i.e. not for adults. In view of the transformation of the university system, there will, as this example alone shows, have to be numerous consequential effects and legislative amendments.

Counseling is differentiated according to

- a) typical features of the client e.g. age; counseling for adolescents, adults, senior citizens or
- b) subject matter; school counseling, career counseling, vocational counseling, further education counseling or
- c) the form of organisation

Counseling can “attain professional status” in various forms in which it is practised: voluntary work, self-employment, networking, partners, franchising and fixed employment. Educational scientists frequently practise counseling in social work or educational work only as part of their professional role. Forms of counseling can also be found in society. For instance, expert opinions, systems evaluations and political counseling on complex problems provide suggestions for possible rearrangements, legal foundations etc. The overview of forms of counseling chosen by me is designed

in such a way that, on the one hand, it considers the forms of organisation in which counseling takes place (person, couple, family, group, organisation and society) and on the other hand, the aim, the focus of the form of counseling concerned. The latter are to be located between the reference points mentioned above: prevention and regeneration. "Preventive" forms of counseling can be classified under a central learning objective: orientation. With the aid of this method of counseling, clients obtain information which enables them to gain a deeper insight into their specific problems and learning assignments. If the reasons for employing a counselor are becoming less and less clearly defined, it is the motivational and interpretative processes which become more relevant. For instance, learning inhibitions are identified followed by counseling with regard to learning aids. "In didactic terms, this means that the "knowledge" or content necessary to advance learning must be brought forth in the counseling process itself." (Kraft, 1993, p. 355ff.) In order to cope with learning difficulties in a self-reflective way, attitudes and related emotions become the subject of counseling.

### **Supervision**

The focus of *supervision* is on occupational activities - not on subject matter-related difficulties, in which case further training would be required, nor on personal difficulties or general personal uncertainties, in which case a therapy would be required. As a "method", supervision is distinguished by focusing in detail on the concrete situation, which has been experienced as difficult/the scene. This scene is reconstructed in the supervision session. The observations made available by the supervisor enable the supervised person to understand aspects of his or her activity and their relations to other persons more intensively, thus enabling him or her to act more consciously. "Its incomparable power consists in enabling groups, teams and other social systems to reflect within a social context on its manifest and latent structures" (Gieseke, M. & Rappe-Gieseke, 1999, p. 664). Moreover, supervision can be labelled as a non-directive method whose approach is group-dynamic, with a minimum of structures. Its methodical approaches are: role-analysis, role-play, physical exercise and detailed case reports. It is the task of the supervisor to rationalise conscious and unconscious motives of activity within an open and confidential relationship in order to offer the supervised person these motives as possible aspects of the situation. Thus perception can be widened and it is possible

to generate a different understanding of the situation. It is from this 'additional' perception and understanding that action alternatives are developed. In this context, supervision refers to a form of counseling which, as it were, forms the link between self-experience/therapy and instructive modes of counseling. In *group supervision*, those taking part come from similar fields of work and varying types of organisation; in *team supervision*, they are members of the same organisation. The latter mode seems appropriate to support organisational development processes. According to Fatzer (2000), its application also requires competencies in the field of organisation counseling. In the field of supervision, there are - all told - a great number of publications - also with regard to the trend towards professionalisation of this "method". (German Supervision Society) There are also suggestions for a training situation (Schneider, 2000) and occupational practice (e.g. drawing up of contracts, see Buer, 1999, p. 95 ff. and Rappe-Gieseke, 1999, p. 67). By way of transcribed cases, supervision has become a "research subject" for basic communicative social research, too. (Gieseke & Rappe-Gieseke, 1997)

## **Coaching**

Coaching again is no therapy although the setting strikes the observer as similar. The differences can be found in its temporal and thematic orientation, the reference point being the occupational role. The methods of work employed by the "coach" seek to provide relief, a feedback, "sorting things out", instruction and training. "Coaching is the professionally handled, person-centred, individual counseling of people with regard to the question how they cope with their role in difficult situations." (Looss, 1999, p. 109) "As relationship qualities, we here find that strange mixture of care, challenge, nursing and looking after, confrontation, teaching and motivation to achieve something" (ib. 107) Unlike *individual supervision*, coaching does not focus on the share of self-experience but on promoting occupational achievement. The term *mentoring* is used in connection with (young, new) respondents<sup>3</sup>. Apart from promoting interpersonal abilities, coaches provide assistance to enable the respondent to develop his or her own identity (and career). The relationship between a 'junior' and an older, experienced member of the organisation is geared to provide counseling and support. (Seniority, knowledge based on experience) By way of discussions, the mentor imparts his or her experience with regard to attitudes at the

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<sup>3</sup> What is relatively new is the mentoring of students during their main course of studies due to the lack of newly qualified academics in the fields of science and engineering.

place of work in terms of achievement, culture and relationships. Those involved can also originate from another department and need not be identical with the junior's principal in order to avoid a kind of promotion orientated on self-interest.

*Mediation* has led to a new profession in a field of work which can be summed up under counseling. It is concerned with mediating between two or more parties in already existing conflicts. The aim is that, for instance with divorces and citizens' initiatives, the groups which have become "incapable" of resolving a conflict seek communicative contacts with each other so that counseling or arbitration respectively can be achieved at all. (cf. Heimannsberg & Schmidt-Lellek, 2000) The methods employed by mediation are also applied in companies (Altmann, Fiebiger & Müller, 1999)

In the field of *organisational counseling*, it is on the whole considerably more difficult to identify introductory literature on the subject. If there is any literature on this field of interest, it can be found in publications by other scientific communities - chiefly business administration (BDU, 1996; Alpers & Sattler, 1998; Scheer & Köppen, 2000) and psychology (Wimmer, R., 1992; Pütz & Kirst, 1992) - and by authors who have reproduced in varying degrees of detail their own counseling practice from the non-profit sphere (e.g. Königswieser & Exner, 1998). There are useful aids by means of check-lists on the sequence and on phases in organisational counseling in e.g. Fatzer (2000, p. 65ff.) and with regard to principles e.g. in Titscher 1997. A different approach in organisational counseling can also be seen with regard to the global objectives of "orientation" and "cure" (cf. handout) because in this way the method to be employed can be varied according to whether it is a case of organisation counseling for innovations (e.g. information technologies, Grupp 2000; Certification, "Start-ups") - or whether the company management seeks organisation counseling on account of crises (e.g. indebtedness, demotivating management culture, scarcity of promotional funds). In this field of counseling, specialisation, methods and views vary considerably. Thus, by way of a therapeutic theater (Neumann & Peters, 1996) and other "perturbations" an attempt can be made to promote "insight into the need for changes" or a rational approach based on expert reports and organisation analysis can be "marketed" as the method of choice.



Didactic approaches to organisation counseling, especially for educational institutions - approaches that have been described by way of comparison and/or evaluation on a sound theoretical basis - are still at an early stage. In this field, organisation development and counseling at schools have so far established themselves to the greatest extent (e.g. Aurin 1990; Philipp 1992; Schönis 2000). In the field of adult education, there are first analyses and theses on the specifics of pedagogical organisation counseling for institutions of further education. (by Kuchler & Schäffter 1997; Ehses & Zech 1999; Meisel 2000; DIE - German Adult Education Institute, Bonn, Dollhausen 2002) and some case studies as well as my publications on “Best Practice” in this field (Kil 2000a).

In my opinion, it can generally be said that the Anglo-American systems and backgrounds with their generalizing systems of university education of “counselors” make things less difficult than the systems found in German-language countries, and in Turkey, too, there is a “basic” course leading to a bachelor and master’s degree. Thus, in Germany (there are also examples in Austria), there are highly specialized courses on offer in the shape of academic further training, for which tuition fees have to be paid, e.g. the ‘course in supervision studies’ at the university of Kassel. At the Austrian universities of Klagenfurt, Wien, Innsbruck and Graz, there are courses in “organisation development” in the field of education, while Dortmund University offers a supplementary course in organisation psychology. I know of only one model experimental scheme, at Hamburg University, where students of education can integrate a counseling qualification in their course (Iwers-Stelljes 2003). Things are different at the so-called universities of applied science (polytechnics), where students are familiarized with the basics of counseling within the framework of their “social education” courses. Even so, it is normal practice that the proper counseling qualification is acquired after a vocational activity, with several further education institutions offering the relevant courses.

As a matter of fact, counseling is oriented on different “theories” and concepts of man, e.g. psychoanalytic, behaviouristic, in accordance with the model of cognitive-behaviourist theory, client-centered (Carl Rogers), systemic, as well as integrative approaches. Recognition of further training schemes is largely granted by professional associations, while funding and recognition are effected through

legislative arrangements (e.g. KJHG Child and Youth Support Act). The employers or, respectively, the funding bodies of the counseling agencies make the employment of counselors dependent on whether the qualifications in question are sufficient or, respectively, recognised by law. In educational counseling, family-therapeutic approaches predominate. Psychotherapy is the chief element in educational and family counseling (cf. in the handout, Educational Counseling was be placed farther down in the diagram, because educational counseling is closer to therapy). Since September 2004, at long last, there as been a “German Association for Counseling”, which proposes to advocate the systematic development of generally recognised academic standards of science-based professional counseling as well as to advance the coordination of theory and practice as well as further education (cf. DGfB, statutes/foundation meeting”.

## **2. Evaluation**

Any form of intervention should be analysed with regard to its consequences so that it is not merely justified as a “job creation scheme” or is even counterproductive, having stigmatising or addictive effects. Generally, there are three result levels that can be evaluated in the field of “counseling”: a level of competence achieved in the short term, a level of competence achieved in the long term and development impulses (cf. Hager & Hasselhorn, 2000). Forms of evaluation which met research standards and are able to register long-term effects requiring generalisation and transfer are complex and require a great deal of effort. [In this context, I am also interested in hearing how these things are handled at Bogazici University] There is little basic research in this respect in Germany, because, as I said, “counseling” is not an established subject at university and those teaching at university are themselves often engaged as counselors, so that there is a lack of comparative studies and evaluations.

However, the individual counselor can contribute to counseling being a respectable and effective discipline by way of quality assurance methods and by tying his or her work to a code of ethics in which implementation standards are likewise established. The link with professional associations also envisages supervision by colleagues as well as ongoing further training. This is where the professional associations

concerned are called upon to do their bit. It is only since December 2004 that there has been an umbrella organisation in Germany.

On account of the special features and circumstances of counseling situations, McLeod makes the following recommendations (1999, p. 495):

1. "Selecting measures that will be sensitive to all the different dimensions of client change that may occur;
2. not overburdening the client with a huge number of questionnaires to complete;
3. assessing dimensions of potential change that are consistent with the aims of the counseling that is offered; and
4. using assessment tools that are reliable and valid for the group of clients being studied."

An example of successful implementation can be found in Lukowski (2000), an expert-led group supervision among teachers of all levels and types of school. The special feature of this approach consists in the fact that the modern form of psychoanalytical work in psychotherapy was adopted for teacher supervision. In this approach to supervision, the variables of "proximity" and distance were interpreted as indicators of relationship density and of the implementation of a cooperative arrangement. These elements make "learning in relationships" possible and lead to the desired aim of professional ability and implementation of supervision. Before and after the session, participants complete a survey form, so that the observation of their learning target can be rendered possible. This survey form "only" comprises four assessments of the "real" as well as the "desired inner distance" as perceived by the participants between themselves and the supervisor as well as between themselves and the group. The supervisor likewise completes a form and, at the end of the session, makes a note on the participants' forms on whether the latter have undergone a problem-solving phase by means of an extended clarifying talk. Thus the supervisor obtains indicators on the participants' development covering several sessions. Since this evaluating procedure has been conducted over an extended period and with several groups, it is possible to gain insights about those abandoning the course as well as about the progress made in each course.

All told, there are as yet comparatively few accounts in the field of quality assurance and the evaluation of counseling (cf. on counseling: Loos 1999, p. 215; on quality experience in counseling and therapy of children: Peter 2000; or generally: Linster, Haerter & Stieglietz, 2000; a doctoral thesis on counseling training by Kunze 2003). As for myself, I would point out that I have reported on the evaluation of counseling processes in my talk. In view of the conditions of the market with its competitive environment and the increasing emancipation of clients<sup>4</sup>, it is to be hoped that further work will be done on procedures which can be pursued on an interdisciplinary basis and on “ criteria of success and failure”. What is still missing are synoptic reviews of research projects.

### **3. Trends**

#### **3.1 Learning counseling**

Learning counseling (Fuchs-Brüninghoff 2000) is concerned with counseling talks accompanying the learning process. Either the counseling elements can be integrated in the proper counseling work or they take place outside the learning process.

If counselors and trainers wish to practice counseling, they should have reviewed their own history of learning so as not to unconsciously transfer their own principles of acting and their relationship expectations to the participants. The general aims of learning counseling are:

- "- registering biographically based learning and action patterns,
- designing the actual learning process as effectively as possible,
- accompanying what was learned in the course into everyday life" (ib. p. 86).

The social and operational requirements of greater independence and own responsibility in learning and the expectation of an active learning attitude across all social groups make this counseling concept, which originated in literacy work, capable of being used in the future as well as of extension. By way of analysing biographical backgrounds, psychotherapeutic competencies on the part of the

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<sup>4</sup> Neuberger (1997, p. 6) shows that, partly, clients and counselors are determined not to work towards a successful counseling process - a kind of tacit - alliance. Rather, they purchase “scapegoats”, “accomplices”, “alibi providers”, with the counseling fee developing into “compensation for pain and suffering”.

counselor can become important. Maintaining the subject of counseling in the "learning prompt" rather than allowing it to degenerate into some kind of "life counseling" represents a specific competency of the counselor. Tools to diagnose learning and to promote self-awareness (learning accounts, learning diary) are employed in counseling practice, but they have not been tested yet.

### **3.2 Virtual and e-learning counseling**

It comes as no surprise that, under the address of [www.beratung.de](http://www.beratung.de) (counseling), the internet reveals a firm which offers virtual forms of counseling (ForGroups.com). "Web-based learning" offers organisations new ways of further training and in the exchange of communication between their employees. Here, counseling can be done online. During the chatting process, counselors intervene as moderators by contributing to discussions and feedback input, besides being available as online coaches for individual clients.

This medium can also be used to offer counselors training and further training: Thus, under [www.teamberatung.de](http://www.teamberatung.de), those involved in youth work or drug aid are enabled to carry out case counseling online. According to the provider, an online supervisor team offers round-the-clock counseling. Thus we see profound changes in counseling practice, as was the case when the telephone was first used for this purpose. Those in need of counseling receive only digital information without visual contact or speech. An evaluation study on this subject has been submitted by *Arnold (2003)*. Arnold evaluated virtual counseling offers and had them assessed by users:

1. This type of offer is booming and of mixed quality
2. It is used by "professional" providers (pro familia, providers close to churches, "agony network"= as a low-threshold initial and additional offer, especially for specific target groups and taboo subjects, in which case it is also, as a rule, free of charge. However, it is also used by "not invariably commercial" providers for advertising and canvassing purposes.
3. The quality on offer is basically comparable to "face-to-face counseling"; however, there are greater imponderables for both parties.

Quality criterion	Weighting %	Operationalization
Access	10	loading time of website profitability of internet address
Design	20	clarity of counseling site layout topicality of website
Service	10	references to links data protection program background information for user
Terms of reference	20	professionalism of counselor reaction time for answering question possibilities to establish contact
Counseling contact	40	empathy knowledge of subject matter appropriate choice of words establishment of a relationship.

### **Quality criteria of platforms for virtual counseling according to Arnold 2003**

Additional innovative forms of counseling requiring pedagogical competency result from the need to assist people in establishing networks (Jütte 2000). Furthermore, didactic-methodical counseling by providers of learning software is becoming relevant.

### **3.3 Career counseling**

According to a US American perspective, *career counseling* aims at both helping people choose a profession and at accompanying job changes which are either consciously intended or caused by dismissal, sickness or similar factors. It is especially for the second group that there is an increasing need for counseling because the "job for life" is increasingly rarely to be found and, therefore, individuals are being made more responsible for their own careers. "We are all self-employed" is one of the mottos used these days. In this context, it should be borne in mind that the term "career" comprises far more than "climbing the career ladder". Rather, by way of their personal careers, individuals express how they want to position themselves in and vis-à-vis the world. "A career is a life expression of how a person wants to-be-in-

the-world" (Hudson, 1999, p. 71). A career is, therefore, closely linked to one's self-realization. Moreover, the term "career" is not restricted to vocational acquisitive activity, but comprises everything that people do professionally and extra-professionally throughout their whole lives.

Thus, a career is an ongoing rather than linear process as seen from the perspective of the personal development of every single individual. Central elements of career counseling are: values, abilities, interests, personality and desired working conditions. In order to better determine these elements for the individual, not only are different test procedures employed (e.g. the Occupation Finder, the Strong Interest Inventory or the Myers-Briggs Type Indicator), but also narrative and/or other creative approaches are chosen (cf. e.g. Savickas 1997 and Bolles 1999). Career counseling itself is not based on a watertight theory like the Trait and Type theories, psychoanalytical/individual-psychological theories by Erikson and Adler, the work adjustment theory or the lifespan theory (cf. Sharf 1996). Training courses for career counselors are already firmly established at US universities and last about two years.

### **3.4 Case management**

One component of the current German welfare reforms - which have become known under the name of Hartz IV - is to integrate labour-market and welfare-relevant services, i.e. integrating unemployment and social security benefits, among other things. As a result, so-called job centres are being established in which case management is to have a core function in order to concentrate responsibilities. This is being done by pursuing the claim to furnish a jointly provided service (client/counselor), which in methodological terms starts by taking into account the means of those entitled to assistance. It is no longer the administrative handling of a case (e.g. arranging for payment of a claim) which is the focal point, but a concept of counseling orientated on the possibilities of the individual. The case manager's competence profile thus comprises a professional self-awareness characterized by an underlying constructive, self-oriented attitude towards the "client" and by accordingly orienting resources (empowerment).

#### **4. Pedagogical counseling**

Counseling becomes a specifically pedagogical activity if it deals with problems of learning rather than problems of living. "This is why the guiding question - which makes all the difference - as asked by a pedagogical counselor - as opposed to that asked by a psychotherapeutic counselor, for instance, is not: How do you feel?, but rather: What do you want (or have to) learn!" (Kraft 1999, p. 354). Graduates in pedagogics are employed in all fields of the counseling scene (e.g. Buer 1999; Ehses & Zeck 1999; Meisel 2000; Pellesch, Reimers & Mutzeck 1996, to name but a few). It is especially pedagogically oriented counseling which, with the aid of basic knowledge acquired in basic sciences which can help to meet the growing demand in the field of "learning counseling", "career counseling" and "virtual and e-learning counseling". However, professional pedagogues will have to make increased efforts to highlight these competencies. Counseling will not replace education, but possibly lead to a shift in its demand components. (Antons & Götz 2000). It is to be hoped that chairs of pedagogics will be endowed in such a way that it won't be necessary to "collect" outside funds by writing expert opinions, counseling or commissioned research projects in order to win a reputation, but rather that basic research can be pursued on pedagogical counseling in future, too.

I am looking forward with great pleasure to exchanging information with you on your experience with university counseling courses.