LE.A.DE.R

LEARNING AND DECISION MAKING RESOURCES

IMPROVING CAREER MANAGEMENT SKILLS

Models, practices and guidance resources

Handbook for practitioners

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

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Index

PART I - Introduction

The starting idea

Job search and career management will become the main future challenges for most people, at any age.

For this reason, the European lifelong guidance strategy is based on the key concept of "Career Management Skills", as a set of personal, reflective, social and digital skills needed for making and implementing career decisions and transitions.

This concept brings a shift of the traditional paradigms, moving from choosing a career to the process of lifelong career learning and lifelong career building.

Modern career services and all institutions engaged in career guidance should provide to their users not only tailored information and personal advice, but a set of learning tools, services and resources for design and managing their lifelong career pathways.

This new idea of learning Career Management Skills is pivotal for the implementation of the European Lifelong Guidance policy and of Education and Employment strategies (as highlighted by the ELGPN report in 2015) and it opens innovative ways to provide career guidance.

Career management skills refer to a whole range of competencies which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information as well as the skills to make and implement decisions and transitions.

Video introduction to CMS: https://youtu.be/39B8QIPghWs

European Lifelong Guidance Policy Network

This change will have direct implications on that career guidance services are provided, at any stage of life and within all learning environments.

There is also an increasing need for a new set of career guidance resources and tools, designed in coherence with the shared Career Management Skills framework and based on digital technologies.

Above all, it will be crucial to update and develop the key skills of career guidance practitioners and teachers for ensuring the quality and effective delivery of the new methodological framework.

The need for an international cooperation: the LE.A.DE.R project

The EU Resolution in 2008 drew attention to four priority areas:

1. Encourage the lifelong acquisition of **career management skills** (CMS);

1. Facilitate **access** for all citizens to guidance services;

1. Develop **quality assurance** in guidance provision;

1. Encourage **coordination and cooperation** among the various national, regional and local stakeholders.

Each of these priorities requires a wide involvement by the key stakeholders of career guidance systems, at any level. Since 2008, the European Lifelong Guidance Policy Network (ELGPN) produced recommendations and guidelines for policy makers, but there was also an emerging need to move theories into practice to ensure a direct impact on the users

and to make new tools and resources available.

The University of Camerino and Centro Studi Pluriversum promoted an international partnership to collect good practices and to develop innovative models and tools in this strategic field. The LE.A.DE.R - "LEarning And DEcision making Resources" is an European project funded by the Erasmus Plus Programme (KA2 – Cooperation and Innovation for Good Practices – Strategic Partnership) and it is the result of this forward-looking vision.

The LE.A.DE.R project was designed and carried out by an international consortium[1] of career guidance providers, research and higher education institutions from Italy, Romania, Spain, Greece, Turkey and the United Kingdom. The partners were engaged in research activities and in the development of new models and tools for improving the quality of career guidance.

This project promoted an European cooperation for sharing different approaches, for defining and testing a shared Career Management Skills framework and for developing guidance and training resources for school teachers and guidance practitioners.

The main aims of the LE.A.DE.R project included:

- to identify and develop teaching and learning approaches, methods and resources that effectively support the development of CMS as transversal key competences;

- to develop evaluation methods and practices that improve the quality of learning Career Management Skills;

- to test and use ICT for supporting the CMS framework.

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1   The partnership includes http://www.leaderproject.eu

This project carried out national pilot actions that were aimed at providing the professional community of career guidance practitioners with skills and useful tools to implement a CMS framework, with a coherent and consistent use of modern digital technologies and web resources.

The international team collected and tested tools and practices for boosting and widening the effective use of the CMS model in different contexts and with several target groups. This process was based on the methodology of Participatory Action Research[2], involving practitioners and teachers in the definition of the CMS framework and in the testing of tools and career guidance activities.

The implementation of a shared CMS framework changes the way to provide career guidance services and to design activities and resources; for this reason, the project focused on the skills needed by teachers and practitioners as well as developed a suitable and coherent proposal for an innovative training model with a set of digital training resources.

The results and the products of the LE.A.DE.R project are designed for supporting decision makers, guidance practitioners and coordinators, school managers and teachers to set up and to implement a CMS approach, for increasing the quality and enlarging the accessibility of career learning activities and resources. All the documents, proposals and tools elaborated by the project team are available on the project web site *www.leaderproject.eu* to foster the broadest implementation of the CMS framework across Europe.

An overview of this handbook

This handbook is the final product of the LE.A.DE.R. project

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2   Orefice P., La ricerca azione partecipativa, Liguori, Napoli, 2006

whose key aim was to set up a framework based on the concept of Career Management Skills and to collect and connect good practices and career guidance resources.

It is a practical tool for both guidance practitioners and end users. It offers a set of ideas, proposals and experiences for implementing activities and resources within schools and career guidance services.

The main aim of the handbook is to provide teachers and counselors with a practical manual that includes; methodological references, exercises and activities within a shared theoretical framework and with a set of expected learning outcomes.

The structure of this book is based and designed following the work done by the international teams and it provides a step by step process for implementing the CMS model, with materials and digital resources which will be easily implemented in the classroom and with several student groups or single user. The handbook includes 4 main parts and a set of useful annexes. After this introduction, the second part of the handbook will provide a methodological presentation of the main features on the concept of career management and the shared proposal of the CMS framework, elaborated by the international team and used to design the national pilot actions.

The pilot actions are described in the third part of the book, so that guidance practitioners can become more effective in helping their clients and students to develop their own Career Management Skills. In each of the countries involved, the partners have developed pilot activities to test out the CMS framework with different target groups.

These activities were addressed to young people, adult learners, the unemployed, students and graduates. A shared matrix collects a wide range of resources and experiences from each of the pilot actions in Italy, Romania, Spain, Greece, Turkey and the United Kingdom, pulling together all the resources and links to the related area of the CMS framework. In each description of pilot actions, readers can also find useful proposals, ideas, tools and evaluation procedures.

The fourth part presents the training model and resources for teachers and practitioners. This part offers a base for the design of new training pathways and of updating activities, linked to the skills needed for implementing the CMS framework. A key element of the LE.A.DE.R. project has been to work with practitioners to understand what support they need to become effective in helping their clients and students to de-

velop Career Management Skills. To facilitate them to do this new role more effectively, the project team has established a training model that includes a set of competencies for guidance practitioners and several related training resources. This is all designed to support them to extend their knowledge and practice of Career Management Skills and to develop skills to support lifelong guidance.

Finally, in the annexes, the readers of this handbook will find the *matrix of resources and tools*, the updated partners' profiles and the authors' biographies.

The handbook is linked to an online version and is accompanied by 8 videos with moments from users, practitioners and experts.
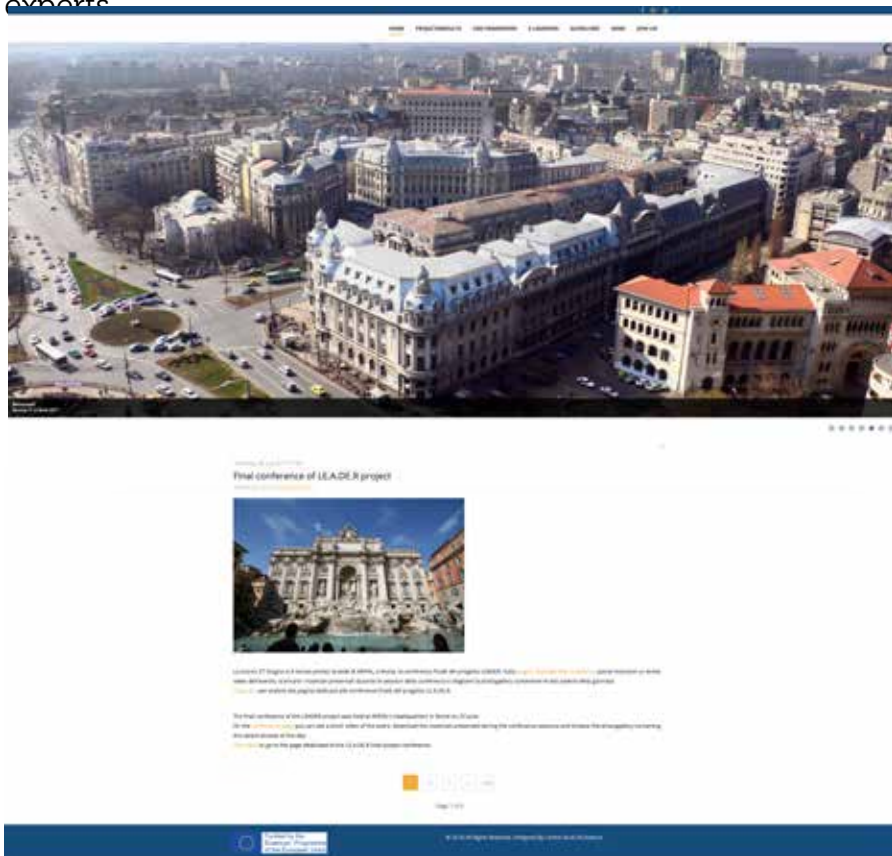
PART II - Emerging needs and CMS

New perspectives for supporting CMS

The opportunities that individuals have available to them locally, regionally, nationally and internationally are exponentially changing. The world of work is evolving with new career opportunities, new ways of working and the impact of globalisation and technology is defining what opportunities are available and where. This fluidity and unpredictability combine to create a complex and challenging environment within which individuals are making life choices. Social injustice and lack of equality of opportunity impact on the opportunities of many, limiting the extent to which they can achieve their potential.

With this uncertainty, the importance of purposeful career and life management become more prominent for citizens. Countries are at different stages of development and as such have much to learn and share with each other. Central to the LE.A.DE.R. project was the opportunity to test out, learn and share different approaches to the development of Career Management Skills with diverse groups of citizens who are currently at a transitional stage of their life.

Within Europe there has been much focus on lifelong guidance. The Council of the European Union's resolutions of 2004 and 2008 highlight the need to equip citizens with the skills to manage their learning, their careers and transitions within education, training and work. The skills required to effectively manage these transitions into and within education, training and work are collectively known as Career Management Skills (CMS).

Career Management Skills (CMS) is the term used to describe the skills, attributes, attitudes and knowledge that individuals require in order to manage their career. CMS underpin a paradigm shift in lifelong guidance which abandons a matching

paradigm, where individuals are 'fitted' into work based on their skills and interests in favour of a learning and development paradigm (Jarvis, 2003). Jarvis describes the assumptions that underpinned the old paradigm as follows:

1. Explore one's interests, aptitudes, values, etc. (often with tests and professional help).

2. Explore the world of work using comprehensive, current information.

3. Determine a "best fit" occupational goal by matching personal traits to job factors.

4. Develop a plan to obtain the prerequisite education and training.

5. Graduate, obtain secure employment, work hard, climb the ladder.

6. Retire as young as possible on a full pension.

For many these assumptions are no longer valid. As such we need to be considering new ways of conceptualising career.

Within the new paradigm, careers are constructed rather than chosen and this process of building is, at least in part, a process of learning and personal development. This approach better reflects the dynamic world we live in, in which new jobs are being continually created and individuals must be proactive and responsive to new opportunities.

In this learning paradigm, it becomes necessary to define what needs to be learnt both to help individuals and to provide a curriculum for the delivery of career learning.

The concept of CMS is an attempt to define a set of learning outcomes that will support individuals to develop their careers throughout life. In a learning paradigm, the development of CMS becomes one of the key objectives of lifelong guidance and as

such needs to be applied and practiced at all stages of life.

Fostering CMS can equip individuals to:

- access and effectively use the full range of career management products and services at a time and place that suits their needs;
- identify opportunities to develop their learning goals and employability skills;
- 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;
- be better able to take career decisions, to manage change and uncertainty by forward planning and to make confident choices for themselves.

Career management is best viewed as a lifelong process rather than a single event (choosing a career pathway). As such the concept of career management assumes that individuals can influence their careers through developing a set of skills that can help them to become equipped to deal with the opportunities and challenges that face them. We are therefore able to define the skills, attitudes and aptitudes that comprise career management and how far it is possible to develop these through purposeful interventions.

In the LE.A.DE.R. project, we have adapted the ELGPN definition of Career Management Skills to give us the following definition:

> *Career Management Skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.*

To support the delivery of CMS, frameworks can be constructed such as the one we have created for the LE.A.DE.R. project (see the CMS matrix). CMS frameworks are not merely an approach to career guidance or to curriculum development (although they inform both); they are also typically surrounded by a range of resources and practices that link with the context into which they are placed. As such they provide a holistic approach to providing career guidance which includes the following to underpin delivery mechanisms:

1. Resources, describing learning materials, assessments and other tools that are created to underpin the delivery of the Blueprint.

2. Service delivery approach, describing the way in which career development organisations implement the Blueprint and use it to inform and shape their service blend.

3. Community of practice, describing the development of ways to share practice related to the Blueprint and its network of users and advocates.

4. Policy connection, describing the way in which the Blueprint is acknowledged and implemented in policy (Hooley et al, 2013).

Central to the LE.A.DE.R. project was the construction of activities that support the embedding of Career Management Skills within various educational contexts.

The CMS matrix

What should an individual know in order to successfully advance their career? Perhaps even more importantly, is it possible to actually *teach* someone to advance and help them in their career?

This publication seeks to answer these questions by presenting a new career management framework which career professionals and educators across Europe and beyond are welcome to use or to adapt for their own purposes.

The LE.A.DE.R framework for Career Management Skills sets out **five main areas** that all citizens should attend to as they develop their careers: **personal effectiveness; managing relationships; finding and accessing work; managing life and career; and understanding the world.**

Under each of these five areas the framework details a series of **career management skills**. These career management skills provide tools for educators to focus their curriculum, for counsellors to shape their interactions with clients and for policy makers in considering what programmes to fund or promote.
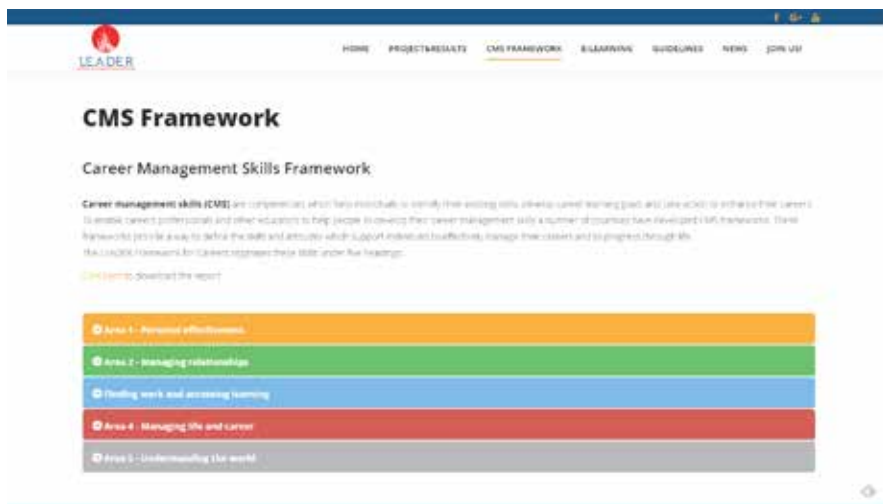
Matrix

The LEADER Framework for Careers

Personal effectiveness

I know who I am and what I am good at
I'm able to reflect on my strengths and address my weaknesses
I make effective decisions relating to my life, learning and work
I remain positive when facing setbacks and I keep a positive orientation for the future
I make use of appropriate technologies to develop my career
I generate ideas that help me to achieve my goals
I can review my skills in relation to what employers are looking for

Managing relationships

I can find and use information and the support of others for my (future) career
I interact confidently and effectively with others
I build professional relationships and networks to support my (future) career
I maintain my (professional) relationships and networks
I use social media networks
I understand the need to use social media to netowrk for my (future) career

Finding and accessing work

I learn throughout life
I can find work or learning opportunities that are right for me
I seek new opportunities to help build my career
I can develop skills which help me to get what I want out of work
I assess the pros and cons of formal and informal sources of information
I can cope with changes in the world of work

Managing life and career

I can make decisions and set career goals for myself within appropriate timescales
I manage my goals, my time and personal finances in a way that supports my career building
I am innovative and creative in my thinking about my work, learning and life
I maintain a balance in life, learning and work that is right for me
I can cope with the challenges and changes that take place in life

Understanding the world

I understand how changes in society relate to my life, learning and work
I understand how learning and work change over time
I can act effectively as a part make a positive impact on society
I can make the most of opportunities I come across
I am open to opportunities including, those in other countries

Personal effectiveness

This area focuses on skills and attitudes that support individuals to effectively manage themselves and to progress their career.

I know who I am and what I am good at

Helping to identify your strengths and values and what is important to you in life.

I'm able to reflect on my strenghts and address my weakness

Supporting you to to consider what you are good at and not so good at and to use this to improve your self-awareness and focus your development.

I make effective decisions relating to my life, learning and work

Supporting you to make good choices about your career and to take responsibility for your decisions.

I remain positive when facing setbacks and I keep a positive orientation to the future

Developing your resilience and capacity to remain optimistic.

I make use of appropriate technologies to develop my career

Developing your digital career literacy and your ability to find work and present yourself well online.

I generate ideas that help me to achieve my goals

Developing your skills to think creatively and proactively about your career.

I can review my skylls in relation to what employers are looking for

Helping you to review your skills in relation to what employers are looking for and match them to the labour market.

Managing relationships

This area acknowledges that our relationships with others are an important factor in how we manage our careers. Individuals need to recognise that we have different relationships with others depending on the context and these can help us to build a career.

I can find and use information and the support of others for my (future) career

Supporting the development of your capacity to assess sources of information and to recognise how they might help in decision making

I interact confidently and effectively with others

Building your communication skills and recognising that different forms of communication are required in different contexts.

I build professional relationships and networks to support my (future) career

Supporting you to identify and build relationships with individuals who will be helpful in developing your career.

I mantain my (professional) relationships and networks

Developping your networking skills and helping you to ensure that your networks are useful, up to date, added and based on positive relationships.

I use social media networks

Ensures you recognise the range of social media networks and you can select the ones appropriate for you

I understand the need to use social media to network for my (future) career

Ensures that you understand how social media works and that you can use it to build your online profile and establish and maintain career networks.

Finding and accessing work

This area focuses on the need to engage in learning and to develop the skills that enable individuals to effectively navigate into and onto further learning and work opportunities.

I learn throughout life

Encouraging you to recognise and engage in ongoing learning and ensure that you have the skills, knowledge, qualifications and experiences to remain employable

I can find work and learning opportunities that are right form me

Enhancing your strategies to locate work and learning opportunities and supporting you to develop the skills required for interviews and selection activities.

I seek new opportunities to build my career

Supporting you to be proactive and creative when building your career by making use of happenstance and seeking out new opportunities.

I can develop skills which will help me to get what I want out of work

Developing the skills and behaviours which will enable you get what you want out of work.

I assess the pros and the cons of formal and informal sources of information

Developing the skills which will enable you make informed choices about available information

I can cope with changes in the world of work

Helping you to recognise and deal with changes in your work environment and career.

Managing life and career

This area focuses on the relationship between work and life and supports individuals to effectively progress their career while achieving a balance with their commitments.

I can make decisions and set career goals for myself within appropriate timescales

Encouraging you to take ownership of your career, to make decisions and to make plans to move your career forward.

I manage my goals, my time and personal finances in a way that supports my career building

Supporting you to set goals and manage your time and finances in support of them.

I am innovative and creative in my thinking about work, learning and life

Encouraging you be creative and innovative when thinking about your career.

I mantain a balance in life, learning and work that is right for me

Encouraging you to develop the skills to effectively combine the different aspects of your life, to be aware of your roles and responsibilities and to prioritise effectively.

I can cope with challenges and change which take place in life

Developing your career resilience and the skills, knowledge and confidence you need to make the best of challenges.

Understanding the world

This area recognises that work and learning are influenced and impacted on by wider issues in society. As such individuals need to acknowledge that they will not always have control over their work but they can develop the skills, knowledge and behaviours which will help them to navigate and manage continual change.

I understand how changes in society relate to my learning work

Supporting you to develop an awareness and understanding of how wider societal changes can impact on you.

I understand how life, learning and work change over time

Supporting you to understand and respond to social and economic change.

I can make a positive impact on society

Helping you to be socially aware and to understand how you can contribute to improving your community and society.

I can make the most of opportunities I come across

Adopting an open approach to your life and career to help you make the most of opportunities and manage difficulties.

I am open to opportunities including those in the other countries

Supporting you to build confidence in considering, seeking and managing opportunities away from your home environment.

The CMS matrix has been conceived as a high level document which countries could articulate and adapt to their local needs. In addition, the Framework is conceived as a lifelong framework which practitioners may need to articulate in different ways for different client groups (school children, university students and adults).

PART III – From Theory to Practice: piloting, training, tools

From Theory to Practice

Individuals can benefit from engaging in activities that support them to develop their Career Management Skills. To do this effectively consideration has been given to identify the needs of the different groups, the framework can help as it clearly sets out what individuals should be able to do in relation to each of the skills areas.
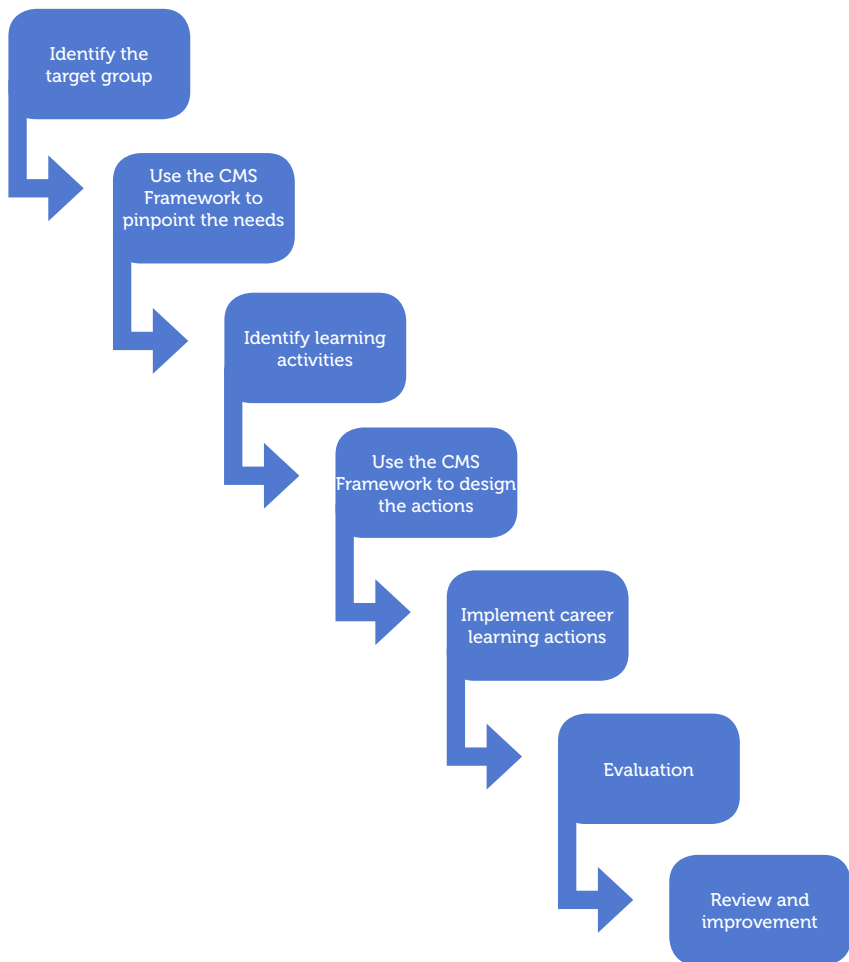

Teachers and practitioners can assess if this is a gap and think about what might help to address this.

The framework offers a set of competencies that can be ad-

dressed individually or collectively in groups. Materials and resources need to be targeted to meet the needs of the specific group, activities need to be constructed for the target audience. However, materials and resources developed for one group may be customised for another.

Below is a model that can help you to plan your career management skill activities.

Identify the target group

Use the CMS Framework to pinpoint the needs

Identify learning activities

Use the CMS Framework to design the actions

Implement career learning actions

Evaluation

Review and improvement

The next section provides examples of how the partners have done this, they have selected different areas of the CMS framework to use with different client groups. Each of the areas have dedicated tools and resources that can help meet the CMS needs of learners.

Action Piloting across Europe

The main idea of the LE.A.DE.R. project is to spread and to test the CMS framework across some European countries and regions, within career guidance services and with the most relevant target groups.

The phase of Action Piloting was the crucial point of the project and all partners had been engaged in the design and the implementation of activities. The pilot actions aimed to test the CMS framework. Each pilot action had to follow a shared format and to be linked with one or more Career Management Skills, as learning outputs of the action.

Based on specific needs of local contexts and target groups, each partner designed the pilots involving other organisations (such as schools, employment services, placement services and career guidance providers). Each partner designed the pilot action with the involvement of the following organisations:

- **Great Britain** - Halesowen College, Da Vinci Community School; *Watch the video* ▣

- **Romania** - Centre for Advanced Technologies / Department of Training for a teaching Career and Social Sciences; *Watch the video* ▣

- **Italy** - Unicam Career guidance services, ANPAL servizi; Regione Friuli Venezia Giulia – Trieste, Udine, Gorizia, Pordenone; Ente FORMA; Centro per l'impiego di Castello – Castello (PG); Centro per l'impiego di Perugia - Perugia; IIS Einaudi Pareto – Palermo; ITS Tuscany Life Style – Siena; ITTS Volta – Perugia; Associazione L'Ancora – Tione di Trento; Associazione Promoscuola – Bergamo; Università degli studi di Messina – Messina; *Watch the video* ▣

- **Greece** - Career Office of AUEB in cooperation with the Human Resources Management postgraduate Unit, IED in cooperation with the University of Thessaly; *Watch the video* ▣

- **Spain** - Ins La Ferreria- PFI-PTT Montcada i Reixac, Escola Pàlcam; *Watch the video* ▣

- **Turkey** - Çukurova University Adana Vocational School of Higher Education. *Watch the video* ▣

By working together, the LE.A.DE.R. project partners have designed the pilot actions to cover the 5 main areas of the CMS framework. Each pilot action involved both practitioners and users (over 700 all together) and collected tools and useful digital resources, connected with the development of specific Career Management Skills.

Country	Project partner	Title course	Duration hours
Italy	Centro Studi Pluriversum	Transition to work guidance module within Higher Education, provided by Fondazione TAB - Siena	14
Italy	Centro Studi Pluriversum	Transition to university guidance module toward High School students, provided by University of Messina - Messina	5
Italy	Centro Studi Pluriversum	Guidance on Internship experience toward High School students, provided by Friuli Venezia Giulia Region	12
Italy	Centro Studi Pluriversum	How to handle a job interview, provided by Friuli Venezia Giulia Region	12
Italy	Centro Studi Pluriversum	Stop dropout! Guidance module in High Schools to prevent students dropping out, provided by Friuli Venezia Giulia Region	12
Italy	Centro Studi Pluriversum	Transition to vocational education guidance module within the new Italian Dual System Model, provided by Ente Forma - Genova	8
Italy	Centro Studi Pluriversum	How to prevent dropout: guidance activities to support High School student choices, provided by ITTS Volta - Perugia	30
Italy	Centro Studi Pluriversum	How to support area of specialisation pupil's choice within vocational education, provided by L'Ancora – Tione di Trento	8
Italy	Centro Studi Pluriversum	Alternanza scuola-lavoro: guidance activity to support work related experiences within High School, provided by IS Einaudi-Pareto - Messina	12
Italy	Centro Studi Pluriversum	Increasing opportunities for young people: guidance module within Youth Guarantee Program, provided by Centro per l'Impiego di Citta' di Castello; Centro per l'Impiego di Perugia	5
Italy	University of Camerino	Awareness and practices in managing CMS in guidance and students services	40
Spain	DEP Institut, S. L.	Let's go! Guidance actions to develop CMS to break down barriers to the labour market	2
Greece	Athens University of Economics and Business - AUEB	I can act at an international level for issues related to my life, learning and work: Mobility skills in the international market	6
Greece	Institute of Entrepreneurship Development – IED	I can act at an international level for issues related to my life, learning and work: Mobility skills in the international market	4
Romania	Politehnica University of Bucharest	WORK-LIFE BALANCE	36
Turkey	Çukurova University	Finding Work And Accessing Learning	12
Great Britain	University of Derby	Understanding the world Managing relationships	4 4
Great Britain	CASCAID Ltd	Preparing for your next steps Writing a Personal Statement for Access (Mature) students	4 3

The action piloting started in September 2016 and finished in April 2017. This picture shows the logical process to design and evaluate the actions within the CMS framework.
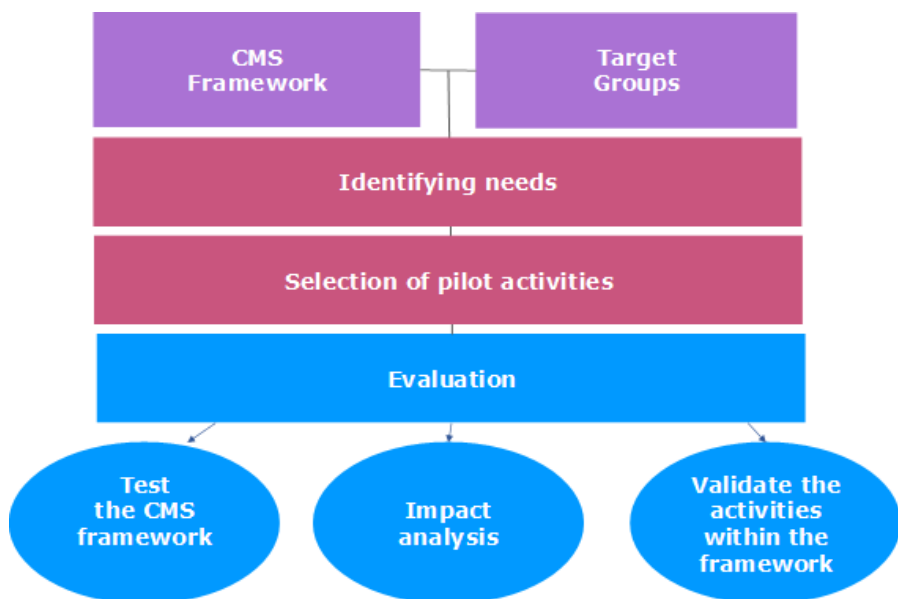
A detailed Report on Pilot Actions, with the results of the evaluation process, is available on the project web site http://www.leaderproject.eu/project-resources.html ⬚ (IO6 – Report on National Pilot Action).
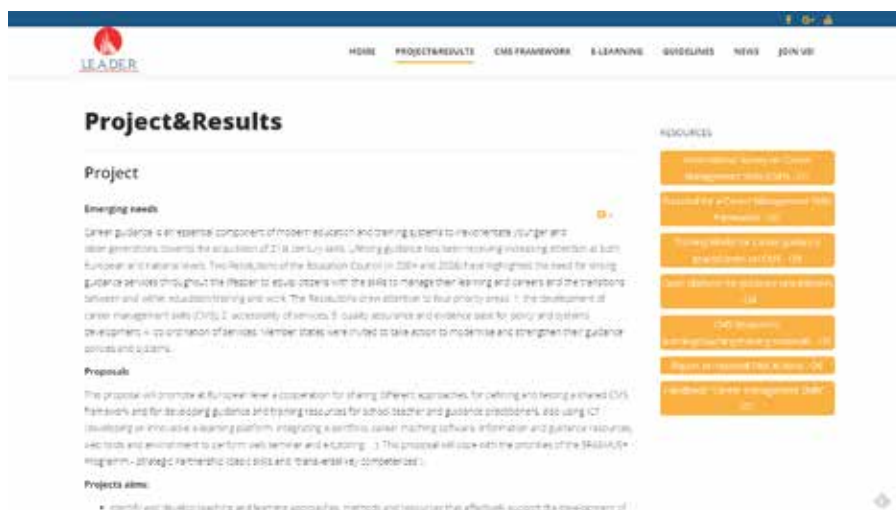
The descriptions of all Pilot Actions include also several career guidance resources, used during the testing phase. The project team created a database of all Pilot Actions and career guidance resources, to support the implementation of the CMS framework in other contexts. All materials are open and available at this link: http://www.leaderproject.eu/cms-frame-work.html ⬚

The following table shows which and where Career Management Skills have been developed within the Pilot Actions. As you can see, several CMS are already tested and some of them are still missing: the framework will be a dynamic tool and new resources and actions should be developed and shared in the future to better address the needs of the users and to enlarge the career guidance offer.

The CMS Framework						
	Country					
The areas of CMS	Italy	Greece	Spain	UK	Turkey	Romania
Personal effectiveness						
I know who I am and what I am good at	✓	✓		✓		✓
I'm able to reflect on my strengths and address my weaknesses	✓	✓		✓		✓
I make effective decisions relating to my life, learning and work	✓					✓
I remain positive when facing setbacks and I keep a positive orientation to the future	✓		✓			
I make use of appropriate technologies to develop my career	✓			✓		✓
I generate ideas that help me to achieve my goals	✓	✓		✓		✓
I am able to set SMART goals (Strategic, Measurable, Achievable, Relevant and Time bound)	✓					
I can match my skills to labour market needs	✓	✓			✓	
Managing relationships						
I assess the pros and cons of formal and informal sources of information	✓	✓		✓	✓	
I interact confidently and effectively with others	✓			✓	✓	✓
I build professional relationships and networks to support my career	✓	✓		✓	✓	✓
I maintain my professional relationships and networks				✓		
I use social media networks to support my professional networking and my career		✓		✓		✓
Finding and accessing work						
I learn throughout life	✓				✓	
I can find work and successfully manage selection processes	✓	✓			✓	✓
I create opportunities and alternative career perspectives to build my career	✓	✓		✓	✓	✓

	1	2	3	4	5	6
I find and utilise information and the support of others						
I know how to negotiate a job or collaboration		✓		✓	✓	✓
I can cope and negotiate successfully with changes and transitions in the world of work		✓				
Managing life and career						
I can decide on and set my career/life goals within appropriate timescales	✓	✓	✓			✓
I manage my goals, my time and personal finances in a way that supports my career building	✓	✓				✓
I am innovative and creative in my thinking about work, learning and life	✓	✓				
I maintain a balance in life, learning and work that is right for me						✓
I can cope with adversities and changes which take place in life and career exactly at the moment they occur		✓	✓			✓
Understanding the world						
I understand how changes in society, politics and the economy relate to my life, learning and work	✓	✓		✓	✓	
I understand how life, learning and work change over time	✓	✓		✓		
I can act effectively as a part of society as a whole		✓		✓		
I identify, create and capitalize on fortuitous/unforeseen situations, either positive or negative ones	✓	✓		✓		✓
I can act at an international level for issues relating to my life learning and work	✓	✓		✓		✓

This means that practitioners and teachers across Europe have the possibility to access a large database of practices and tools related to the new framework, available on line on the project web site. This digital resource will support the design of new actions and improve the dissemination of the model to a broader number of users.

Furthermore, the models and the Pilot Actions provide a strong support and several examples for the design of new actions with different users and in other European contexts.

Tools and resources

Resources from the Pilot actions that support the development of the career management skills outlined above in the framework can be found in the table of resources, as annex, at the end of this handbook. The resources are split into 4 key categories:

1. Presentations, activities and handouts

2. Websites

3. Videos

4. Career tools

In each partner country, you can find a mixture of resources that were used throughout some pilot activities of the LE.A.DE.R. project, but all resources are available for practitioners and teachers, to support the design of new career guidance activities or also to use them in practice.

The resources are available to download from the project website:

http://www.leaderproject.eu/cms-framework.html.

Specific video-tutorial and training sessions for learning how to use the resources within the CMS framework are open on the e-learning platform of the project.

When designing and delivering career management skills activities with clients, it is important to use high quality materials and often a blended approach of online career guidance tools with offline activities is the most powerful form of development.

Many of the partners involved in the LE.A.DE.R. project used digital guidance tools such as SORPRENDO *www.sorprendo.it* in Italy, or Kudos *www.cascaid.co.uk* in the UK, as well as lesson plans and inspiring talks led by employers. Digital guidance tools support clients in developing self-awareness and an understanding of the wide range of careers and opportunities available to them, and further support delivered in person by trained practitioners or industry experts provides a deeper understanding of the world and how the choices that clients make will affect their career.

The resources available are just some examples of the sorts of activities to support CMS development: these are available to download and can be tailored for specific client groups and adapted to local contexts.

CMS Framework

Career Management Skills Framework

Career management skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers. To enable careers professionals and other educators to help people to develop their career management skills a number of countries have developed CMS frameworks. These frameworks provide a way to define the skills and attitudes which support individuals to effectively manage their careers and to progress through life. The LEADER framework for Careers organises these skills under five headings.

Click here to download the report

Here below you can find the CMS framework in different languages:

- Download the CMS framework in Greece
- Download the CMS framework in Romania
- Download the CMS framework in Spain
- Download the CMS framework in Turkey

⊕ Area 1 - Personal effectiveness

1. I know who I am and what I am good at.
2. I'm able to reflect on my strengths and address my weaknesses.
3. I make effective decisions relating to my life, learning and work.
4. I remain positive when facing setbacks and I stay positive for the future.
5. I make use of technologies to develop my career.
6. I am able to set myself career goals.
7. I generate ideas that help me to achieve my goals.
8. I can review my skills in relation to what employers are looking for.

Pilot actions

- Writing a Personal Statement for Access (Mature) students **(UK)**

- Let's go! Guidance actions to develop CMS to break down barriers to the labour market **(ES)**

- Awareness and practices in managing CMS in guidance and students services - 1 **(IT)**

- Awareness and practices in managing CMS in guidance and students services - 2 **(IT)**

Resources

- **Kudos software** to identify existing skills from employment opportunities and Kudos Personal Statement writing tool
  https://www.cascaid.co.uk
  Websites:
- Higher Education in the UK and course search and apply. www.ucas.com
  Read more

- CMS Framework: Brief Training session
  Websites:
- Servizi Orientamento università (isud)
  Read more

- Providing information facing the JOB FINDER Platform and the capability to support the career management skills development:
  https://jobfinder.al/kudo.in/
- Career matching software www.isicmondis.it

- Providing information facing the JOB FINDER Platform and the capability to support the career management skills development:
  https://jobfinder.umk.im.bi/
- Career matching software www.wisjmondis.it

⊕ Area 2 - Managing relationships

⊕ Area 3 - Finding and accessing work

⊕ Area 4 - Managing life and career

⊕ Area 5 - Understanding the world

PART IV – Training for practitioners

To ensure that the proposed Career Management Skills framework can be effectively implemented at any level, the team of the LE.A.DE.R project developed a **training model** that includes a set of competencies for guidance practitioners and a number of related training resources.

The set of competencies proposed is based on the framework elaborate by the CEDEFOP in 2009[1]. It is intended that this proposal will just support, integrate and stimulate the development of more comprehensive and flexible set of professional education and training programmes for guidance practitioners in the future.

The design of this training proposal started with the identification of the key skills for career guidance practitioners, based on the competence framework proposed by CEDEFOP in 2009.

In that document, the concept of competence includes:

1. cognitive competence involving the use of theory and concepts,

2. as well as informal tacit knowledge gained experientially;

3. functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity;

4. personal competence involving knowing how to conduct oneself in a specific situation;

5. and ethical competence involving the possession of certain personal and professional values.

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1   Professionalising career guidance - Practitioner competencies and qualification routes in Europe – CEDEFOP 2009

These definitions emphasise a conceptualisation of competence that is not rooted in a mechanistic subdivision of tasks into micro-skills and isolated building blocks of discrete professional tasks. It represents an integrative model of competence, which permits the identification of aspects of self-direction and reflective practice, including the important capability for professional development from novice to expert over time[2].

Within the European competence framework proposed by CEDEFOP, there are 3 main areas of competence:

1. **Foundation competencies**: the essential foundation of personal skills, values and ethical approaches needed in all activities by career guidance services.

2   Professionalising career guidance - Practitioner competencies and qualification routes in Europe – CEDEFOP 2009

2. **Client-interaction competencies**: related to actions that are prominent and visible to users of services.

3. **Supporting competencies**: for developing and managing the services.

Considering as already developed the core competencies and the supporting competencies by all career guidance practitioners, the main point of this proposal is to understand and define the specific competencies related to the new CMS framework.

The team of the LE.A.DE.R. project have identified (in red) the 3 key competencies among the Foundation competencies and the Client-interaction competencies. These competencies have been included in the training proposal.
Foundation competencies include:

- Ethical practice
- Recognise and respond to clients' diverse needs
- Integrate theory and research into practice
- Develop one's own capabilities and understand any limitations
- Communication and facilitation skills
- Information and computer technologies

Client-interaction competencies include:

- Undertake career development activities
- Enable access to information
- Conduct and enable assessment
- Develop and deliver career learning programmes
- Make referrals and provide advocacy
- Facilitate entry into learning and work

The new approach of career guidance, based on the concept of **career management skills,** requests the competencies of **integrating theory and research into practice,** of **undertak-**

ing career development activities and of developing and delivering career learning programmes.

The first competence (Integrate theory and research into practice) is very clear and it involves taking positive action to develop the knowledge of the new career management skills framework and the main approaches of lifelong career development processes, career guidance theory and practice, and other theoretical fields relevant to the work role. It includes the skills to plan and use appropriate models, tools and training materials for fostering the learning of all different CMS with each main target group of users (young people, students, adults, people with disabilities).

Within the second competence (Undertake career development activities, that includes: build the relationship with users; enable users' self-understanding; build users' capability for career management; explore new perspectives; form strategies and plans) the most relevant competence for CMS is "Build users' capability for career management" and it involves the skill to support intentionally the learning processes of each person regarding her/his own career management.

The third competence (Develop and deliver career learning programmes) includes: Design programmes to meet identified needs and Review and evaluate career learning programmes.

On this set of competencies, the team has described the main Learning Outcomes of the training proposal.

The learning outcomes are the expected skills learnt through the training resources or pathways. They are defined as the following, based on the identified competencies:

1. I know the CMS framework (integrating theory and research into practice)

2. I can design career guidance activities and career learning programmes for improving CMS

3. I can undertake career development activities for building users' capability for career management

4. I can review and evaluate career learning programmes

Training resources for a career guidance community

The working groups of the LE.A.DE.R. project designed and tested a "training pack" for career guidance practitioners, tutors and teachers, with training resources on the new CMS framework and the related career learning tools and models.

The organisation of the training pack has been based on the set of the competencies for practitioners and the structure of the CMS framework. Several ICT resources have been integrated in the project web platform, starting from the CMS framework and the career learning resources tested through the national pilot actions.

The training pack is open for Higher Education Institutions and other training organisations and practitioners to promote learning pathways, also based on a blended learning approach, with both lessons in presence, dedicated e-learning environments and resources for each competence. Each learning environment includes training materials and documents, video-tutorial, prototypes of career guidance interventions and pathways.

One of the e-learning environments (named "Improving my Career Management Skills") has been design for training CMS and for improving on-line cooperative learning processes with direct users.

Using this platform, step by step, with students and users, it will foster the learning process of practitioners. Practitioners, tutors and teachers will learn how to support users and students to reflect on their own expectations, create their own e-portfolio, explore new careers and training opportunities.

The training workshops

The project has adopted as its pedagogical approach the methodology of Participatory Action Research (PAR) to promote the direct and active involvement of guidance practitioners and teachers as researchers. The main aim of this

methodology is to create and share new knowledge, based on the emerging needs of each of the involved target groups. This new knowledge should also be useful in solving concrete problems and improving the quality of career education in each context. This means that participants play two roles at the same time: they are experts who share their own experiences and define emerging needs and problems; and they are researchers who collect and evaluate the experiences and resources of others.

This process was tested through 2 international "learning weeks", in Barcelona and in Athens, with thematic workshops, working groups, visits and seminars, and with the support of an e-learning platform for collecting and sharing the best proposals and resources across all 6 countries involved in the project.

The concept of workshop, in the case of the methodology of PAR, resulted in a much broader range of cooperation activities and closer interaction among participants than with other traditional forms of training. The working groups were given several opportunities to share both methodological and operational experiences, enhancing in-house resources that had been utilized in different contexts for tackling similar problems.

In this model, the role of participants is central: during the training sessions, practitioners and teachers were motivated to reflect on the quality of their guidance interventions and on the implications and benefits of the new CMS framework. The workshops have been supported through a well-organized set of informational, educational and guidance resources, provided with the aid of new technologies.

The e-learning platform

The e-learning platform was build using the Moodle software, one of the most popular free and open-source learning management systems. Moodle has been created and developed by a community of experts and trainers and it is distributed under the General Public License. Moodle is used for supporting blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors

Within the LE.A.DE.R. project, Moodle has been used as main tool to support the international working groups and the national pilot actions. The Moodle platform of the project http://www.eguidance.eu/moodle/ is a flexible learning environment, with customizable management features.

An international classroom has been created to collect all main resources and training materials.

The new open platform for guidance practitioners, tutors and teacher ensures a set of learning and guidance resources to support this improvement and a wide dissemination of the CMS framework.

The platform lets the practitioners to improve their profes-

sional competencies and support the design of career learning paths and guidance activities within schools, employment services and learning centers, career guidance offices of Universities and of adult education institutions.

As annex, you can find a short guide for access the platform and for using the Moodle training resources to set up a training pathway for practitioners or a career learning activity for students or users.

The platform includes:

Step 1 – Understanding Career Management Skills: a new framework for career learning and lifelong guidance.

Step 2 - Learning and decision making resources for career guidance.

Step 3 - Design and evaluation of career learning programmes, based on CMS

Step 4 – Improving my Career Management Skills

The last one is a learning environment open also for users.

Using this platform, step by step, with students and users, it will foster the learning process of practitioners. Practitioners, tutors and teachers will learn how to support users and students to reflect on their own expectations, explore new careers and training opportunities.

The Video-tutorials

First project focus group, introduction by Fancesca Magni

Francesca Magni, University of Camerino (IT) speaks about LEADER, during the first focus group of this project.

Giulio Iannis about Career Management Skills framework

Giulio Iannis, CEO at Centro Studi Pluriversum, Siena (IT) speaks about Career Management Skills.

Video-tutorials are short videos that present a new tool or a new technic or approach and it show how it works. It is becoming a very popular way to learn quickly and it will be a wide world challenge for education and lifelong learning systems.

Videos are very loved by young people that use them to learn and find support and solutions for several problems, included career learning.

To ensure a wide dissemination and a better understanding of the new CMS framework, the consortium decided to improve and increase the use of videos during the training activities. The videos are uploaded on the web platform of the project and on the YouTube channel of the project (https://www.you-

The project includes 8 videos related to the final Handbook for Practitioners (IO7), within the platform of the project, to support, step by step, the training of the practitioners and also the dissemination events.

These 8 videos present the main areas and the main guidance tools of the Career Management Skills framework. They can help people and career guidance practitioners to better understand this new guidance approach.

The videos could also be included in new training initiatives and learning pathways.

The Webinars

The Web-based Seminar is another emerging learning tool, tested during the project activities. The web-based seminar (or "webinar") is a presentation, lecture, workshop or seminar that is transmitted over the Web using video conferencing software. A key feature of a Webinar is its interactive elements: the ability to give, receive and discuss information in real-time.

Using Webinar software, the career guidance practitioners can share audio, documents and applications with webinar attendees. This is useful when the webinar host is conducting a lecture or information session. While the presenter is speaking, they can share desktop applications and documents.

The use of webinar within the project allows to reach participants all over Europe and to have an interaction in real time. Webinars can also be video-recorded and uploaded on the web. In this case, participants can have access to the contents in any time as webcast.

The use of Webinars for career guidance was tested in Italy by Pluriversum, within the project, with positive results.

This tool represents a new way of career guidance provision and it will enlarge the effectiveness and the accessibility of career guidance service and resources.

New Open Educational Resources

Open Educational Resources (OER) are teaching and learning materials that are freely available online for everyone to use. OER are: "digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" (OECD, 2007).

The idea of training within this project includes the creation of OER for promoting the CMS framework and the training of staff and practitioners.

All resources and tools were designed to be integrated and included in training offers and pathways as OER. The project promoter University of Camerino used the package to design a new Master degree in career guindance and to enrich the open education offer for students and teachers.

The training framework

Competence	Learning outcomes	Training pack
Integrate theory and research into practice	I know the CMS framework (integrating theory and research into practice)	Step 1 – Understanding Career Management Skills: a new framework for career learning and lifelong guidance.
Design programmes to meet identified needs	I can design career guidance activities and career learning programmes for improving CMS	Step 2 - Learning and decision making resources for career guidance.
Review and evaluate career learning programmes.	I can review and evaluate career learning programmes	Step 3 - Design and evaluation of career learning programmes, based on CMS
Undertake career development activities	I can undertake career development activities for building users' capability for career management	Step 4 – Improving my Career Management Skills

PART V - The LE.A.DE.R. network for the development of CMS

Professional networking, whether online or in-person, has become a necessary aspect of the career development, the transfer of information or knowledge and the dissemination of ideas or activities, so it's vital to learn how to make and maintain contacts, and leverage these relationships to advance our career.

The consortium of the LEarning And Decision making Resources (LE.A.DE.R.) project aims at the promotion of a new CMS framework and for improving career learning within the High Education systems.

Under the implementation of its activities, the consortium is an unofficial network which provides at European level (which include: Italy, Greece, Romania, Turkey and Spain) the methodological ground of career guidance services, sharing different approaches, defining and testing a shared CMS framework and developing guidance and training resources for school teacher, and guidance practitioners also using ICT through an innovative e-learning platform www.eguidance.eu/moodle and all main accademic networks and social media tools.

The project platform www.leaderproject.eu is the virtual space for experts and guidance practitioners, tutors and teachers gathering all the best learning, teaching and guidance resources (online open courses), to improve career management skills (CMS), developed by the project partnership and experts. Also, the helps teachers and guidance practitioners to increase their professional competencies and design activities within schools, employment services and learning centers, career guidance offices of universities and adult education

organizations.

The project platform is accessible for all guidance practitioners creating an informal professional network that will give the opportunity to increase the attention on specific topics concerning career guidance, establish new relationships and partnerships, earn influence and prominence, and focus the attention on the sectoral needs.

Currently the LE.A.DE.R. network consists of eight (8) partners for six (6) countries and more than 80 participants working in the project and in various agencies (Universities, Career Offices, Education Centers, Employment Services), or individuals career guidance counsellors and experts.

Project Partners

University of Camerino – Italy (www.unicam.it)

The University of Camerino (UNICAM) seven centuries after its foundation remains young in spirit and continues to make major contributions to the economic, social and cultural life of the town and its region. UNICAM was the first university in Italy to introduce quality control procedures in its institutional activities according to the international norms UNI EN ISO 9001:2000 by the French certifying company GROUPE AFAQ. Out of 8,000 registered students the percentage of international students has reached 9%, more than three times the national average.

5 University Schools and 4 campuses (Camerino, Ascoli Piceno, Matelica, San Benedetto del Tronto). Bachelor and Master courses held in English as well as Doctoral courses.

UNICAM boasts of building structures and equipment in continual development: teaching and scientific libraries and a large number of research laboratories (56 laboratories and 15 libraries), modern sports facilities, dormitories for over 800 places, student services and facilities.

The excellent professor/student ratio (1 professor for every 25 students) is another fundamental element in guaranteeing quality of learning at UNICAM.

In order to offer students and graduates initiatives and services that are objective and with a public service spirit, UNICAM frames its projects within different work areas: Education & Degrees, Employment and the Job Market, Organisations & Human Capital, Cities and Region, Social Cohesion and Inequality, International Technical Assistance for Cooperation & Development.

Centro Studi Pluriversum – Italy (www. pluriversum.eu)

Centro Studi Pluriversum is Italian private company based in Siena, Tuscany Region, engaged in the field of career education and career counselling, employment services and life-

long learning since 1997. It has been planning and providing services and managing projects within the PES, guidance and education system in several Italian Provinces and Regions and through European projects. It is a certified by Tuscany Region as provider for employment services and vocational and career guidance services. Actually Pluriversum is the LE.A.DE.R. of a regional consortium that provides career guidance within 47 employment offices in Tuscany.

One of the top fields of development is ICT for career guidance and education. Pluriversum has developed innovative software and web sites in the career guidance sector (see www.sorprendo.it and www.educaweb.it) 🔗.

At international level, Pluriversum can count on a wide network of partners and contacts developed in more than 10 years of activities and it is member of AIOSP-IAEVG, the International Association for Educational and Vocational Guidance (www.iaevg.org 🔗) and of the Italian network of the Euroguidance Resources Center (www.euroguidance.net).

Athens University of Economics and Business - Greece (www.aueb.gr) 🔗

The Athens University of Economics and Business (AUEB) was originally founded in 1920 under the name of Athens School of Commercial Studies. It was renamed in 1926 as the Athens School of Economics and Business, a name that was retained until 1989 when it assumed its present name, the Athens University of Economics and Business.

It is the third oldest University in Greece and the oldest one in the general fields of Economics and Business.

In 1984 the School was divided into three Departments, namely the Department of Economics, the Department of Business Administration and the Department of Statistics and Informatics.

From 1999 onwards, the University developed even further

and nowadays it includes eight (8) academic departments, offering 8 undergraduate degrees, 36 Master degrees and an equivalent number of Doctoral Programs. Each year about 1800 students are enrolled in AUEB at the undergraduate level, while another 1200 students are registered at the Master's and Ph.D. programs (Total: approx. 11.000 students).

Athens University of Economics and Business cooperates with more than 200 foreign universities, both through the mobility program Erasmus + for students, teaching and administrative staff, and through research and other academic programs. The students are very active in initiatives related to entrepreneurship and innovation, while the Faculty receives major awards and roles in organizations and scientific committees of international standing, fact which indicates the high quality of the research and the teaching we produce and provide.

The postgraduate program in HRM and the Career Office have built a common agenda in terms of exploring the market area focusing mainly in attracting HR managers, which offer their mentoring counseling services to the beneficiaries of the institution.

The Career Office of AUEB has been a pioneer in the development of career services by being established in 1992. The career service intends to support students and graduates of our University in matters regarding career development and seeking of employment.

All services involved tend to work closely and co-operate in terms of several events and projects, (e.g. AUEB Business Idea Competition, Career Days, PRIMA project. Their primary goal is to support beneficiaries' career guidance, entrepreneurship, personal, academic and professional development, enhance job-hunting methods and applicant's skills and profile and to finally provide the user with full material regarding the mobility choices and options.

More than 2,500 students and graduates utilize the Career Office's services every year and more than 700 CVs are sent to

employers in response to posted job announcements. Moreover, every year since 1993, the Career Office has hosted the "Career Days" event, at which large numbers of AUEB undergraduate and postgraduate students and graduates have the chance to meet and interact with potential employers from a variety of different business sectors.

Institute of Entrepreneurship Development – Greece (www.entre.gr)

The Institute of Entrepreneurship Development (iED) is a Greek Organization committed to the promotion of innovation and the enhancing of the spirit of entrepreneurship.

The vision of iED is the facilitation of all the necessary preconditions required for the creation of an environment that will cultivate entrepreneurship and subsequently, social and economic cohesion and development. In order to meet this end, we invest in innovation and aim to offer custom-made, realistic solutions to enterprises and individuals in order to strengthen business culture and provide viable solutions to problems and challenges related to entrepreneurial activities. iED is an organization particularly aimed at developing the skills and the wider potential of the human capital. Our activities, services and products address mainly the following target groups:

- Enterprises

- Self-employed individuals and other professionals

- Business consultants

- Career Guidance Counselors

- Academic researchers and students

- Unemployed and other socially vulnerable groups (women - aging individuals - NEETs - etc)

- Volunteers

- Youth

University of Derby, International Centre for Guidance Studies - United Kingdom (www.derby.ac.uk/icegs)

The **International Centre for Guidance Studies** (iCeGS) at the University of Derby was established in 1998. The Centre was created to connect research, policy and practice for the careers sector within the UK and to facilitate opportunities for these connections. The Centre conducts research, provides consultancy to the career development sector, offers initial training for career development practitioners and delivers a number of accredited learning programmes up to and including doctoral level. Staff within the centre research on topics including career education, young people, transitions into and through work, social justice and professional practice.

CASCAID Limited - United Kingdom (www.cascaid.co.uk)

Founded in 1969, CASCAID is the leading producer of careers information and guidance solutions. CASCAID is owned by Loughborough University and based in the UK. CASCAID produces online services that are used extensively in guidance and educational organisations throughout the UK and internationally. We have supported millions of people worldwide with their career decisions.

CASCAID are committed to providing innovative tools which raise aspirations and inspire choices. We provide impartial and independent high quality careers guidance tools which provide accurate and up-to-date information plus an open and transparent matching system which creates personalised results. Our expert team work in partnership with a range of public and private sector organisations to provide tailored programmes that meet the needs of their clients and help

support people of all ages to realise their potential.

DEP Institut – Spain (www.dep.net)

DEP is an organisation specialised in the social sphere and carries out activities dealing with sociological research, consultations and services relating to obtaining, managing and disseminating information. Its goal is to support businesses, public institutions and non-profit entities in their decision-making.

Always from the perspective of applied sociology, at the multi-disciplinary team of DEP professionals we focus our attention on the people and their various roles: citizens, users, consumers, patients, electors, workers, students, etc.

A branch of DEP Institute is focused in Education, Training, and Employment studies. DEP Institute has broad experience in the field and has done more than 100 research, projects focused on ICT guidance and skills, consultancy projects related to the training of adults, the needs of students, workers and job seekers in the ambit of formal and informal learning and other studies related to lifelong learning in general.

DEP Institute has 13 staff members who consists of professionals in Sociology, Political Science, Psychology, Psychopedagogy, and IT.

DEP Institute is affiliated with his sister company Educaweb, and is member of the Edutech Cluster.

Polytechnic University of Bucharest – Romania (www.pub.ro)

Founded in 1886, University POLITEHNICA of Bucharest (UPB) is the largest and the oldest technical university in the country and among the most prestigious universities in Romania. University POLITEHNICA of Bucharest is formed by 15 faculties that provide BA, MA, PhD study programmes in computer science, entrepreneurship, business engineering and management, telecommunications and

information technology, biotechnical systems, management of technological systems .applied chemistry and material science .

Also UPB is a full member in several academic organisations, the main ones being Conference of European Schools for Advanced Engineering Education and Research (CESAER), International Association of Universities (IAU), European University Association (EUA), Agence Universitaire de la Francophonie (AUF) etc.

UPB participates in many EUROPEAN programs such as LIFE-LONG LEARNING (ERASMUS or LEONARDO) based on the approved ERASMUS University Charter 2007 – 2013. One of the objectives of the UPB is to create knowledge through research and technological innovation, as well as through its implementation by means of education and professional training at a European level.

Since 2007 UPB has used e-learning platform to provide efficient support to the education process, contributing significantly to the education and knowledge and skill acquiring process.

Basing on the students' needs, University POLITEHNICA of Bucharest has founded the Career Guidance and Counselling Center, in 1997. The main activities of the center are focused on development of the students' transversal skills necessary for the transition to labor market and for their professional integration. The researchers of the centre have extensive working experience in adaptation of ICT tools in order to meet the specific needs of career guidance students and development of training pathways for student based on cooperative learning approaches.

Cukurova University of Adana – Turkey (http://ad-anamyo.cu.edu.tr) ⬈

Çukurova University is situated on 20000 decars of beautiful land on the eastern coast of Seyhan Dam Lake. The University, only 10 km away from the city centre, is a major one in Turkey with its modern infrastructure and facilities. It is in the top 5 Universities in Turkey and 500 in the World. The University has 15 faculties, 5 Schools of Higher Education, 13 Vocational Schools of Higher Education, 1 State Conservatory, 3 Institutes and 25 Research and Application Centres. 1900 teaching Staff offers education to about 50000 students.

Being the biggest Vocational School of Higher Education of Çukurova University, Adana Vocational School of Higher Education, in Beyazevler Campus, serves about 6000 students in 15 departments of both formal and distance education. It aims to educate well-trained and talented staff in that country needed branches; the interface between engineers and technicians to meet the need for manpower and professional staff, modern and high quality. In the organisation, whose education and training periods lasts for two years, students graduate with the title of technician and professional staff. It promotes training in the departments of Computer Technologies, Electronics and Automation, Electrics and Energy, Technologies of Heating, Cooling and Climatisation Systems, Audio-Visual Techniques and Media Production, Nursing and Care Services, Construction, Machine and Metal Technologies, Material Processing and Material, Motor Vehicles and Automotive, Accounting and Tax, Hair Care and Beauty, Travel, Tourism and Entertainment, Textile-Clothing - Shoes and Leather, Food Processing and Wholesale and Retail Departments as formal education and also in the departments of Computer Technologies, Accounting and Tax Applications, Child Development, and Electronical Communication as distance education.

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She is the author or co-author of numerous articles and editor or co-editor of books in the area of "Entrepreneurship", "Mentoring" and "Regional Innovation". Within the LE.A.DE.R. project is edited the "Mobility skills Guide" for students and adults. She was coordinator of the National Network for Innovation RinoNet & Innogreece for the promotion of good

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Videography

- *Introduction to the project LE.A.DE.R* ▣

- *Introduction to CMS* ▣

- *English pilot action video 1* ▣
  University of Derby

- *English pilot action video 2* ▣
  University of Derby

- *Greek pilot action* ▣
  IED and *Athens University of Economics and Business*

- *Italian pilot action* ▣
  Unicam and *Centro Studi Pluriversum*

- *Romanian pilot action* ▣
  Polytechnic University of Bucharest

- *Spanish pilot action video 1* ▣
  DEP Institut

- *Spanish pilot action video 2* ▣
  DEP Institut

- *Turkish pilot action video* ▣
  Cukurova University of Adana

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Annexes

1 - A short guide to use the LE.A.DE.R. e-learning platform

Moodle is a free and open-source software, a learning management system distributed under the General Public License or GNU (www.moodle.org) ☑. The Moodle (abbreviation for Modular Object-Oriented Dynamic Learning Environment) learning management system (LMS) is a secure web-based environment, used for the development and delivery of course activities and resources.

The cooperative e-learning platform used in the LE.A.DE.R. project activities is based on the Moodle technology (open source – www.moodle.org) ☑. The LE.A.DE.R. platform was completed, personalized and adapted to the specific needs of the project consortium. Moreover, the online collaborative platform of the LE.A.DE.R. project is designed to provide teachers, trainers, guidance practitioners and trainees a secure and integrated system with a personalized learning environment adapted to the specific needs of each country that is part of consortium.

The modular system of the Moodle technology has allowed the administrator to create plug-ins and to integrate external applications in order to obtain specific functionalities for the LE.A.DE.R. website. The communication and learning tools of the LE.A.DE.R. platform are used to organize and support the online coordination and the training meetings. Furthermore, the e-learning platform is successfully used to collect all the training materials on the CMS framework and to record Web Seminars, based on Open meetings technology.

The virtual spaces with resources and activities such as feedback, wiki, chat rooms, forums, calendar, email reminders and many more were built for the national pilot activities of the project. The content of these virtual spaces was designed ac-

cording to the needs analysis for the CMS framework. It offers an easy access to relevant and useful online resources and, at the end of the project, the online collaborative platform of the LE.A.DE.R. project will be opened for all schools and high education institutions interested in sharing and testing the project results (CMS framework with training and guidance tools). The online collaborative platform LE.A.DE.R. will contribute to making the project more sustainable due to the free distribution of the tools final version and of the models to all the interested stakeholders and policy makers (public institutions).

How to create an account on the online collaborative platform

If one wants to access the online collaborative platform LE.A.DE.R., one must have either a student account or a professor one.

To create a new account on the LE.A.DE.R. platform you must go to http://www.eguidance.eu/moodle/login/index.php ▱. Here, you have to complete the following steps:

- Fill out the fields of the New Account form with your details, as in Fig. 1, and click on "Create my new account" (circled in red).
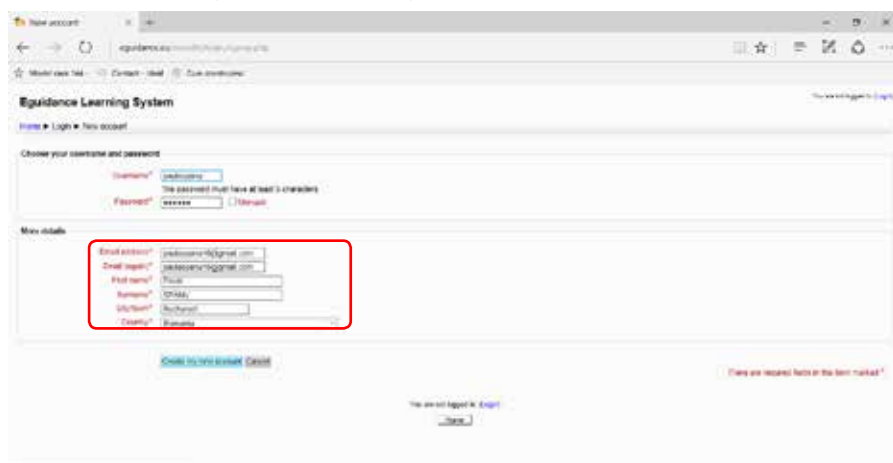
Fig. 1. Create a new account

- An email will be immediately sent to your email address. Open it, and click on the link it contains to confirm your account.

- After your account is confirmed and you are logged in, you can select the course you want to participate in.

- Anytime you want to access a course, you will only need to enter your username and password to log in.

Some courses on the LE.A.DE.R. platform may allow guest ac-

cess. The administrator or the professor of a course can allow *Guest access* and then share the course URL or they can require a custom password and allow only specific persons to be able to view the course.

Guests have minimal privileges with these courses. Guests can view the contents of a course but cannot participate in activities or view student data such as names or grades.

As a professor, you can allow *Guest access* for your course following these steps: from the **Settings** block, click on the **Edit settings**, as shown in Fig. 2.
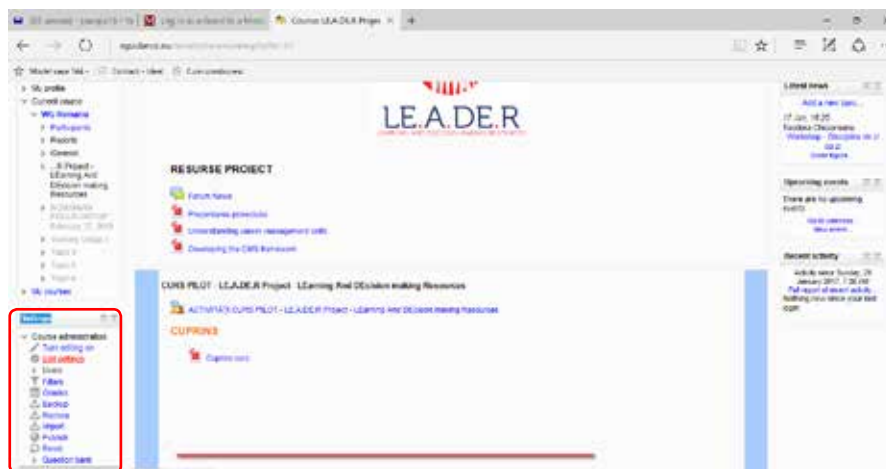
Fig. 2. Settings block

On the *Edit course settings* page, if you want to set a password, type it in the field for the password from the *Guest access* block and then press *Save Changes* (Fig. 3).
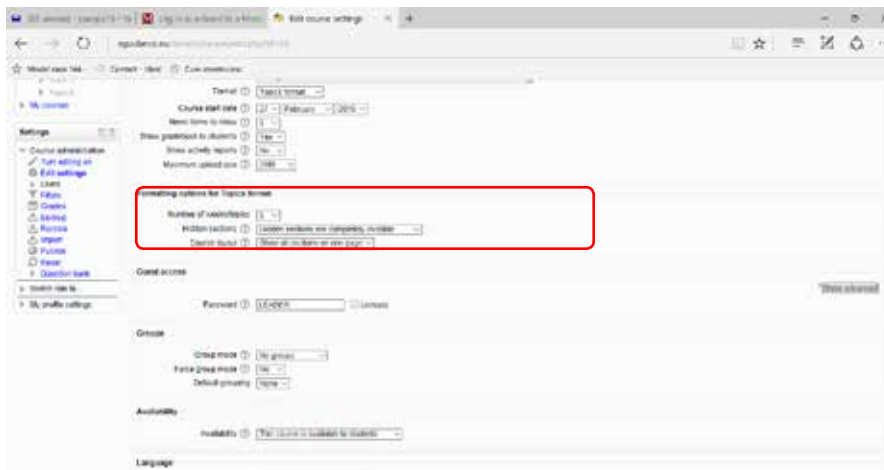
Fig. 3. Set the password for the guest

How to enroll a student on your course with the teacher role
The process of adding students to courses is possible only if
Manual enrollment is enabled (and it usually is) then, teachers
may add students to their course from *Course administration
> Users > Enrolled users (*click on the *Enroll users* button at the
top right or bottom left of the page) (Fig. 4).

Fig. 4. Enroll users

To become a user on the LE.A.DE.R. platform, you create an
account on the platform and, after you receive an email, you

must confirm your account. Then the teacher can browse or search for the user and can click on the *Enroll* button corresponding to the user (Fig. 5). The user will indent in the list and the enroll button will disappear, indicating that the user is enrolled. When the teacher finished, he can click on *Finish enrolling users* or close the enroll users box.
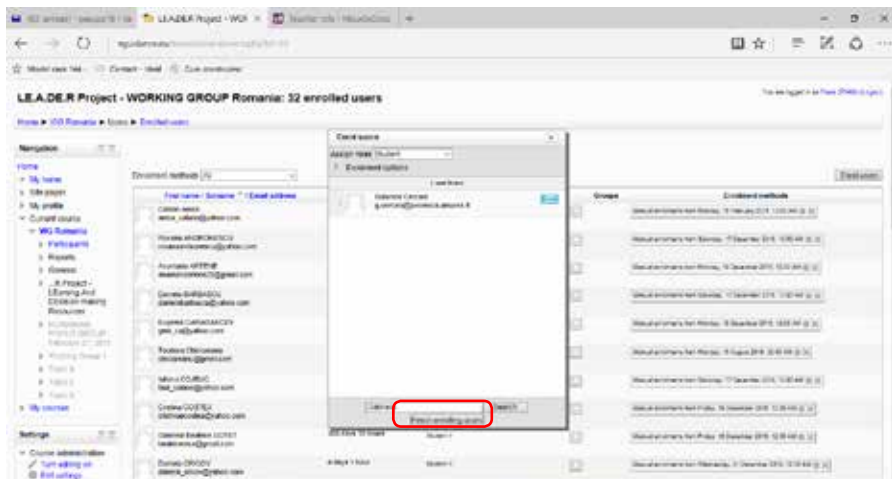
Fig. 5. Enroll users box

The course homepage of the LE.A.DE.R. platform – teacher view

The course homepage has a header, a footer and three columns in the middle of the page (Fig. 6). There are three main parts of the course homepage: the block from the right, the block from the left and the course sections, which are displayed in the center of the page.

The main blocks of the course homepage are described in the table 1.
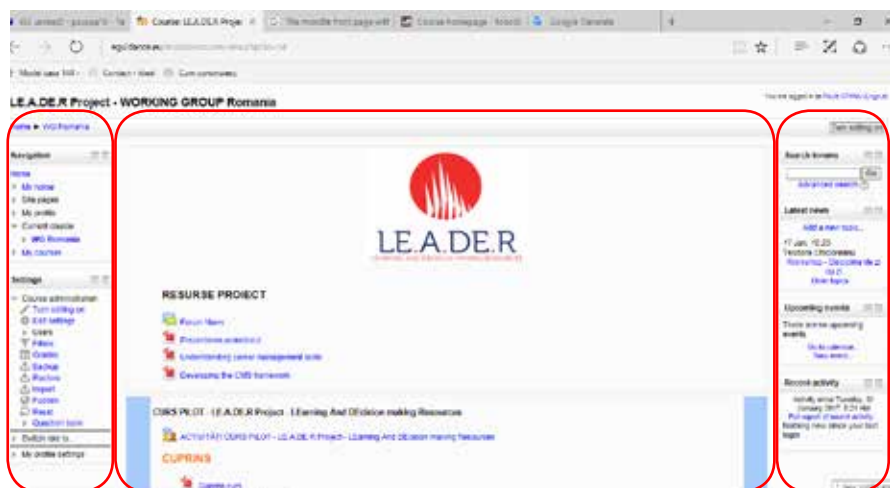
Block area   Course section   Block area

Fig. 6. The course homepage on the LE.A.DE.R. platform

Table 1. Description of the course homepage of the LE.A.DE.R. platform

Navigation Block
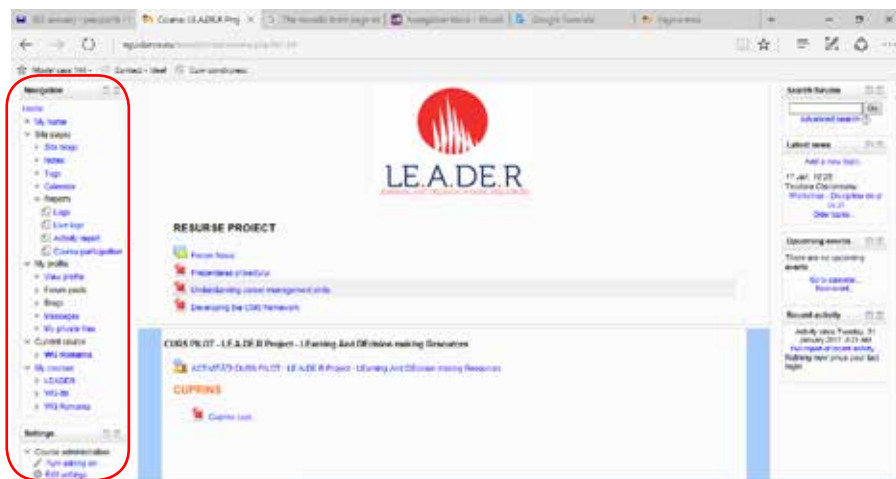
Description of navigation block

What appears in the navigation block depends on the role of the user and where they are in the Moodle site. The navigation block has links which can be expanded or collapsed.

If you are logged in as a teacher, on the homepage of the course, in the navigation block, you will see the following elements:

- hide the content of the navigation block:
- move the navigation block to the dock:

My home - takes the user directly to their personal dashboard.

Site pages – display links to site blogs, notes, tags, calendar and reports

My profile - allow users to view and edit their profile, view

their forum posts, view and add blog entries and messages and access their private files.

Current course - when a user clicks this, it expands to show each section of the current course and any activities/resources which are in that section.

My courses - expands to show courses where the user is enrolled in.

Description of the settings block

What appears in the settings block depends on the role of the user and where they are in the Moodle site. The settings block has links which can be expanded or collapsed.
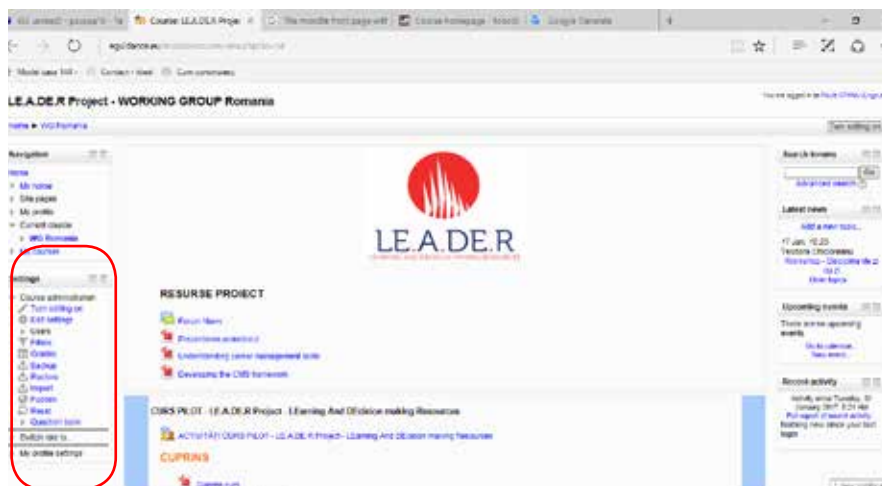
- hide the content of the settings block:
- move the settings block to the dock:

Course administration – allows teacher to have control over the layout of the course homepage.

Turn editing on – allows the teacher to edit the content of the

course, for example to add resources and activities. Also, the "Turn editing on" button, can be found at the upper right side of the screen, on the navigation bar.

Edit settings – allows changing the course format, the start date, the guest access key, the language, the availability, groups and so on.

Users – allows adding users to a course, setting groups and permissions.

Grades – allows adding grades directly into the grader report.

Backup - by using the course backup option a course can be saved with some or all of its parts.

Restore - a course backup file (.mbz) may be restored from within any existing course for which you have permission. During the restore process, you will be given the option to restore it as a new course or into an existing course.

Import - course activities and resources may be imported from any other course that the teacher has editing permissions in.

Publish - allows sharing your course on a special Moodle site called a community hub.

Reset - allows empting a course of user data, while retaining the activities and other settings.

Question bank - allows a teacher to create, preview, and edit questions in a database of question categories.

Switch role to… - allows a user to temporarily change their role to another specific role.

My profile settings - allows a user to edit his profile, to change his password, to send and read messages and to manage blogs.

On the left and right side of the homepage course there can be other types of blocks such as:

- **Search forum block** allows a user to search a word or a phrase in the course forums.

- **Latest news block** displays recent posts from the *News forum*, along with a link to older archived news.

- **Recent activity block** lists course activity, such as updated resources and activities, forum posts and assignment submissions, since the user last accessed the course.

- **People Block** contains a link to the list of participants with various roles associated with that Moodle course.

- **Message block** displays a list of new messages a user has received, with a link to the Messages window.

Course sections are displayed in the centre of the course page of the LE.A.DE.R. platform. By default, the course format on the LE.A.DE.R. platform is a *Weekly format*. The course format refers to the layout of a course, this means the course is organized week by week, with a clear start date and a finish

date. The course format can be changed, for example, into *Topics format* (such as in Fig. 6). This means that the course is organized into topic sections that a teacher can give titles to. You can change the format in *Settings > Course administration > Edit settings* (Fig. 7), then click on *Save changes*. Also, you can modify the number of weeks/topics by selecting a number form the list available on the *Formatting options for Topics format*. This setting is only used by the weekly and topics course formats.
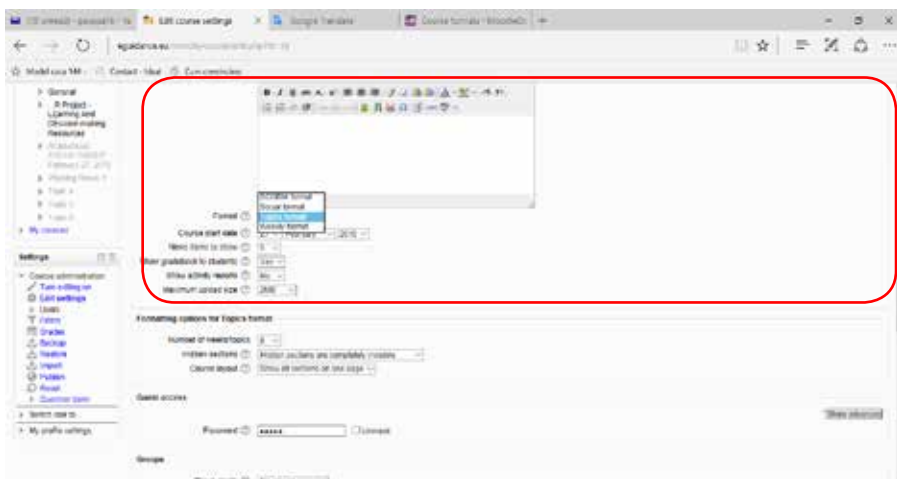
Fig. 7. Setting the format of a course on the LE.A.DE.R. platform

How to add resources and activities on the LE.A.DE.R. platform

RESOURCES

A resource is an item that a teacher can use to support learning. The following type of resources are available on the LE.A.DE.R. platform (www.moodle.org):

- **Book** - A book may be used to create a multi-page resource in a book-like format, with chapters and sub-chapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections (www.moodle.org).

- **File** - A file may be used to provide a file as a course resource such as a pdf file, doc file, a spreadsheet, a sound file, a video file.

- **Folder** – allows a teacher to display several files together.

- **IMS content packag**e - allows a teacher to add static material from other sources in the standard IMS content package format

- **Label** - The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities (www.moodle.org).

- **Page** - The page module enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps.

- **URL** - The URL module enables a teacher to provide a web link as a course resource.

To add a resource to the course you must ensure editing is turned on. Then choose a week/topic where you want to add the resource and click on *Add an activity or resource* link in

order to make the resource available on the platform. Select one of it and press the *Add* button.
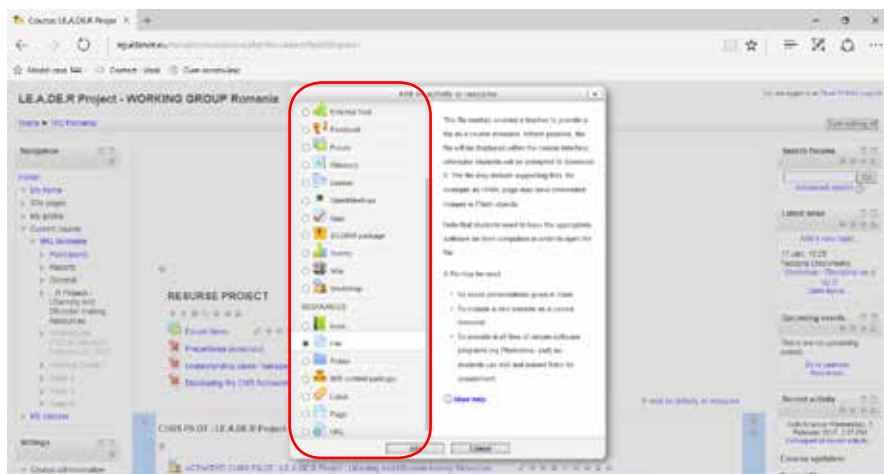
Fig. 8. Select a resource on the LE.A.DE.R. platform

Adding a file resource

To add resources and activities on the Moodle platform you must have the teacher role.

Files may be added by uploading from an external source such as a computer or an USB drive, or by dragging and dropping directly onto the course page. Both options need the editing to be turned on. You can simply click, hold and **drag and drop** a file directly onto your course page. You will know if drag and drop is available to you because you will (briefly) see a message at the top of your screen (Fig. 9):
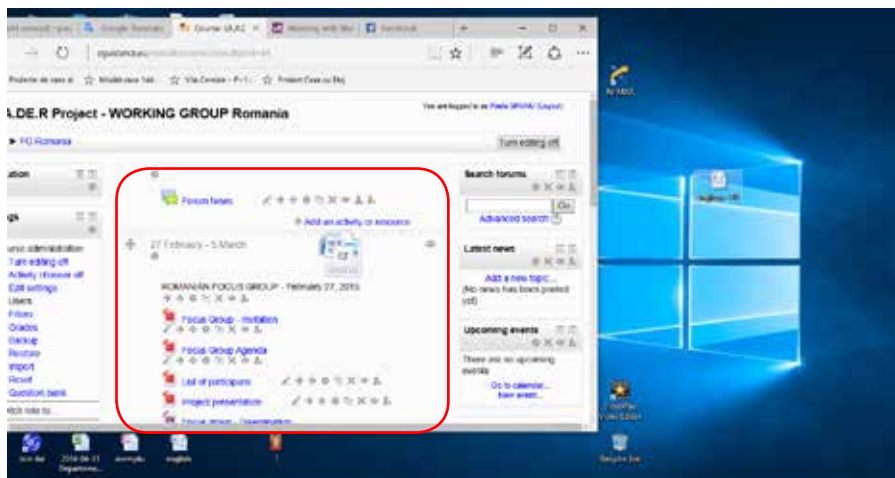
Fig. 9. Drag and drop a file resource on the LE.A.DE.R. platform

To **drag and drop a folder, you must first compress/zip it** us-
ing whichever program your computer has. Also, Instead of
drag and drop, you can click the link *Add an activity or re-
source.* Then, tick *File* and click on the *«Add»* button.

Fig. 10. Add a file resource on the LE.A.DE.R. platform

Fill out the **Name** of resource and the **description.** If you tick
the option *Display description on course page,* the description
text will be displayed on the course page just below the link to
the activity / resource (Fig. 11).
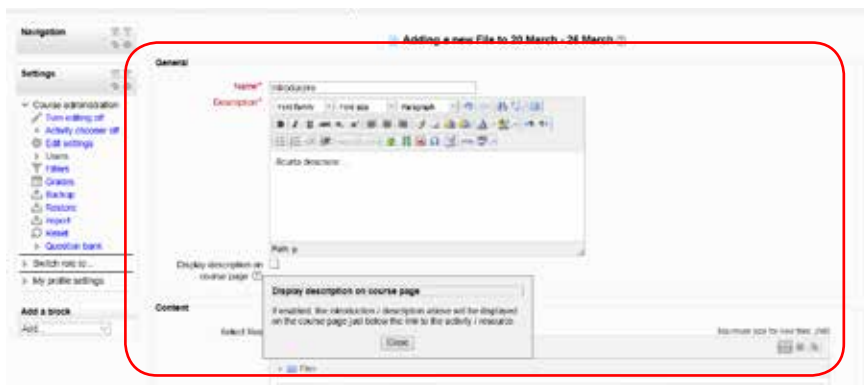
Fig. 11. Fill out the name and description for the file resource

To add the content for the file resource you can simply click on it, hold and **drag and drop** the file (Fig. 12).
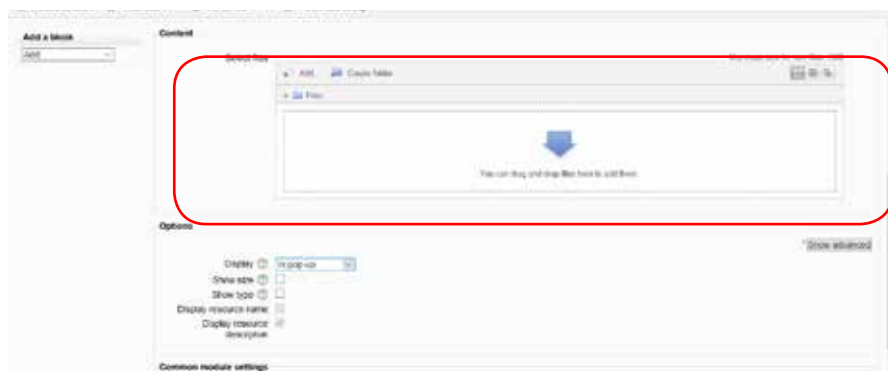
Fig. 12. Drag and drop the file

To upload a file from the *File picker* page, a teacher can select *Upload a File*, click on the *Browse* button, choose the file and then press the *Upload the file* button.
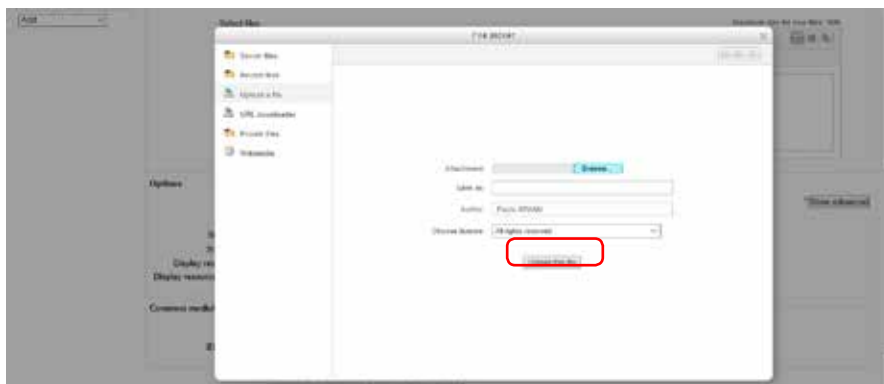
Fig. 12. Flip picker page

Display optinos, together with the file type and whether the browser allows embedding determines how the file is displayed. Options may include (*www.moodle.com*) ⬈:

- *Automatic* - The best display option for the file type is selected automatically.

- *Embed* - The file is displayed within the page below the navigation bar, together with the file description and any blocks.

- *Force download* - The user is prompted to download the file.

- *Open* - Only the file is displayed in the browser window.

- *In pop-up* - The file is displayed in a new browser window without menus or an address bar.

Fig. 13. Display options for the file

Common module settings are used in choosing whether to *Show* or *Hide* the file in order to be able to use it. The ID number can also be used in the gradebook. To finish and return to the course you should click on "**Save and return to course**".

Fig. 14. Common module settings

For a file added on the page of the curse you can:

- Edit title ✎
- Move left ⬅
- Move right ➡
- Move ✛
- Update ⚙
- Duplicate ⎙
- Delete ✖

- Hide 👁
- Assign roles 👤⁺

Adding a folder resource

A folder resource allows a teacher to display several files to-gether, one by one in a list; in this way it will take up less space on the course page. A quick method is to drag and drop the folder onto the course following these steps:

- Click on the *Turn editing on* button, at the top right of the course page.

- Drag and drop the folder onto the course section where you would like it to appear.

- Select the action you would like for the folder and then click on *Upload*.
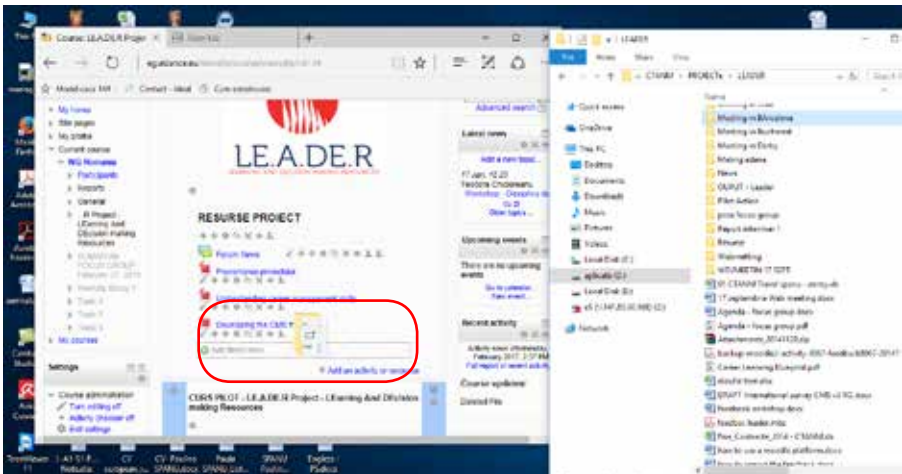
Fig. 14. Drag and drop a folder

There is another method to add a folder resource on the course; for that you also have to activate the editing mode on the home page (click the *Turn editing on* button, at the top

right of the course page) then follow these steps:

1. Click the *Add an activity or resource* link, then from the *Add an activity or resource* menu, tick the folder resource and then click on the *Add* button (Fig. 15).
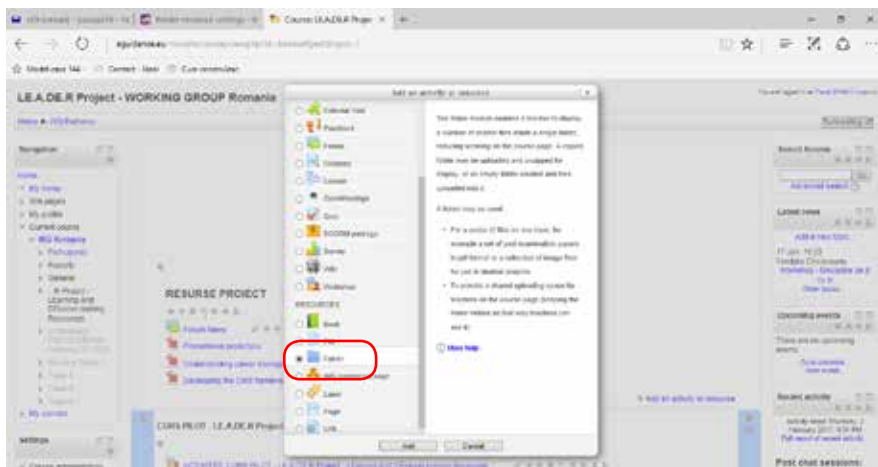
Fig. 15. Select a folder resource

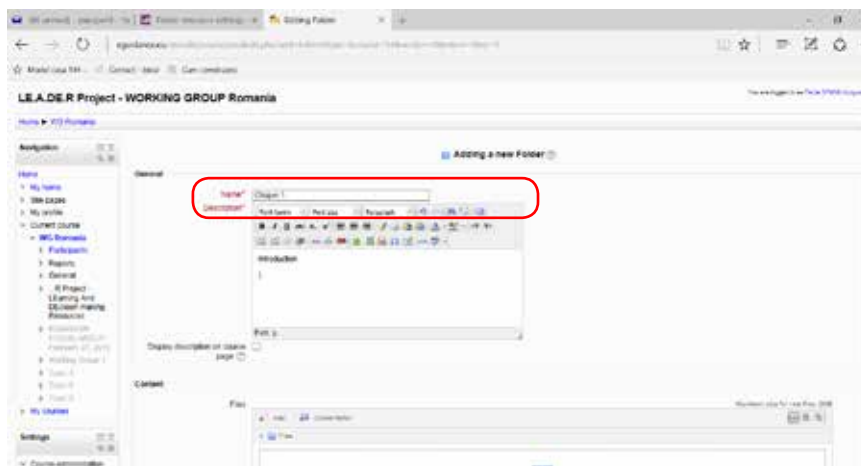2. Enter a name and a description (these settings are required) (Fig. 16).

Fig. 16. General setting for a folder resource

3. To add content into the folder resource, you may add individual files using the drag and drop method or you can create other folders by clicking the *Create folder* link then choosing a name for the new folder and then clicking *Create folder* (Fig. 17).
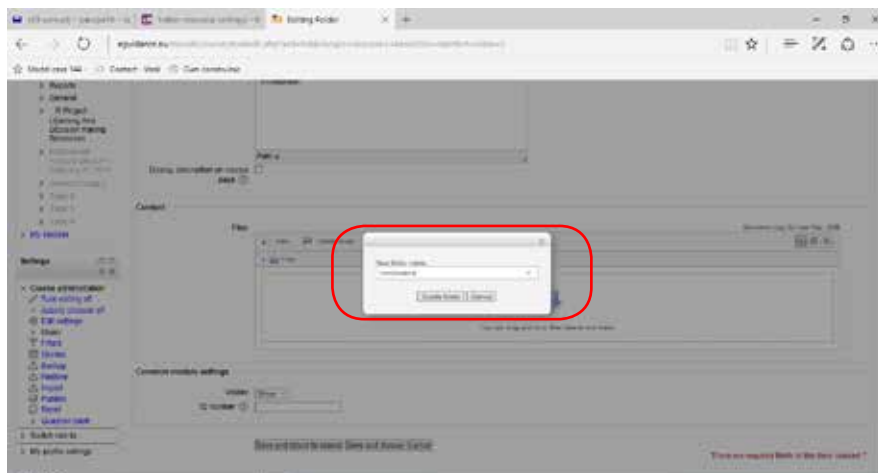
Fig. 17. Add folder into the folder resource

4. Click on the new folder created (Fig. 18) and then add files into the folder either by dragging and dropping into the box or by clicking *Add* to upload files from the *File picker*, using the same steps as for adding a file resource (Fig. 19).
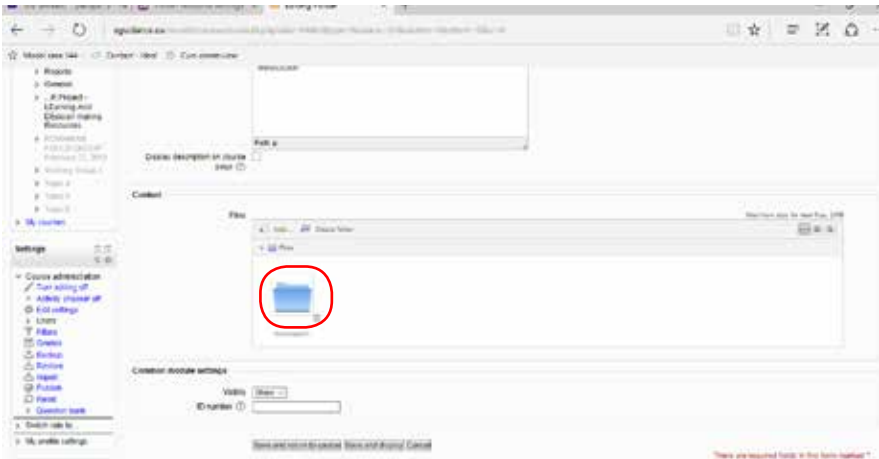
Fig. 18. The folder created
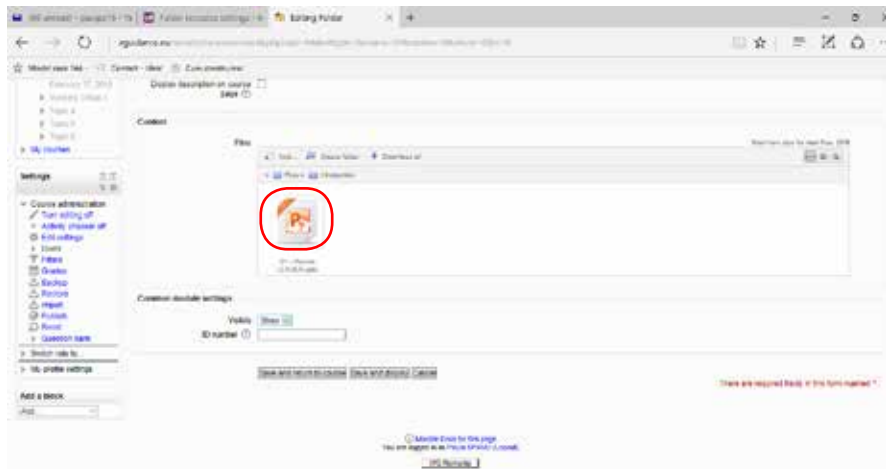
Fig. 19. The file into the folder created

5. You can add, delete, update and move files in a folder. If you want to delete a folder or a file added, click the right mouse button on it and then press the Delete or Update buttons (Fig. 20).

Fig. 20. Delete a file from the folder created

To save the settings of a folder resource, click on the *Save and return to course* button (Fig. 21).

Fig. 21. Save settings of the folder resource

2 - The CMS framework

Area 1 – Personal effectiveness
1. I know who I am and what I am good at. 2. I'm able to reflect on my strengths and address my weaknesses. 3. I make effective decisions relating to my life, learning and work. 4. I remain positive when facing setbacks and I stay positive for the future. 5. I make use of technologies to develop my career 6. I am able to set myself career goals 7. I generate ideas that help me to achieve my goals 8. I I can review my skills in relation to what employers are looking for

Pilots Action	Resources
Writing a Personal Statement for Access (Mature) students (UK)	Kudos software to identify existing skills from employment opportunities and Kudos Personal Statement writing tool: https://kudos.cascaid.co.uk Higher Education in the UK and course search and apply: www.ucas.com
Let's go! Guidance actions to develop CMS to break down barriers to the labour market (ES)	CMS Framework: Brief Training session Som-hi: Com explicar la meva vàlua?
Awareness and practices in managing CMS in guidance and students services - 1 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Awareness and practices in managing CMS in guidance and students services – 2 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Transition to work guidance module within Higher Education, provided by Fondazione TAB - Siena (IT)	SORPRENDO career matching software www.sorprendo.it Educaweb.it - Italian education portal, created to facilitate online search of training opportunities www.educaweb.it
WORK-LIFE BALANCE (RO)	https://www.ted.com/ Brian Tracy - How to Find Your Dream Job and Select The Right Career Path: https://www.youtube.com/watch?v=5jNUqw2hgR0

Guidance on Internship experience toward High School students, provided by Friuli Venezia Giulia Region (IT)	In the educational guidance path described here, we use the methodologies of group work, collective discussion, role playing and simulation of the job interviews. Dedicated working sheets are provided by the teacher to help students highlight their salient features.
How to handle a job interview, provided by Friuli Venezia Giulia Region (IT)	In the educational guidance path described here, we use the methodologies of group work, collective discussion, role playing and simulation of the job interviews. Dedicated working sheets are provided by the teacher to help students highlight their salient features.
Preparing for next steps (UK)	Careers Education Framework for use by practitioners in schools and colleges: http://www.thecdi.net/write/BP385-CDI_Framework-web.pdf Careers Education toolkit for use by practitioners in schools and colleges: http://www.cascaid.co.uk/wp-content/uploads/2016/11/Developing-Careers-Work-Toolkit-Print-V4.pdf
How to support area of specialization pupil's choice within vocational education (IT)	SORPRENDO career matching software www.sorprendo.it The national Isfol database, individual interviews and group sessions and specific worksheets.

Area 2 – Managing relationships
1. I can find and use information and the support of others for my (future) career 2. I interact confidently and well with others 3. I build professional relationships and networks to support my (future) career 4. I maintain my (professional) relationships and networks 5. I can use social media networks 6. I understand the need to use social media to network for my (future) career.

Pilots Action	Resources
Writing a Personal Statement for Access (Mature) students (UK)	Kudos software to identify existing skills from employment opportunities and Kudos Personal Statement writing tool: https://kudos.cascaid.co.uk Higher Education in the UK and course search and apply: www.ucas.com
WORK-LIFE BALANCE (RO)	https://www.ted.com/ Brian Tracy - How to Find Your Dream Job and Select The Right Career Path: https://www.youtube.com/watch?v=5jNUqw2hgR0

How to handle a job interview, provided by Friuli Venezia Giulia Region (IT)	In the educational guidance path described here, we use the methodologies of group work, collective discussion, role playing and simulation of the job interviews. Dedicated working sheets are provided by the teacher to help students highlight their salient features.
How to support area of specialization pupil's choice within vocational education (IT)	SORPRENDO career matching software www.sorprendo.it The national Isfol database, individual interviews and group sessions and specific worksheets.

Area 3 – Finding work and access learning

1. I learn throughout life
2. I can find work or learning opportunities that are right for me
3. I seek new opportunities to help build my career
4. I can develop skills which will help me to get what I want out of work
5. I assess the pros and cons of formal and informal sources of information
6. I can cope with changes in the world of work

Pilots Action	Resources
"Why should I hire you?" Finding Work and Accessing Learning (TR)	HANDBOOK FOR PRACTITIONERS: Theory & practice for the development of Lifelong Career Management Skills: http://www.iskur.gov.tr/Portals/0/Duyurular/ISKUR-IMD-EgitimKitabi.pdf HANDBOOK FOR THE END USERS: Activities and exercises for the development of Lifelong Career Management Skills: http://aftiboroo.meb.k12.tr/meb_iys_dosyalar/03/01/704895/dosyalar/2014_11/24113712_kariyer_kitpacik_v1.pdf
Awareness and practices in managing CMS in guidance and students services - 1 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Awareness and practices in managing CMS in guidance and students services – 2 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Transition to work guidance module within Higher Education, provided by Fondazione TAB - Siena (IT)	SORPRENDO career matching software www.sorprendo.it Educaweb.it - Italian education portal, created to facilitate online search of training opportunities www.educaweb.it

How to handle a job interview, provided by Friuli Venezia Giulia Region (IT)	In the educational guidance path described here, we use the methodologies of group work, collective discussion, role playing and simulation of the job interviews. Dedicated working sheets are provided by the teacher to help students highlight their salient features.
WORK-LIFE BALANCE (RO)	https://www.ted.com/ Brian Tracy - How to Find Your Dream Job and Select The Right Career Path: https://www.youtube.com/watch?v=5jNUqw2hgR0
Preparing for next steps (UK)	Careers Education Framework for use by practitioners in schools and colleges: http://www.thecdi.net/write/BP385-CDI_Framework-web.pdf Careers Education toolkit for use by practitioners in schools and colleges: http://www.cascaid.co.uk/wp-content/uploads/2016/11/Developing-Careers-Work-Toolkit-Print-V4.pdf

Area 4 – Managing life and career
1. I can make decisions and set career goals for myself within appropriate timescales 2. I manage my goals, my time and personal finances in a way that supports my career building 3. I am innovative and creative in my thinking about my work, learning and life 4. I maintain a balance in my life, learning and work that is right for me 5. I can cope with challenges and changes which take place in life

Pilots Action	Resources
Let's go! Guidance actions to develop CMS to break down barriers to the labour market (ES)	CMS Framework: Brief Training session Som-hi: Com explicar la meva vàlua?
Awareness and practices in managing CMS in guidance and students services - 1 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Awareness and practices in managing CMS in guidance and students services – 2 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it

Transition to university guidance module toward High School students, provided by University of Messina - Messina (IT)	Career matching software SORPRENDO www.sorprendo.it Big Five Questionnaire (BFQ)
WORK-LIFE BALANCE (RO)	https://www.ted.com/ Brian Tracy - How to Find Your Dream Job and Select The Right Career Path: https://www.youtube.com/watch?v=5jNUqw2hgR0

Area 5 – Understanding the world

1. I understand how changes in society relate to my learning and work
2. I understand how learning and work change over time
3. I can make a positive impact on society
4. I make the most of opportunities I come across
5. I am open to opportunities including, those in other countries

Pilots Action	Resources
Understanding the world (UK)	Using a current example - explore with the group how the world is changing. Discuss the EU referendum. Information sheet: http://www.bbc.co.uk/news/uk-politics-32810887. Explore how the labour market has changed - this website has examples of what jobs might look like and issues that impact: http://careers2030.cst.org/jobs/
Awareness and practices in managing CMS in guidance and students services - 1 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Awareness and practices in managing CMS in guidance and students services – 2 (IT)	Providing information facing the JOB FINDER Platform and the capability to support the career management skills development: https://jobfinder.unicam.it/ Career matching software: www.sorprendo.it
Transition to university guidance module toward High School students, provided by University of Messina - Messina (IT)	Career matching software SORPRENDO www.sorprendo.it Big Five Questionnaire (BFQ)

WORK-LIFE BALANCE (RO)	https://www.ted.com/ Brian Tracy - How to Find Your Dream Job and Select The Right Career Path: https://www.youtube.com/watch?v=5jNUqw2hgR0
I can act at an international level for issues related to my life, learning and work: Mobility skills in the international market area (EL)	Career Panorama 2016 (video): https://www.youtube.com/watch?v=LmsQKsm8b7k EOPPEP's Mobility histories adapted from ONISEP's Mobility Videos produced within the project "Mobility for all" (dvd): http://www.eoppep.gr/teens/index.php/uncategorised/211-empeiries-kinitikotitas-2
How to support area of specialization pupil's choice within vocational education (IT)	SORPRENDO career matching software www.sorprendo.it The national Isfol database, individual interviews and group sessions and specific worksheets.

For a complete list of the resources, please visit: http://www.leaderproject.eu/cms-framework.html

LE.A.DE.R

LEARNING AND DECISION MAKING RESOURCES