

Module n. 2

Career Management

Skills

CSP & Unicam



Co-funded by the
Erasmus+ Programme
of the European Union

TRAINING COURSE FOR TUTORS AT SCHOOLS

Overview of the module

- Career Management Skills in Europe
- Area 1. Helping students discover themselves
- Area 2. Helping students exploring new horizons
- Area 3. Helping students building relationships
- Area 4. Helping students develop their strengths
- Area 5. Helping students monitor and reflect on their own experience
- Area 6. Helping students plan their career
- Evaluating Career Management Skills



Welcome to our second module.
Here we will discuss Career Management Skills,
through their definition and use.



Career Management Skills in Europe

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.

“The capacity to exercise agency and to influence the development of one’s own career is what is often described as career management”

(Neary, Dodd and Hooley, 2016)



Career Management Skills

With the above-mentioned challenges, schools, families and society as a whole share the mission of equipping students with the skills which will enable them to handle complexity, to successfully manage their career while making choices towards sustainable development and growth, both at a personal and community level.

These skills are called Career Management Skills.



Career Management Skills

ELGPN, the European Lifelong Policy Network:

“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.”



27 NOV 2009 **NEWS**



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Council Resolution on better integrating lifelong guidance into lifelong learning strategies

The Council has adopted the Resolution on better integrating lifelong guidance into lifelong learning strategies.

Four priorities areas have been identified:

1. Encourage the lifelong acquisition of career management skills;
2. Facilitate access by all citizens to guidance services;
3. Develop quality assurance in guidance provision;
4. Encourage coordination and cooperation among the various national, regional and local stakeholders.

[News details](#)

[Links](#)

To support the implementation of CMS there have been a number of frameworks that have been developed in different countries (Hooley et al., 2013). An early example of a career management framework was developed by Law and Watts (1977) in the 1970s as a framework for career education in schools. This is called the DOTS model and focuses on 4 main areas:

1. Decision learning;
2. Opportunity awareness;
3. Transition learning;
4. Self awareness

The DOTS framework

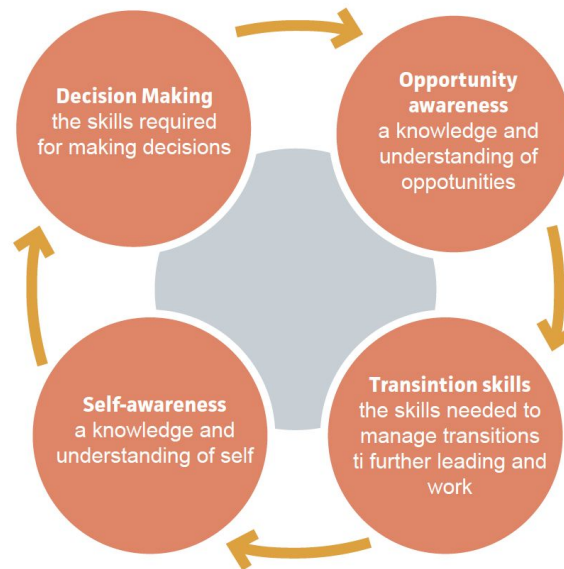


Figure 1. The DOTS framework (Andrews & Hooley, 2018, p. 59).

Guidance activities are considered learning opportunities, a process of learning and development which goes on throughout life.



CMS frameworks provide an instrument which connects career theory, practice and policy as they define a focal point for interventions in a complex and multicultural society: instead of focusing on the end-process of a choice, for example choosing a school or abandoning school.

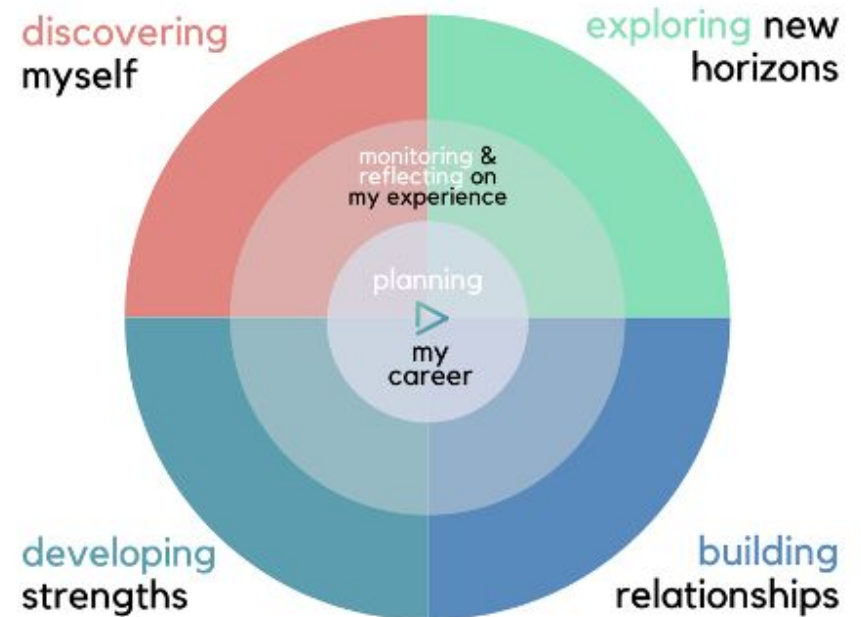
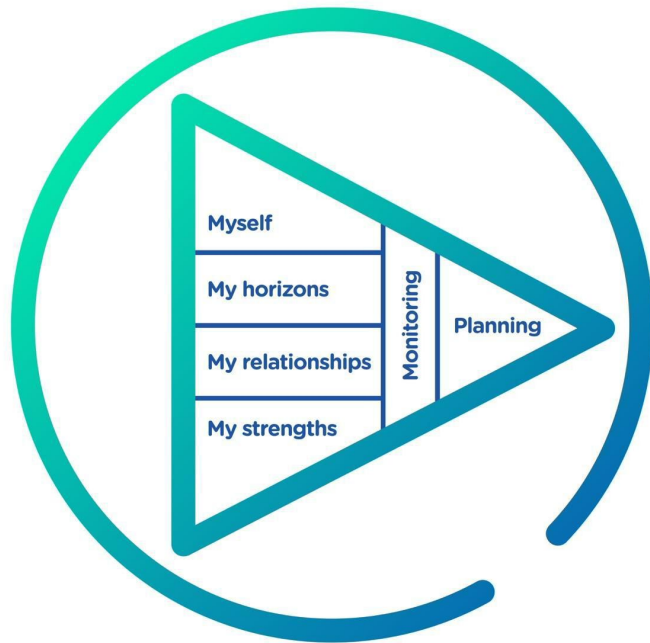
The learning component highlights the element of social change embedded within career learning interventions (see Sultana, 2014; Hooley, Sultana & Thomsen, 2017).

Careers are central to people's ability to self-actualise and social mobility is at the core of a socially just society.

Here comes the socially transformative and emancipatory role of these interventions: they have the potential of making a positive difference, possibly contributing to equalising life-chances rather than just reproducing social class destinies (Sultana, 2014).



These 6 areas drove the development of the E-TEAMS game which used those areas and their relative skills as learning outcomes of the games.



Area 1. Helping students discover themselves



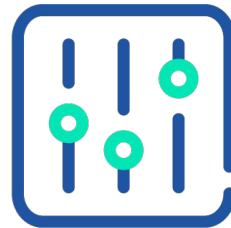
DISCOVER MYSELF



Promoting self-knowledge is a key step in supporting students in choosing their personal (educational, professional, life) goals and in managing their career day by day



SELF-AWARENESS



SELF-REGULATION



GROWTH MINDSET

Area 2. Helping students exploring new horizons



EXPLORING NEW HORIZONS



Teaching students how to find reliable information and to let them train to collect and analyze the data they need to make choices consciously



UNDERSTANDING
COMPLEXITY



UNDERSTANDING CAREERS AND
THE LABOUR MARKET



ETHICAL AND SUSTAINABLE
THINKING

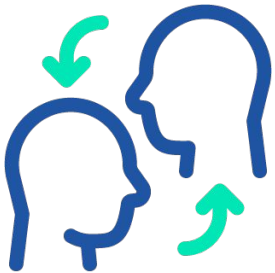
Area 3. Helping students building relationships



BUILDING RELATIONSHIPS



Taking into consideration the role of the social relationship with the community students belong to, it is important that they understand how crucial it is to build effective relationships.



EMPATHY

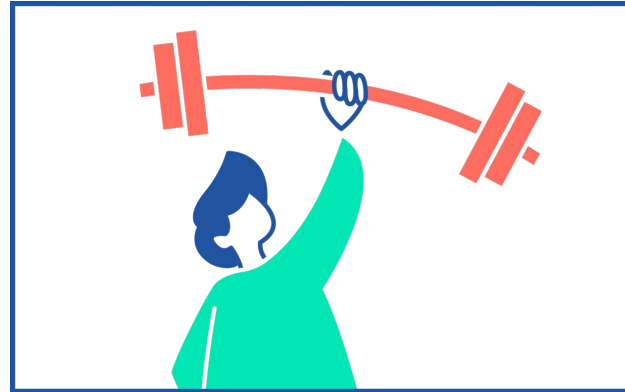


COMMUNICATION



COLLABORATION

Area 4. Helping students develop their strengths



DEVELOPING MY STRENGTHS



Taking into consideration the role of the social relationship with the community students belong to, it is important that they understand how crucial it is to build effective relationships.

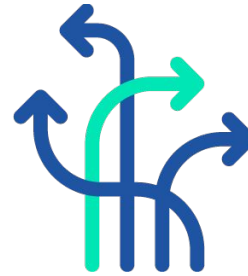
Area 4. Helping students develop their strengths



DIGITAL MINDSET



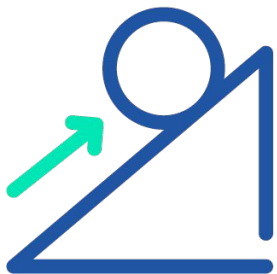
CRITICAL THINKING



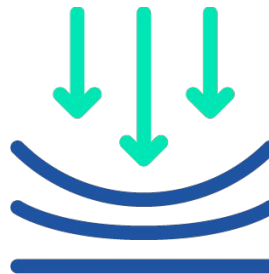
FLEXIBILITY



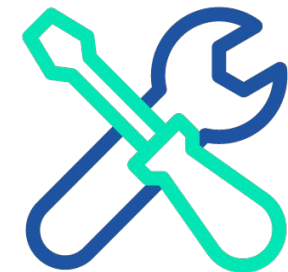
RISK-TAKING



PERSISTENCE



RESILIENCE



PROBLEM SOLVING

Area 5. Helping students monitor and reflect on their own experience



MONITORING AND REFLECTING ON MY EXPERIENCE



Learning to attribute meaning to past experiences, both positive and negative, is important for planning and redesigning one's life, study and work goals.

Area 5. Helping students monitor and reflect on their own experience



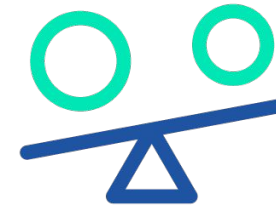
MONITORING LIFELONG
LEARNING ACHIEVEMENTS



SELF-AWARENESS OF MY
OWN ACHIEVEMENTS

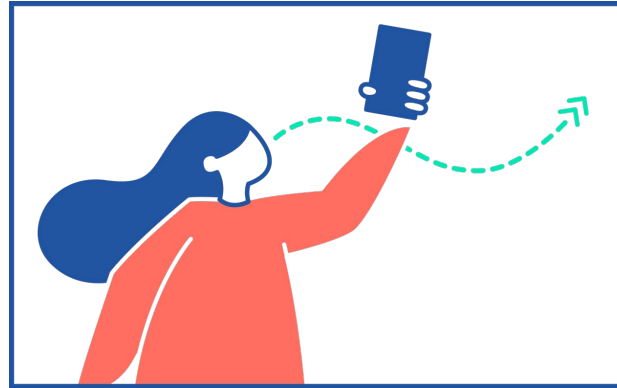


DEVELOPING IDEAS AND
OPPORTUNITIES TO CREATE VALUE



BALANCING LIFE, LEARNING
AND WORK ROLES

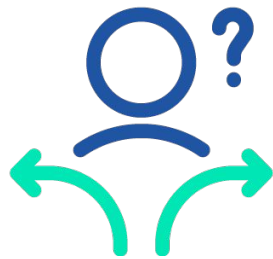
Area 6. Helping students plan their career



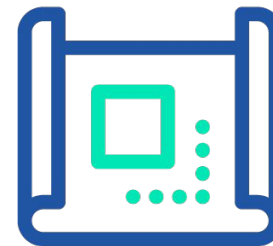
PLAN MY CAREER



Planning and active management of career plans



DECISION MAKING PROCESS

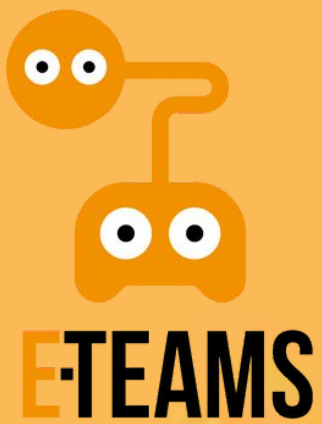


MANAGE PLANS

Evaluating Career Management Skills

Regarding the purpose of the E-Teams project, the evaluation of CMS includes the possibility to create a personal e-portfolio, named as passport, for students involved.





**Thank you for the
attention!**



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