

Career Management Skills

—opportunities for learning about work —

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<http://www.um.edu.mt/emcer>

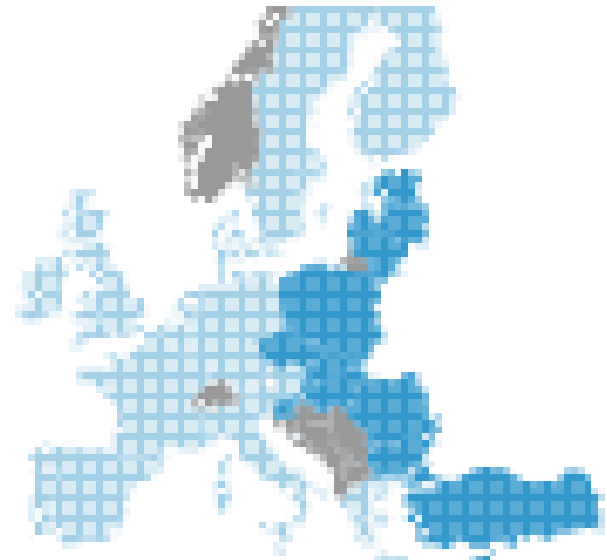
Main points

1. CG /CE policy developments in EU

2. 'Career management skills' on the agenda

- Defining CMS (*what?*)
- Typical content of CMS
- Justifying CMS (*why?*)
- Location of CMS (*where?*)
- LLL dimension of CMS (*when?*)
- CMS staff (*who?*)
- Teaching and assessing CMS (*how?*)

3. Key issues for CMS



CG policy developments since 2000

- 3 overlapping reviews

OECD – CEDEFOP and ETF – World Bank
(37 countries, 29 of which in Europe)



- Guidance in labour offices review

DG Employment - 30 European countries

- Guidance in 7 West Balkan countries (ETF)

Albania, BiH, Croatia, FYRM, Kosovo, Montenegro, Serbia,

- Guidance in 10 MEDA countries (ETF)

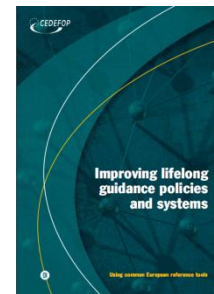
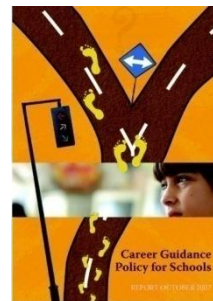
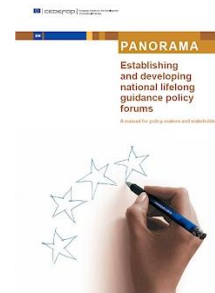
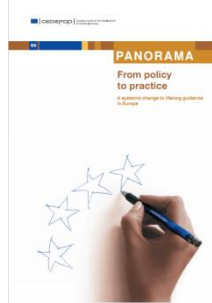
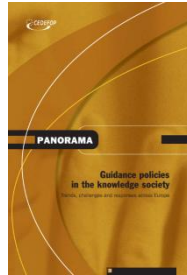
8 Arab states + Israel + Turkey



over
50
countries

Outputs & Outcomes

- Reports
- Handbooks
- Common guide tools
- Peer learning visits
- National frameworks
- Concept papers
- Political resolutions
- EU Network (ELGPN)



The 2004 *and* 2008 EU Guidance Resolutions

4 key
challenges

- Career management skills (**CMS**)
- Improving **access** to lifelong guidance
- Enhancing **quality** of services
- **Co-ordination** of services (National Forums)



4 EU-wide working groups – 1 for each priority

[concept papers, reports, peer learning, policy development...]

WHY? ...Justifying CG/CMS

- **Tightening school-work bonds:**
preparing for the world of work, and
for entrepreneurship
- Emphasis on **self-development**, and
on **self-guidance** (*'in-sourcing'* of
structural problems to individual)
- Citizen **entitlement** to support in
managing insecurities in a
Knowledge-Based Economy
(flexicurity)



Career Management Skills

ON THE ROAD

Career vs Job





CMS Aim:

To develop resources
in people to better
manage their life course

...Lifeskills - career development – personal and social education –
career education – transition education – school-to-work curriculum ...



Range of **competences** (knowing, doing, being)
providing **structured** ways
for individuals and groups

to **gather, analyse, synthesise, organise & use**

- information about self
- information about education
- information about occupations

Typical content of CMS

Personal choices and skills:

*Knowing self, self-assessment, decision-making,
acting in a diverse cultural environment*

Links between education and work:

*Courses and job opportunities, requirements, career
exploration, learning skills*

The Labour market:

*Rights and duties at work, equal opportunities,
values of different lifestyles*

EU Key Competences for LLL

Domains	Links to CMS
1. Communication in mother tongue	
2. Comm in a foreign language	
3. Math , Science , Technological literacy	
4. Digital competence	
5. Learning-to-learn	
6. Interpersonal and civic competences	
7. Entrepreneurship	
8. Cultural expression	

EU Key Competences for LLL

Domains	Links to CMS
1. Communication in mother tongue	<ul style="list-style-type: none">- Able to search, collect, process written information- Able to distinguish relevant from irrelevant data
2. Comm in a foreign language	<ul style="list-style-type: none">- Able to work with diversity
3. Math , Science , Technological literacy	<ul style="list-style-type: none">- Manage a budget- Disposition towards critical thinking- Able to manipulate tools & data to reach a conclusion
4. Digital competence	<ul style="list-style-type: none">- Able to use internet-based data and services- Able to use ICT to support critical thinking, creativity and innovation at leisure and work
5. Learning-to-learn	<ul style="list-style-type: none">- Effective self-management of learning and careers*
6. Interpersonal and civic competences	<ul style="list-style-type: none">- Able to interact effectively with institutions- Able to profit from opportunities given by EU- Able to distinguish between work & personal life
7. Entrepreneurship	<ul style="list-style-type: none">- Skills in project development, implementation- Able to identify one's strengths and weaknesses- Able to take assess and take risks
8. Cultural expression	<ul style="list-style-type: none">- Able to realise economic opp in cultural activity

Where is CMS taught?

Education sector:

- **Infusion model**
- **Separate subject**
- **Outside the curriculum**
- **Mixed model**

Shared responsibility – overall coordination – curriculum mapping – joint curriculum development – captured by system logic

Responsibility delegated (no ownership) – often part of lifeskills (elbowed out) – generic or customised

Band-aid approach – often too little, too late – targeted, rather than LL

Best of both worlds? – ensures coverage – requires careful planning

Typical opportunities for learning about work in the curriculum:

Lifeskills - Social Studies - Languages - Religious studies - History -
Extra-curricular Workshops - Work visits - Work experience ...

CMS in Public Employment Services

[LM adjustment programmes]:

- **Profiling:** Learning about oneself through the initial diagnostic meeting with an employment adviser
- **Personal Action Planning:** Learning to set goals, and the development of a plan to attain those goals
- **Job hunting:** Learning to look for jobs in relation to that plan (sitting interviews, job applications, c.v. - 'job clubs', promoting self-confidence and motivation).

Modalities of delivery

- **Wholly school-based**
 - may have weak links with labour market
 - focus on personal / educational guidance
- **Agency based outside school**
 - more knowledgeable of world of work
 - may focus on realism rather than aspirations
 - promotes idea that guidance is a 'frill'
 - better if seen as a complement, not substitute
- **Partnership in service provision**
 - Employment agency
 - Employers and Trade unions
 - Community-based associations / NGO's
 - Tends to be sporadic, not institutionalised



When? ...Developmental stages

- Away from a crisis delivery model
- Away from a key transition stage model
(e.g. 3-5-7 model)
- Life course approach: scaffolding
- Systematic: age/stage approaches
- IEP approach



Who? ...CMS staff

- **Regular teachers**
(trained or untrained)
- **Class masters/mistress**
(special link to each class)
- **Specialised staff**
(e.g. CG teachers, PSD staff)
- **Specialised external staff**
(e.g. from PES)
- **Community**
(parents, employers, alumni)



How? ...teaching and assessing CMS

- **Teaching**—a multi-dimensional approach:

class teaching, individual work tasks, group work tasks, project work, visits to enterprises and institutions, meeting the representatives of different occupations, meeting former students, work experience, interviews, case studies, job quizzes, volunteer work, use of specialised portals and data bases, computerised programmes and career games, books, workbooks, posters, and other printed materials, CD, DVD, movies, career tests, career fairs, simulation, role play, video feedback...

- **Assessing**—depends on curricular traditions:

portfolios, *bilan de competences*, continuous assessment, tests, practical demonstration, oral interviews, self-assessment, practical action planning

Key issues for CMS



- **Multi-dimensional approach requires staff co-ordination**
- **Integrate info resources, providers, systems and tools**
- **Students not necessarily motivated to learn the topics**
- **Training teachers to deliver CMS appropriately**
- **Widening access to unreached special target groups**
- **Supply is not matching the demand for CMS**
- **Difficulty to insert CMS in an over-crowded curriculum**
- **Develop capability in those partners and individuals who influence CMS (e.g. parents, employers, peers, etc)**



I

WE

do not
pathologise

..WHY DID YOU
LEAVE YOUR
LAST JOB?

...THE COMPANY
RELOCATED
AND DIDN'T
TELL ME WHERE.

CMS do not
Create jobs



100% WEB CON SUMMIT



F







"The Blame Game."



WORKING
FOR
THE
WEEKEND





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A. Personal Management

1. Build and maintain a positive self-concept;
2. Interact positively and effectively with others;
3. Change and grow throughout one's life.

B. Learning and Work Exploration

4. Participate in LLL supportive of life-work goals
5. Locate and use life-work information
6. Understand relationship between work and society

C. Life/Work Building

7. Secure/create and maintain work
8. Make life/work enhancing decisions
9. Maintain balanced life and work roles
10. Understand the changing nature of life work roles
11. Understand and manage one's own career building process

Acquisition

(acquire, explore, understand, discover)

Application

(apply, demonstrate, experience, express, participate)

Personalization

(integrate, appreciate, internalize, personalize)

Actualization

(create, engage, externalize, improve, transpose)

- Level 1
[Early Years]

- Level 2
[Up to Early Adolescence]

- Level 3
[Up to Late Adolescence]

- Level 4
[Up to Adulthood]

Distinctions between career education and careers guidance

	<i>Careers education</i>	<i>Careers guidance</i>
<i>Contact</i>	Often in a <i>group</i> , using group processes	Requires <i>individual or small-group</i> work, using inter-personal processes
<i>Relevance</i>	Emphasises learning <i>generally</i> relevant to the group	Emphasises learning <i>differentially</i> relevant to the individual
<i>Basis</i>	<i>Ready-made programme</i> , articulated to what is known in advance to be useful	<i>Negotiable</i> , not necessarily known in advance
<i>Development</i>	Movement <i>through the material</i> , from 'basic' to 'advanced'	Movement <i>through experience</i> , towards what the client needs to do now
<i>Outcome</i>	Acquisition of a <i>general</i> framework of learning (though capable of incorporating and supporting individual responses)	Readiness to deal with a <i>specific</i> problem or decision faced by one person now

Source: adapted from Bill Law (1998) 'Careers education in a curriculum'. In R. Hawthorn *et al.* (eds) *Rethinking Career Education and Guidance: Theory, Policy, and Practice*. London: Routledge.

Examples of links between academic disciplines and the DOTS analysis

	<i>Economics</i>	<i>Psychology</i>	<i>Sociology</i>	<i>Literature</i>
<i>Opportunity awareness</i>	'Sunrise' and 'sunset' industries		Organisation of work	
<i>Self awareness</i>		Concepts for 'self' and 'behaviour'		Autobiography as insight
<i>Decision learning</i>	Estimating 'utility' and 'disutility'			Narrative as resolution
<i>Transition learning</i>		Stress management	Social pressure	

Source: adapted from Bill Law (1998) 'Careers education in a curriculum'. In R. Hawthorn *et al.* (eds) *Rethinking Career Education and Guidance: Theory, Policy, and Practice*. London: Routledge.

Progression in the DOTS model

	Opportunity awareness	Self-awareness	Decision learning	Transition learning
Sense	Mapping work distributions	Identifying models	Surveying approaches	Gathering feedback
Sift	Classifying examples of work	Comparing self 'here' and 'there'	Examining different reactions	Locating alternative strategies
Focus	Identifying occupational stereotypes	Articulating values	Emphasising with points of view	Identifying preferred styles
Understand	Explaining and anticipating social and economic change	Anticipating future experience	Assessing risk and commitment	Explaining failed strategies and anticipating successful ones

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