

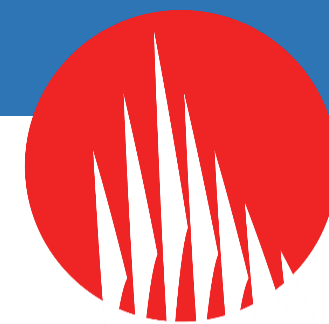
Career Management Skills

Rome

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LE.A.DE.R
LEARNING AND DECISION MAKING RESOURCES

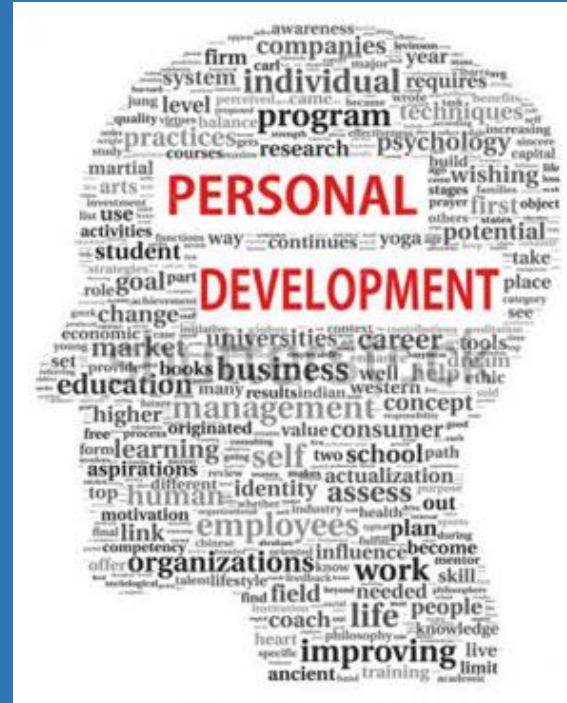
The concept of career needs to be redefined as the individual's lifelong progression in learning and in work, where work is not just about employment but includes self employment and unpaid work

The new conception argues that career management is a **process of learning and development which goes on throughout life.**

Careers are constructed rather than being chosen and this building process is, partly at least, one of

Defining Career: The context for Career Management Skills (CMS)





Career management skills is the term used to describe the **skills, attributes, attitudes and knowledge** that individuals require in order to manage their career.

CMS underpin the paradigm shift from a 'matching approach' to career to 'learning and development'.

Defining a list of career management skills is therefore of critical importance to the operationalisation of a learning paradigm

What are Career Management Skills (CMS)?

What do people need to be able to do to be effective career managers?

The International Centre for Career Development policy and Practice (ICCDPP)

Define CMS as three sets of skills:

- (i) to make transitions and transfers at critical moments in life e.g. between different levels of education, between education, training and employment, between employment and under employment etc. These skills are lifespan skills
- (ii) related to job search and job maintenance, and these are sometimes categorised as employability skills i.e. the skills required to get a job and keep it
- (iii) to plan one future (career navigation and destination skills)

These are 'future orientated skills' and complement each other
ICCDPP (2015)

Career Management Skills

Career management skills can help individuals to

Access and use effectively the full range of career management products and services at a time and place that suit their needs;

Identify opportunities to develop their learning goals and employability skills and understand how the labour market works: how to find a job; to appreciate how and why industries and individual jobs within them are changing; and what sort of skills they need to progress;

Identify how they can progress within the workplace;

Access the services they need, with partners working together to signpost them or, where appropriate, co-ordinate an integrated package of services; and

Be better able to take career decisions, to manage change and uncertainty by forward planning and to make confident choices for themselves.

Career management skills are often regarded as competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.

There have been a number of attempts to define a list of career management skills

The Blueprints

USA

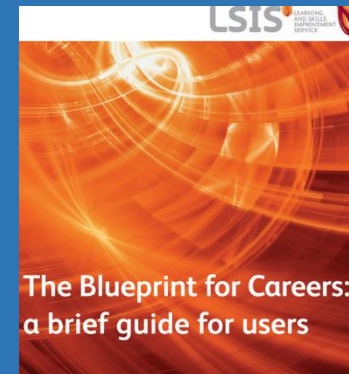
Canada

Australia

Scotland

England

Career Management Skills: The frameworks



They attempt to provide a set of career learning outcomes which can be focused upon at different times

Scottish Career Management Skills framework

Skills
Development
Scotland

Self

These competencies enable individuals to develop their sense of self within society:

- I develop and maintain a positive self-image.
- I maintain a balance that is right for me in my life, learning and work roles.
- I adapt my behaviour appropriately to fit a variety of contexts.
- I am aware of how I change and grow throughout life.
- I make positive career decisions.

Horizons

These competencies enable individuals to visualise, plan and realise their career aspirations throughout life:

- I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me.
- I know how to find and evaluate information and support to help my career development.
- I am confident in responding to and managing change within my life and work roles.
- I am creative and enterprising in the way I approach my career development.
- I identify how my life, my work, my community and my society interact.

Strengths

These competencies enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities:

- I am aware of my skills, strengths and achievements.
- I build on my strengths and achievements.
- I am confident, resilient and able to learn when things do not go well or as expected.
- I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.

Networks

These competencies enable individuals to develop relationships and networks of support:

- I interact confidently and effectively with others to build relationships.
- I use information and relationships to secure, create and maintain work.
- I develop and maintain a range of relationships that are important for my career journey.

CMS in Scotland (Skills Development Scotland (SDS))

CMS have become an integral part of all the career guidance and counselling services provided to clients and encourages them to be active agents rather than passive participants in their career

The CMS focuses on a strengths based approach which supports individuals to be motivated and more engaged

They are working with employers to integrate where CMS can support their workforce

SDS have developed online modules to support staff to understand and use CMS effectively with their clients

SDS have mapped all their resources to the CMS framework – they are used in schools, vocational education and apprenticeship education

Leader research

Findings from the first phase of the CMS Leader project

Erasmus+ KA2 – Strategic Partnerships - 2014-2017 - Project Number 2014-1-IT02-KA200-004105

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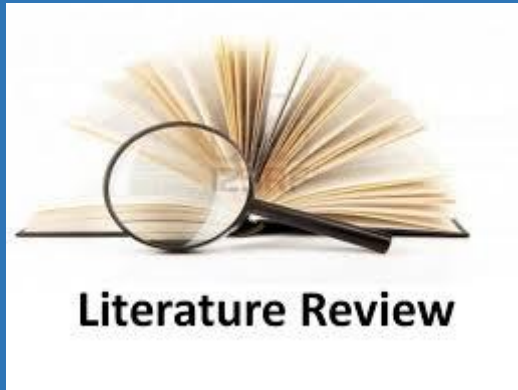


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Research methodology



Research questions

- What is the value of a European approach to CMS?
- How are CMS defined and understood?
- How can CMS be operationalised as part of the delivery of lifelong guidance services?
- What should be included within a CMS framework?
- Should CMS be assessed?
- What resources are needed to support the implementation of CMS frameworks?
- How does the social context within which an individual operates impact on

Survey

- Translated and circulated in national languages
- Circulated to stakeholders, practitioners and partners in each country
- Total number of responses = 222
- 48% of respondents worked in guidance or careers related roles
- 8% ticked 'other' and included; Economic wellbeing coordinator, facilitator, motivator, project Coordinator, school psychologist and vocational rehabilitation consultant

Response rates



Focus groups

	Number of participants
Greece	33*
Italy	17**
Romania	15
Spain	5
Turkey	35
United Kingdom	15

How is CMS understood and implemented?

- Participants from all countries agreed that CMS should be a core of lifelong learning guidance services but awareness and development of CMS frameworks varied across the six partner countries
- 54% of respondents rated their knowledge highly
- 72% thought CMS were valuable
- CMS are promoted relatively highly in schools (47%)
- Other sectors where CMS are promoted included adults in employment, adult education, universities, vocational education and training institutions
- CMS is delivered in a range of ways
 - 67% (one to one sessions)
 - 64% (group sessions)
 - 23% (online)
 - 22% (self-directed learning)

Developing a CMS framework

	Total
Awareness of their skills, strengths and achievements	190 (86%)
Knowing how to find and evaluate information and support to help their career development	175 (79%)
Awareness of how to change and grow throughout life	169 (76%)
To draw on their experiences and on formal and informal learning opportunities to inform and support their career choices	169 (76%)
To make positive career decisions	168 (76%)
To build on their strengths and achievements	167 (75%)
To understand that there is a wide variety of learning and work opportunities that they can explore and are open to them	167 (75%)
Confidence in responding to and managing change within their life and work roles	162 (73%)
Creativity and enterprise in the way they approach their career development	157 (71%)
Develop and maintain a positive self-image	153 (69%)
Maintain a balance that is right for their life, learning and work roles	154 (69%)
Adapt their behaviour appropriately to fit a variety of contexts	140 (63%)
To identify how their life, their work, their community and their society interact	136 (61%)

* Ranked list of “which of the following skills do you think should be included in a Careers Management Skills framework?” (please select ALL relevant answers) (% stated yes) (n=222)

Greece respondents...

- (i) be based on the learning outcomes approach, including the relevant knowledge, competencies and skills; and
- (ii) include a range of contextual elements to cover the implementation differences in each sector and the needs of different target groups.

In Italy, participants divided a potential CMS framework into three categories:

1. Reflexive components – definition of the goal and then feedback.
2. Proactive components – map the environment and create a plan of action, and
3. Interactive components – resources to implement the plan.

How should CMS be assessed?

	Greece	Italy	Romania	Spain	Turkey	UK
Self-assessment	X		X	X		X
Peer assessment	X			X		
Observation	X			X	X	
Structured interviews	X			X		
Assignments	X				X	
Records of Achievement	X					
Formal examinations	X					
Online Programmes	X		X		X	
Career portfolio	X				X	
Programme evaluations			X			
CPD for practitioners						X

Training and development

- 57% of respondents reported that there was no training or they were unaware of the training available for CMS
- Between 60-100% of respondents would like to have training/additional training for CMS
- The following training resources were suggested;
 - 59% career matching software
 - 55% handbooks
 - 54% career repertories and databases
 - 53% e-portfolios
 - 50% pictures, cards and videos on careers

Resources to support the implementation of CMS

	Greece	Italy	Romania	Spain	Turkey	UK
Awareness raising campaign				X		
Online portals	X		X		X	
Technical guidelines for implementation			X			
Handbooks with targeted information	X		X	X		X
Training framework	X					
Evaluation guidelines			X			
Information targeted to parents						X
Mentor development					X	X
Training around working with diverse groups including the vulnerable and socially excluded	X		X	X		X

In Spain focus group participants suggested the prioritisation of, *Resources for guidance and educational professionals to increase their awareness of CMS, of the European priority and of the importance of CMS and CMS frameworks.*

The Romanian focus group participants pointed out the need to produce technical guidelines for the support of any tools developed for the project and to provide clear objectives for evaluation and improving quality.

Greek focus group participants suggested: an integrated CMS handbook (theory and practice guide) based on a developmental approach and a CMS training framework targeted to guidance practitioners, teachers and trainers so they can be better equipped for supporting the individual acquisition of career management skills.

Useful reading and references

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Thank you

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