



Daniel Hailemariam
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Touching your future!

Content

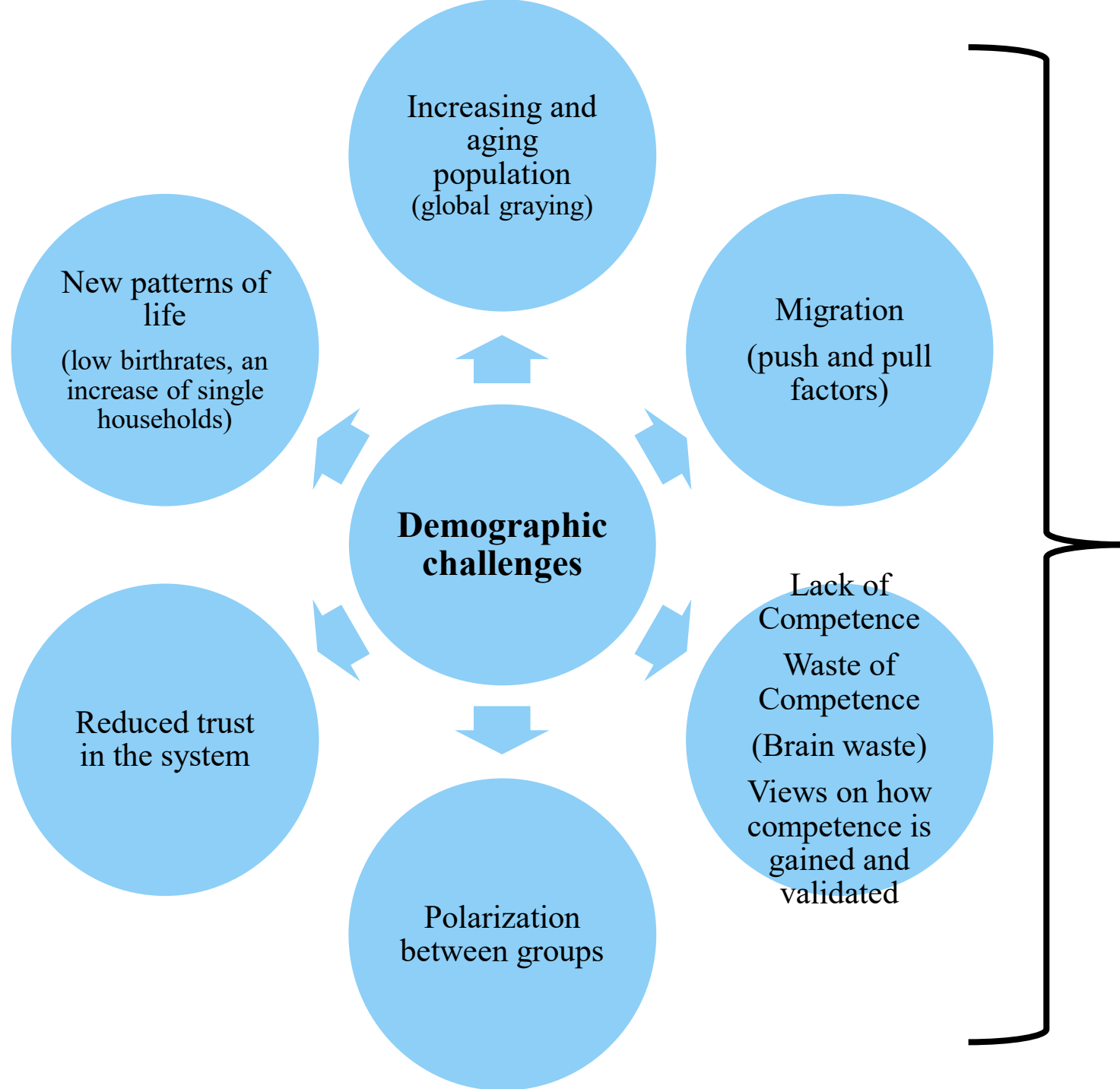
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graph LR; Content[Content] --- Demographic[Demographic Challenges]; Content --- World[Ready for a Changing World?]; Content --- Norms[Challenging Norms]; Content --- Adjusting[Adopting and Adjusting to the New];
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Demographic Challenges

Ready for a Changing World?

Challenging Norms

Adopting and Adjusting to the New



How does this affect guidance?

What will be the analysis and possible adaptation and changes?

“Those who fail to prepare, prepare to fail!”

Trends & Impacts

METATRENDS
The big picture that affects the rest
Structural forces that shape the contours of our world

Views on competence

Aging population

Globalization

Unrest in the outside world & migration

LOCAL TRENDS
How do these structural forces affect dynamics in societies
What do these forces mean in the short term & in the long term?

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RESPONSE
What should we do and how should we do it?

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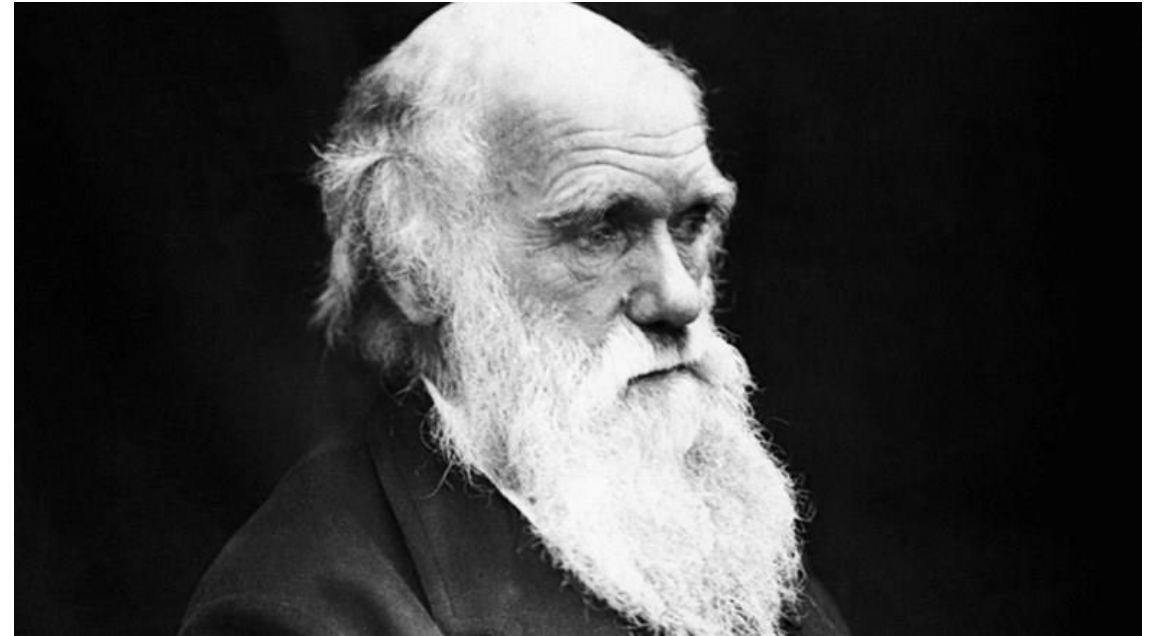


**Ready for a
changing world?**



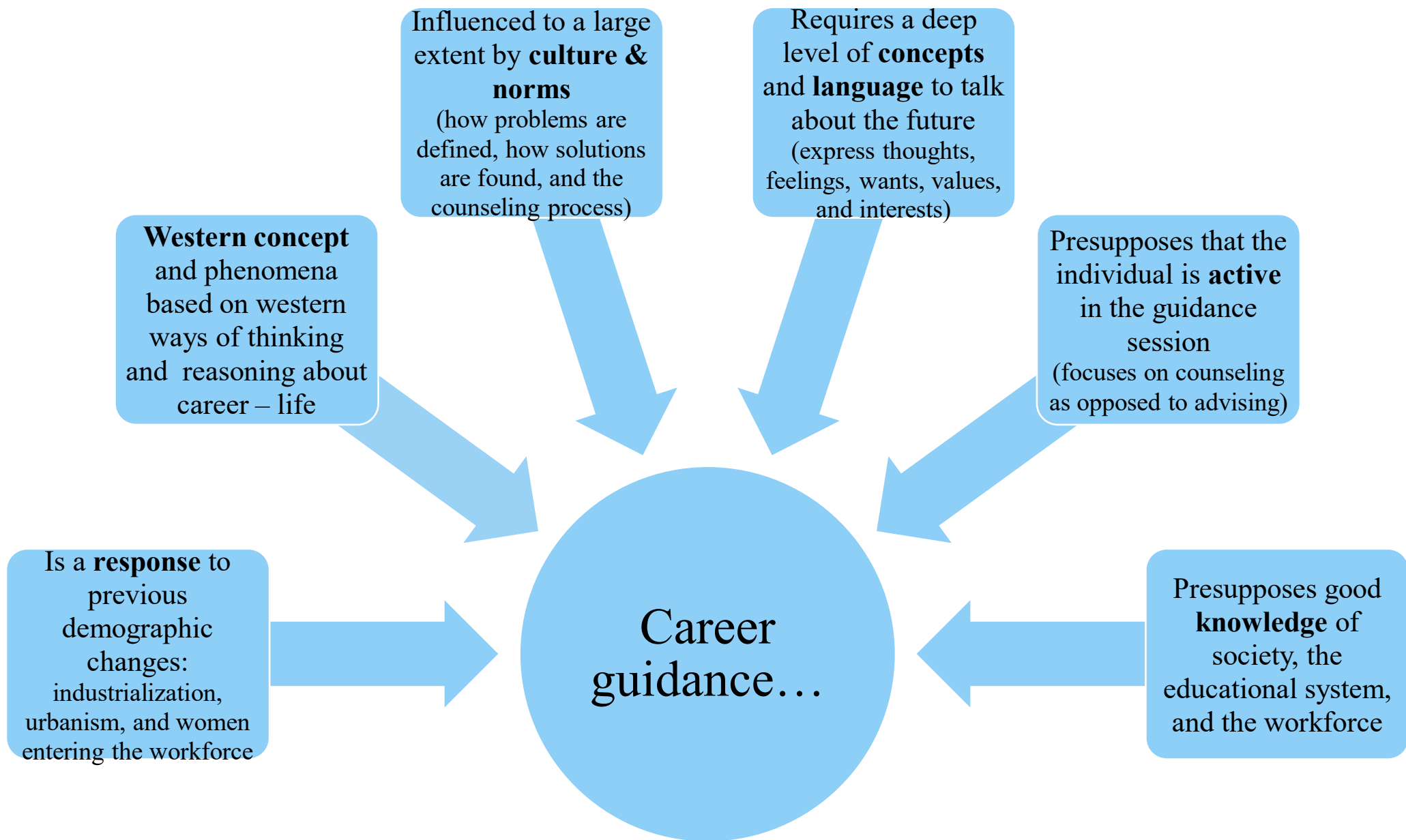
Change is adapting and adjusting to...

According to Darwin's Origin of Species, it is not the most *intellectual* and *strongest* of species that survives; but those that are able to *adapt* and *adjust* to the *changing environment* ...



Charles Darwin (1809 – 1882)

1



Career guidance needs to be defined, explained, contextualized, user-friendly, made explicit and accessible,

When “normalities” meet (guidance session)

Norms for guidance

1. Guidance a given matter – based on Western ways of thinking
2. Ask questions, the individual is regarded as an expert
3. Guide, explore what the individual wants
4. Eye contact and shake hands
5. Decisions are made by the individual – loyalty to self
6. Power balance/proximity
7. Dream job (identity giving activity)
8. What is said is important
9. Gender roles – equality

Normality for the other

1. Guidance not so well known
2. Want answers, the counselor is the expert
3. Want advice
4. Avoid eye contact – greet in different ways
5. Decisions are made in and by the group – loyalty to the group
6. Power distance
7. Bread job (identity by other means)
8. Who says it, why it is said and context matters
9. Traditional gender roles

Two disappointed individuals

Culture & Norms

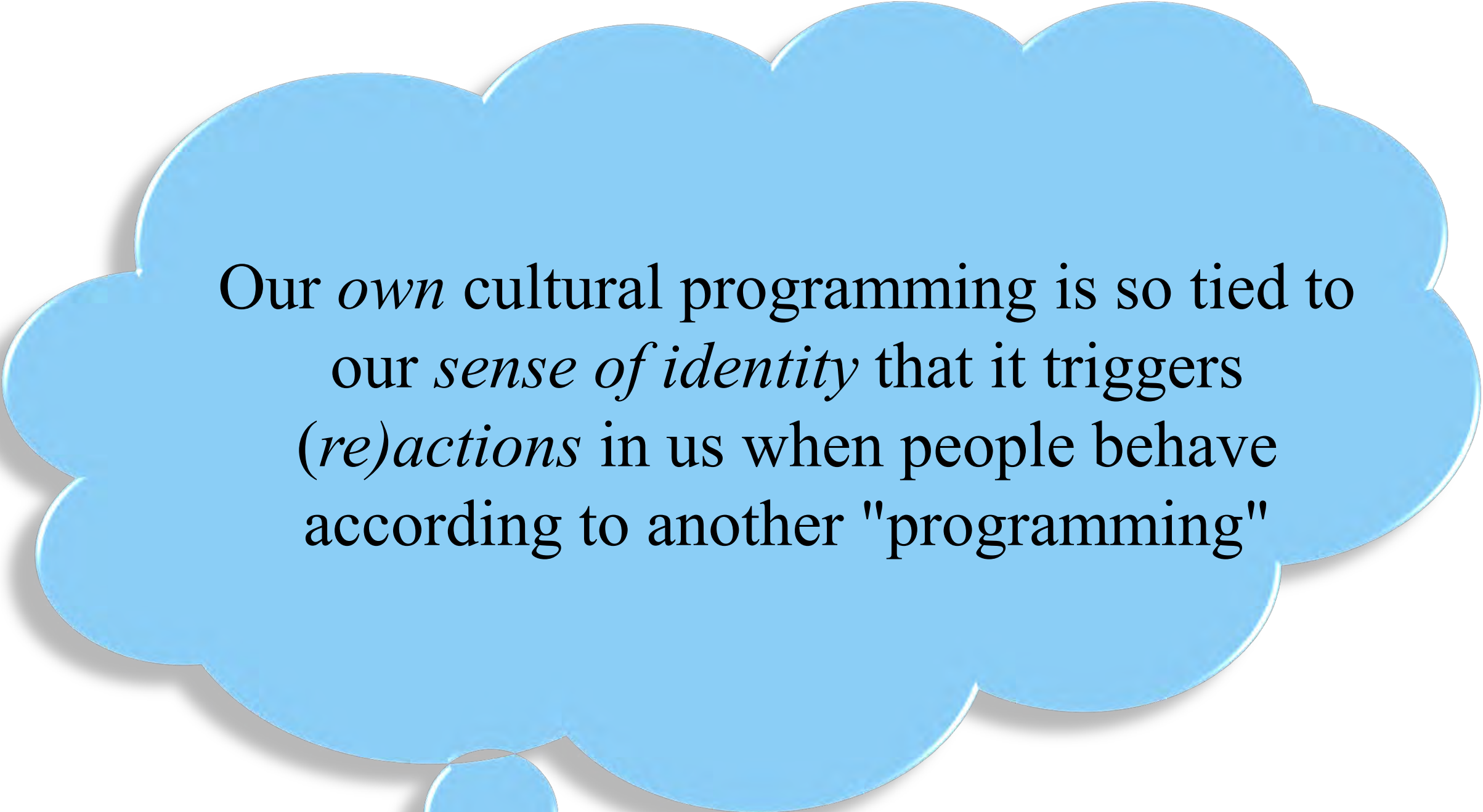
"The collective programming of the mind,"

Our "cultural glasses" affect how we view the world:

What we *accept* and what we *reject*.

What we consider as *right* and *wrong*.

What we call "*normal*" and what is outside those norms

A large, light blue thought bubble with a white outline and a drop shadow, containing text. A smaller, similar bubble is partially visible at the bottom left.

Our *own* cultural programming is so tied to our *sense of identity* that it triggers *(re)actions* in us when people behave according to another "programming"



**Cultures and norms create
Possibilities and Limitations**

Possibilities:

Make it easier for us to interact in social contexts and not "clash"
with each other (feel included)

Limitations:

Restricting people's room for interactions makes us insecure and can
make us feel left out (feel excluded)

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What is normal for
the **organization**

(Routines, structure, power,
how we perform our
services, informal leaders)

Universally normal
for everyone

What all people do
(eat, laugh, greet,
communicate, celebrate,
dance)

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3

What is normal for
the **individual**

The unique way for
the individual to do
No. 2

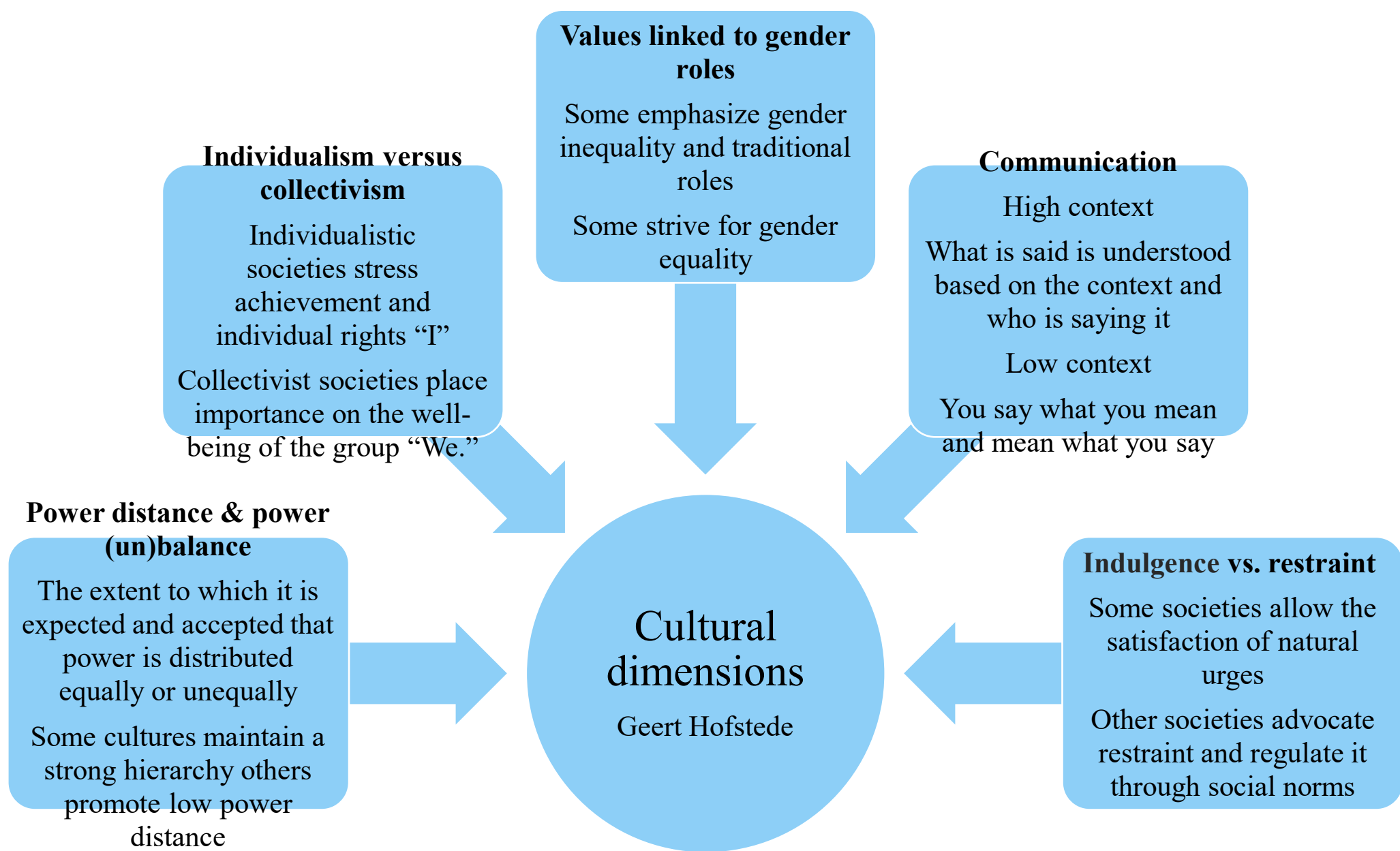
What is normal for
the **collective**, group,
context

How we do No. 1
What is shared with
the collective – the
group

2

Which one is normal?





Negotiable or non-negotiable



**Adapting and
adjusting**

Monoculturalism

Only one culture dominates

All cultures adapt to the majority culture



Multiculturalism

Cultures coexist side by side

Addressing difficulties that may arise due to differences - immigration policy

(countering exclusion)



Interculturalism

Cultures exchange experiences

The mutual influence of cultures.

Focus on inclusion and mutual understanding.

Being impacted, and enriched by diversity

Develop a critical attitude towards prejudices about others.



What is next?



Monoculturalism



Multiculturalism



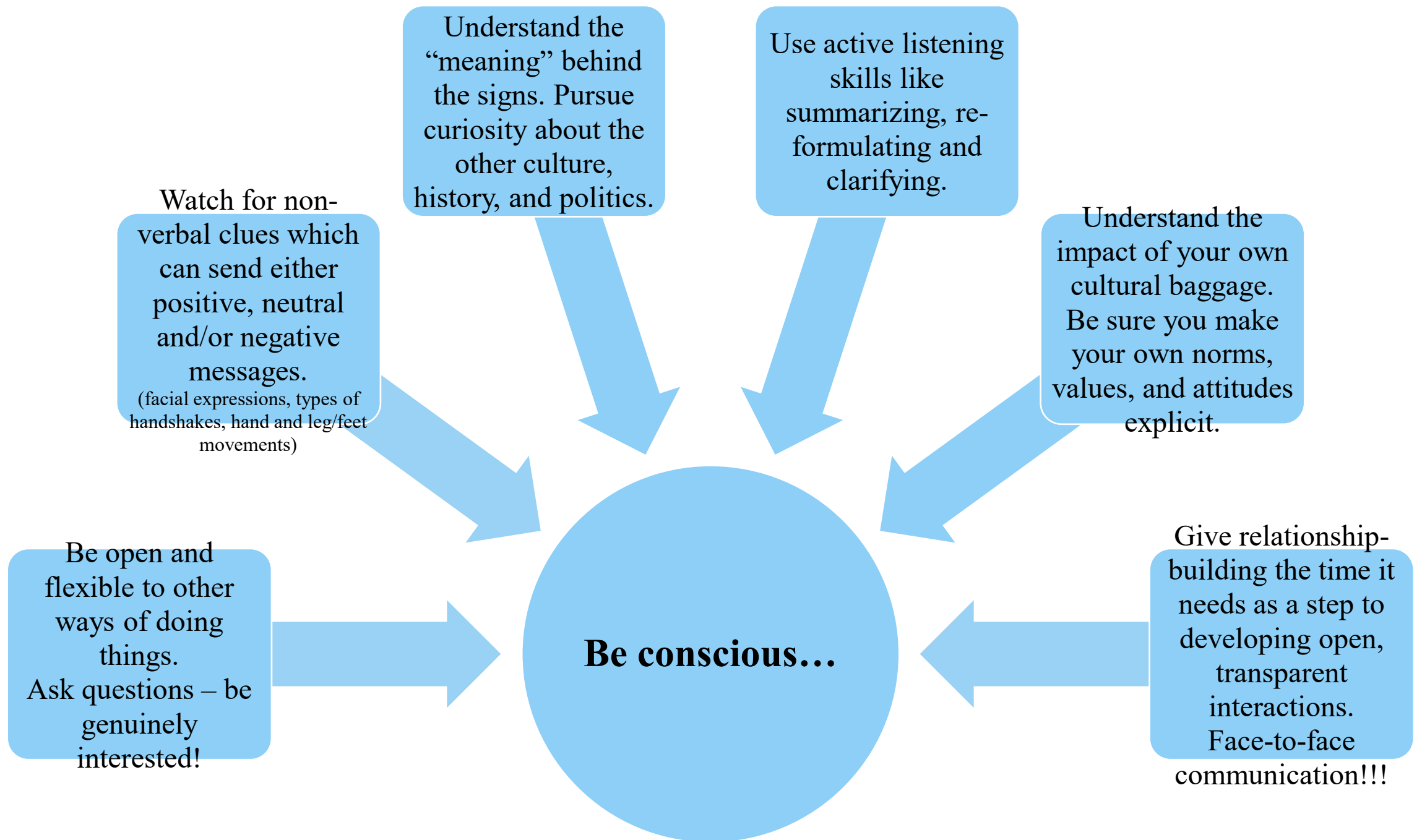
Interculturalism

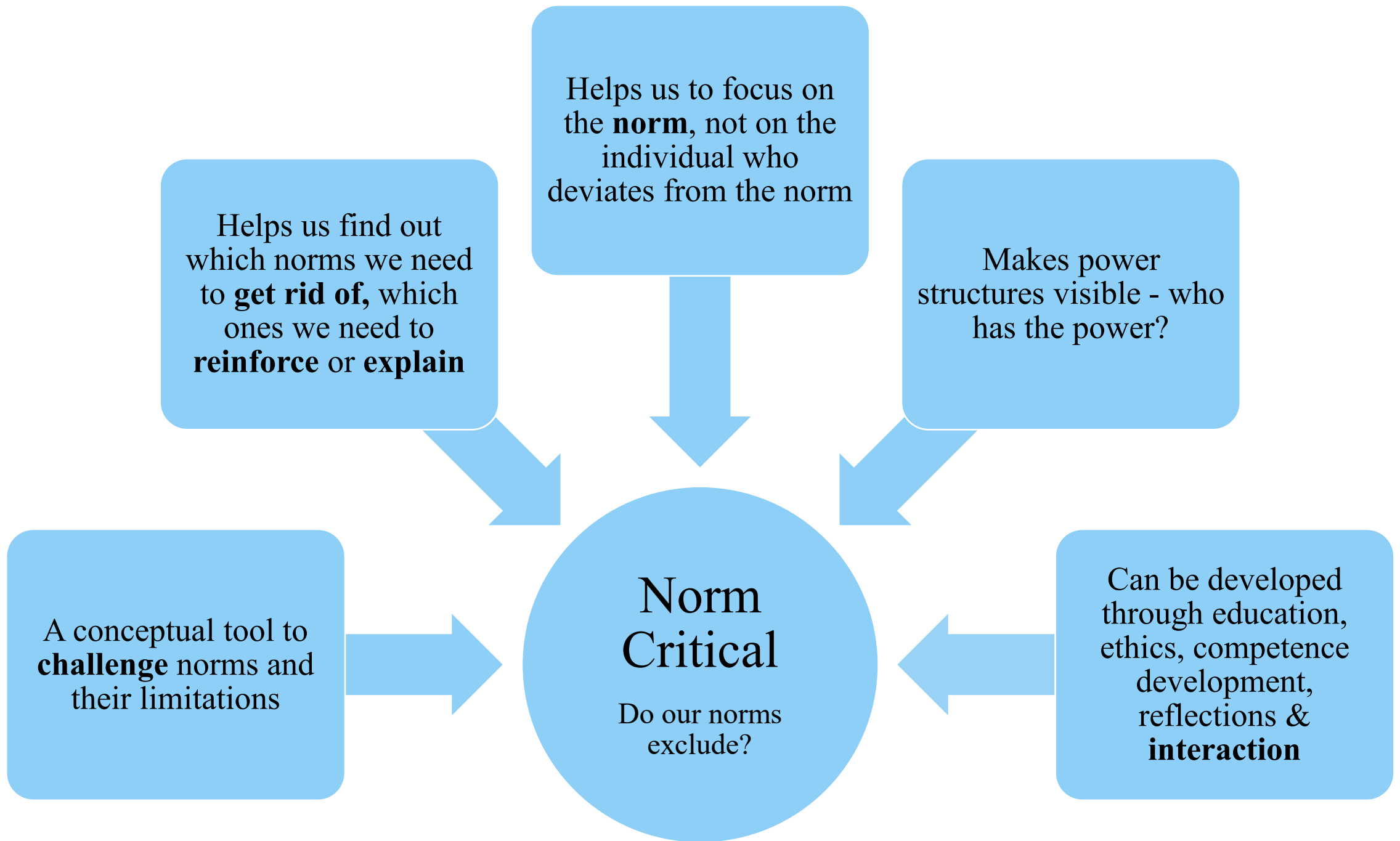
Focus on **EXPLAINING** ...

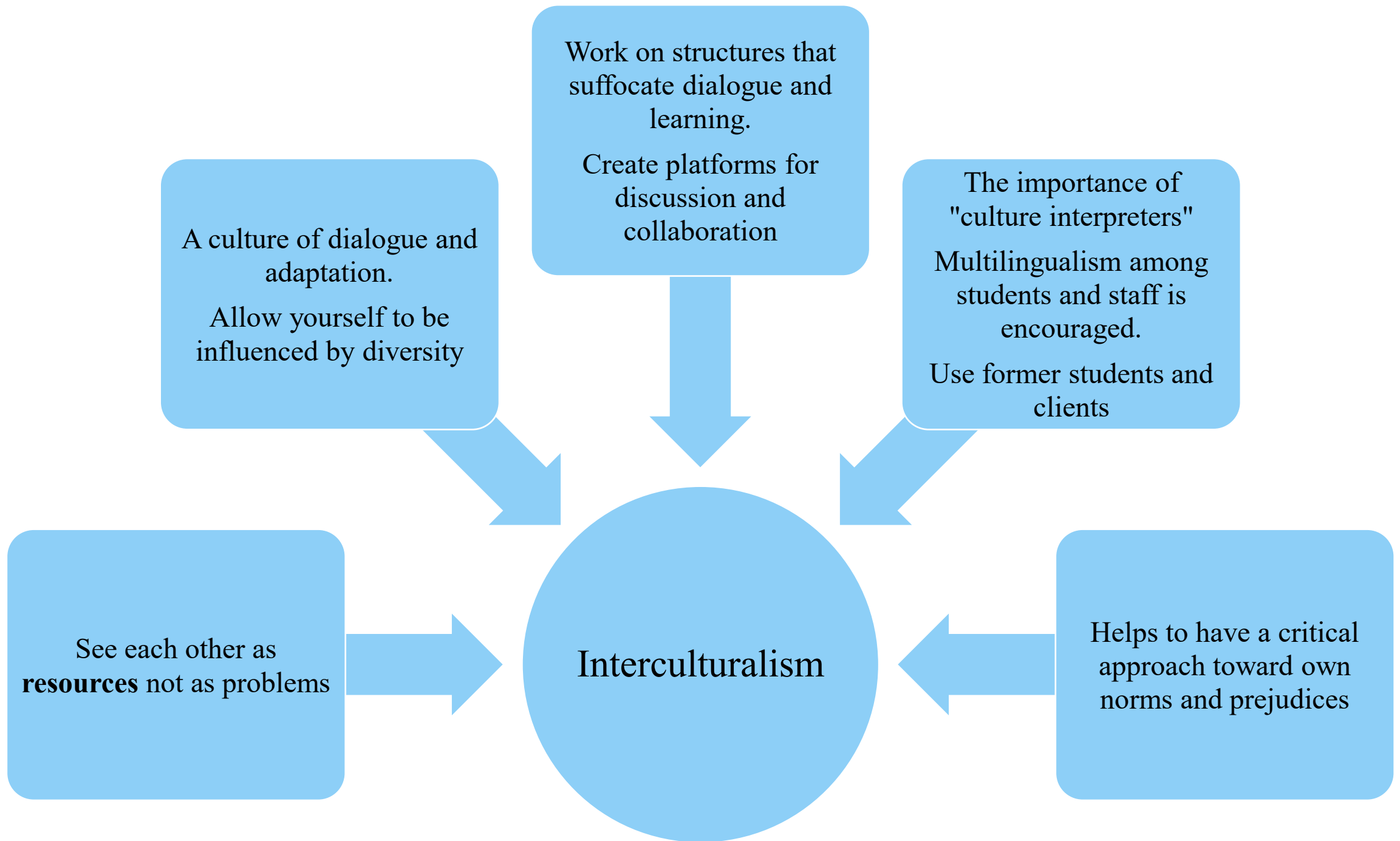
Explain the *process* and the *why* and not only on the end result or the content.

Explain *norms* that appear to be “normal” to you. Remember that norms are not shared across boundaries.

Norms need to be *defined, explained, simplified, made explicit, and challenged.*







A culture of dialogue and adaptation.
Allow yourself to be influenced by diversity

Work on structures that suffocate dialogue and learning.
Create platforms for discussion and collaboration

The importance of "culture interpreters"
Multilingualism among students and staff is encouraged.
Use former students and clients

See each other as **resources** not as problems

Interculturalism

Helps to have a critical approach toward own norms and prejudices

Work under construction...



Only one way of doing things –
one norm – one size fits all



A variety of norms



Addressing excluding and
limiting structures and norms

Summary

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graph LR; Summary[Summary] --- D[Demographic Challenges?]; Summary --- R[Ready for a Changing World?]; Summary --- C[Challenging Norms]; Summary --- A[Adopting and Adjusting to the New];
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Demographic Challenges?

What are they? What are the impacts – short and long term?

Ready for a Changing World?

Adopt and adjust to the changing society.
Don't fail to prepare!

Challenging Norms

Don't underestimate the impact of culture, norms and values. Norms can cause limitations and possibilities. We need inclusion!

Adopting and Adjusting to the New

Interculturalism. Focus on the process. Be conscious. We have more in common

Reflections & Questions





”I have learnt that people will forget what you said, people will forget what you did, but people will not forget **how you made them feel.**”

Maya Angelou
(1928 – 2014)



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