Career Education Standard 3-18

Learning Resource 3:
Career Management Skills
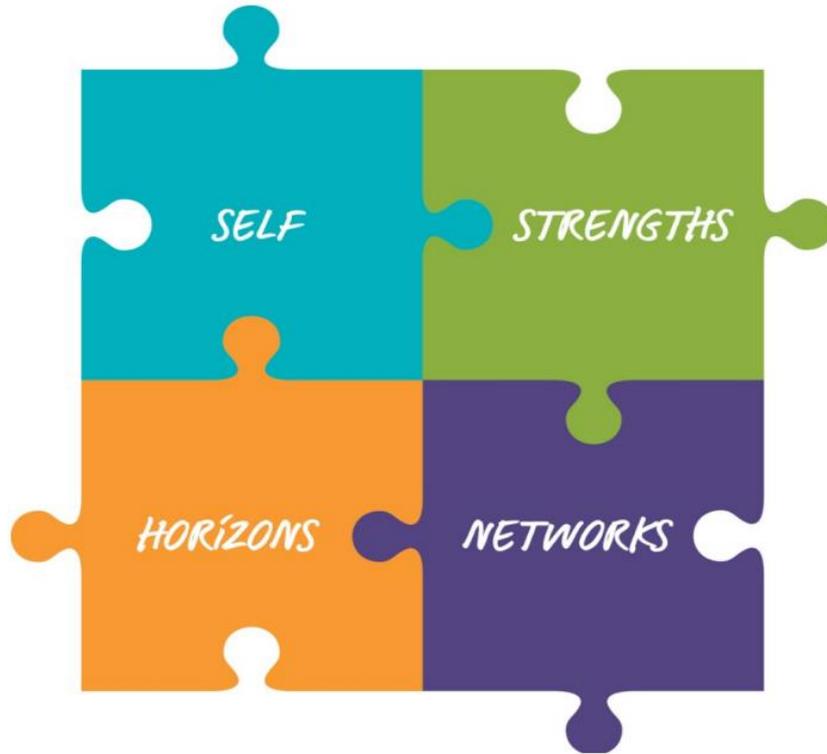
SELF

STRENGTHS

HORIZONS

NETWORKS

Transforming lives through learning

Contents

Appendix

Purpose

This is one of a suite of learning resources which provides support to develop practice related to the *Career Education Standard* (CES). This resource, *'Introduction to Career Management Skills' (CMS),* helps to familiarize yourself with CMS and how this can be used to support learning and career education. It is structured to begin to inform and to help you reflect on your existing practice.

Learning outcomes

As a result of engaging with this learning resource you will have:

- an understanding of what career management skills are and why they are important
- an understanding of the relationship between *Curriculum for Excellence,* the implementation of the *Career Education Standard* and the *CMS Framework for Scotland*
- the opportunity to reflect on your current practice
- knowledge about where to access support and information

Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels. This incorporates those working with children and young people in the following sectors:

- early learning and childcare;
- primary, secondary and special schools;
- colleges and independent training providers;
- third sector providers, social work, and community learning and development; and
- other specialist learning providers, including secure and residential settings.

This resource can be used flexibly within your current context and contribute to your personal knowledge and levels of understanding.

The learning resource relates directly to the following expectations[1]:

- engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys;
- encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities;
- facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;
- make use of relevant digital and online resources, in particular My World of Work (supported by training)

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[1] **The Career Education Standard (3-18)** , page 10

What are Career Management Skills?

Building the Curriculum 4 defines career management skills as *"the skills, knowledge and self- awareness to develop aspirational career aims and the confidence to take actions in one's life time and again as career opportunities arise and as work and learning options change".*

BtC4, 2009 (page 31)

Such a definition is realised within the entitlements and expectations in the *Career Education Standard (CES)*. The standard makes clear the entitlement for all learners to "***develop CMS as an integral part of their curriculum***". (CES, page 8)

Supporting this is the responsibility of all teachers and practitioners.

"*Teachers have an important role to play – not as a replacement for careers advisers – but in helping young people understand and develop the skills required to successfully prepare for employment.*"

Education Working for All, 2014

There are many definitions of CMS so developing a common, shared understanding and language will facilitate planning and partnership working.

"Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people".

BtC4, 2009 (page 2)

The reference point around developing a shared CMS language is that of the Scottish Government's ***Career Management Skills Framework for Scotland (2012)***.

It sets out 17 competencies arranged under four headings:

- **Self**
- **Strengths**
- **Horizons**
- **Networks**

ACTION

View the introductory CMS Video: https://youtu.be/2jm9CmE6qmw

A brief summary of the CMS Framework for Scotland is shown below with more detail in the appendix.

Career Management Skills

Self	Strengths
Knowing who you are and how you fit into society	**Knowing what you are good at, and how to make the most of those strengths**
• I develop and maintain a positive self-image. • I maintain a balance that is right for me in my life, learning and work roles. • I adapt my behaviour appropriately to fit a variety of contexts. • I am aware of how I change and grow throughout life. • I make positive career decisions.	• I am aware of my skills, strengths and achievements. • I build on my strengths and achievements. • I am confident, resilient and able to learn when things do not go well or as expected. • I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.
Horizons	**Networks**
Knowing where you could go in life and how to get there	**Knowing how to build relationships, ask for help and make the most of your social and professional network**
• I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me. • I know how to find and evaluate information and support to help my career development. • I am confident in responding to and managing change within my life and work roles. • I am creative and enterprising in the way I approach my career development. • I identify how my life, my work, my community and my society interact.	• I interact confidently and effectively with others to build relationships. • I use information and relationships to secure, create and maintain work. • I develop and maintain a range of relationships that are important for my career journey.

Why do Career Management Skills matter?

"Security lies not in employment but in employability" (Prof Tony Watts)

"*The world of work is complex. Regardless of the wisdom of an initial career choice, individuals cannot depend on a job for life. In fact, they cannot even be sure that the area that they have chosen to work in at the start of their career will still exist when they retire. To enable individuals to function in this fluid environment they need to develop skills, behaviours and attributes which will support them to become effective and confident career managers*".

Understanding Career Management Skills: Findings From the First Phase of the CMS Leader Project
Neary, S., Dodd, V. and Hooley, T. (2015).

Traditionally 'career' meant an upward progression in an organisation or profession. The notion was that people chose a career, which then unfolded in an orderly way. For some time now this traditional concept has been fragmenting. Organisations, driven by technology and globalisation, are less willing to make long-term commitments to individuals. Where they do, it is in exchange for flexibility about the roles and tasks individuals will perform.

For individuals who want to maintain their employability, it is important that they review and develop their skills regularly throughout their career pathway. Careers are now increasingly seen not as 'chosen' but as being constructed, through the series of choices about learning and work that people make throughout their lives. This requires individuals to be active agents who take more responsibility for their own career development which in turn requires the skills to manage different career pathways where relatively frequent job changes may take place.

CMS equip individuals to:

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

ACTION

1. **Watch   David Redekopp TEDEx Video – Every decision is a career decision**

CONSIDER

- What key messages emerged from this video for me?
- Were any of these messages new to me?

Reflect on the benefits the teacher described to David through making learning relevant by connecting to life beyond school and the world of work.

- How does this teacher's realisation and changed approach relate to my current practice?

You may wish to consider the learning and reflection from the *Introduction to Labour Market Information resource here*.

- How did David's messages reflect my own career journey experience?

The section below can be used to capture your responses to the reflective questions

RECORD

2. Look at the interesting practice exemplar '[Developing Career Management Skills' from the Millburn Area School Group (Inverness)](#)

CONSIDER

- How effectively do I plan for career education opportunmities and progression pathways for learners from 3 - 18?
- In what ways do I ensure that I meet the needs of all learners to develop skills for learning, life and work
- A number of these activities are achieved by teamwork and working with partners. To what extent do I involve partners in delivering meaningful, work related experiences for learners, the acquisition of skills and qualifications as well as prospective career opportunities?

RECORD

How can I enhance the development of career management skills in my practice and setting?

"It is vital that young people and those supporting them in making choices about learning and careers, are aware of all the options available and are actively promoting the widest range of opportunities".

Developing the Young Workforce Scotland's Youth Employment Strategy Annual Progress Report 2014-2015

An important role for practitioners is to ensure that career management skills are woven through the curriculum and the day-to-day learning experiences by making clear connections to the skills that young people need and the learning and career pathways available to them.
For example:

- Planning for learning opportunities that offer progressive skills development
- Making explicit for learners the skills they are developing and using
- Supporting young people to reflect on and discuss their progress in developing these skills
- Making clear how learning applies to life and work
- Supporting learners to understand the increasing range of learning pathways and their relative merits
- Making connections to future career options and the developing labour market
- Exploring labour market information and trends related to curriculum area e.g. the current and anticipated growth in the Scottish IT sector

ACTION Read the CMS Framework in the appendix.

CONSIDER

How does my current practice already help learners identify and develop the *CMS Framework* competencies

RECORD

In the table below, capture aspects of your existing practice that help learners develop the related CMS competencies and identify one or two possible actions to further develop this.

CMS Framework for Scotland	Current and future practice
Self • I develop and maintain a positive self-image. • I maintain a balance that is right for me in my life, learning and work roles. • I adapt my behaviour appropriately to fit a variety of contexts. • I am aware of how I change and grow throughout life. • I make positive career decisions.	**How do I help learners develop these in my current practice?** **How could I further develop this?**
Strengths • I am aware of my skills, strengths and achievements. • I build on my strengths and achievements. • I am confident, resilient and able to learn when things do not go well or as expected. • I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices. **Self**	**How do I help learners develop these in my current practice?** **How could I further develop this?**

CMS Framework for Scotland	Current and future practice
Horizons • I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me. • I know how to find and evaluate information and support to help my career development. • I am confident in responding to and managing change within my life and work roles. • I am creative and enterprising in the way I approach my career development. • I identify how my life, my work, my community and my society interact.	**How do I currently develop these in my existing practice?** **How could I further develop this?**
Networks • I interact confidently and effectively with others to build relationships. • I use information and relationships to secure, create and maintain work. • I develop and maintain a range of relationships that are important for my career journey.	**How do I currently develop these in my existing practice?** **How could I further develop this?**

Resources

Skills Development Scotland is working with Education Scotland and practitioners to develop career learning resources mapped to the illustrative 'I can' statements in Appendix 1 of the *Career Education Standard*, the *Career Management Skills Framework* competencies and Curriculum for Excellence experiences and outcomes.

Careers Advisers – are career information, advice and guidance experts within the secondary school setting and can be consulted with on career education, career management skills and utilising My World of Work within the classroom.

My World of Work - SDS's award winning web service is a key resource
NB To access lesson plan/ lesson insert resources you must register on My World of Work as a partner. **SDS Partnership Development & Integration Executives** - experts in My World of Work who can arrange a guided tour of the resource and tools for teachers and practitioners.
My Career Plan – a resource developed with the Scottish Consortium for Learning Disabilities for practitioners to support young people with additional support needs identify and develop their career management skills.

The following page provides some examples of resource available on My World of Work and on the SDS website:

Self	Strengths
Interest and personality tools such as: • Animal Me (Primary school)* • What Makes Me Tick*	Tools to support identification and discussion such as: • My Strengths* • Skills Builder (Primary school)*
Horizons A wide range of content and advice to use within learning setting such as: • Be What You Want to Be (Close the Gap) Teacher resource • My World of Work industry pages • Subject lesson inserts*	**Networks** Resources and advice to build the connections such as: • Work placements/Foundation Apprenticeships/Clubs/Events etc. • MyWoW articles on social networking/professional networking • Social Media content and Link Guides • MyWorld of Work for Parents – information and advice to

*NB Supporting lesson plans for tools are available in the Partner Area

Action Research / Practitioner Enquiry Activity

CONSIDER

Having already reflected on how you help learners develop CMS and identified areas for potential improvement consider:

- How can I test my improvement ideas on a small scale and which colleagues or partners could I work with to do this?
- How will I know it's made a difference?

RECORD

You may find the table below helpful in planning a 'small test of change' you could try with one pupil, one group or one class over the next few weeks. Working with colleagues will help you focus this task and identify measures that will tell you whether it is making a difference for learners. If it works, scale it up, if it doesn't then consider whether it can be refined or try another 'small test of change' before implementation with a bigger group.

What areas have I Identified that I want to improve?	What specific action I will take to improve my practice?	Who can support me with this? Who can I partner with in this?	When will I review the impact/outcome of this action

APPENDICES

Appendix 1

Career Management Skills Framework

 Self

I develop and maintain a positive self-image

I demonstrate this by:

- Knowing who I am (in terms of my strengths, skills, experiences etc.)
- Being aware of my behaviours and attitudes and what has influenced their development
- Considering how my self-image/self-respect fits into social and cultural contexts
- Adopting behaviours that reflect a positive attitude to myself
- Understanding how my self-concept/awareness has an impact on achieving my personal, social, educational and vocational goals and decisions
- Understanding the importance of feedback, and being able to give and receive it

I maintain a balance that is right for me in my life, learning and work roles
I demonstrate this by:

- Being aware of the various roles I may have in life
- Being aware of the rewards and responsibilities linked to each of my roles
- Understanding how these different roles require varying amounts of energy, participation, and motivation
- Understanding how my various life and work roles impact upon my preferred future or lifestyle
- Understanding how the choices that I make can impact on others, and being able to negotiate with others in relation to these choices
- Being able to determine the value of work, family and leisure activities for myself
- Being able to determine the kind of work, family and leisure activities that might contribute to a balanced life

I adapt my behaviour appropriately to fit a variety of contexts
I demonstrate this by:

- Recognising how the context and expectations of others may impact on my behaviour
- Recognising how times of change often require me to adapt or develop my behaviour
- Using emotional and social intelligence to support my engagement in a range of contexts

I am aware of how I change and grow throughout life
I demonstrate this by:

- Understanding that my motivations and aspirations change as my life changes
- Being aware of how change and growth inter-relate with my mental, social and physical health/wellbeing and making efforts to manage my health and wellbeing accordingly
- Being aware of how changes related to work can impact on my wider life and may require life changes
- Taking active steps to manage changes in all areas of my life
- Taking the initiative to shape changes in my life, relationships and work

I make positive career decisions

I demonstrate this by:

- Understanding how choices are made
- Understanding how my personal beliefs and attitudes affect my decisions
- Being aware of what might interfere with attaining my goals, and developing strategies to overcome these barriers
- Applying problem-solving strategies to career-related issues
- Being able to evaluate the impact of my decisions on myself, on others and on my community and the wider society

Strengths

I am aware of my skills, strengths and achievements

I demonstrate this by:

- Reflecting on my skills, strengths and experiences, and considering how they interact
- Recognising and recording my achievements. Seeking feedback and drawing on the insights of others
- Making critical use of interest inventories, psychometrics and other tools that support the gaining of personal insights
- Understanding how my skills, strengths and experiences can contribute to groups and to the wider society

I build on my strengths and achievements

I demonstrate this by:

- Knowing how to use and increase my strengths and achievements
- Being about to recognise and articulate my experiences and achievements
- Being able to prioritise and make decisions about where to focus my learning, activities and personal development
- Being able to consider if a learning environment is right for me

**I am confident, resilient and able to learn when things do not go well or as expected**

I demonstrate this by:

- Being able to adapt to change when I encounter it
- Being able to manage the effects of crisis
- Being able to make the most of opportunities and challenges
- Knowing and understanding my rights, and being able to claim them and ensure that they are respected
- Being willing to drive or engage with change
- Being able to engage in career contingency planning and to move beyond my existing plan
- Being able to express my feelings and to ask for help and support

I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices
I demonstrate this by:

- Knowing about study options and the implications of my choices
- Knowing about the various routes through learning and how they differ
- Understanding how skills can be transferable
- Understanding the relationship between educational levels and the learning or work options that are open to me
- Understanding how to use my strengths, skills and knowledge
- Undertaking continuous learning activities
- Demonstrating behaviours and attitudes that contribute to achieving my personal and professional goals
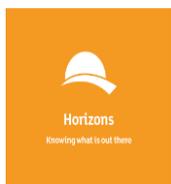
Horizons

I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me
I demonstrate this by:

- Understanding that my career path reflects a series of choices
- Being aware of stereotypes, biases and discriminatory behaviours that limit individuals in certain work roles
- Being able to consider and challenge my aspirations / goals
- Being able to draw on and engage with a range of role models
- Being able to use technology to support career exploration
- Being able to explore alternatives in decision-making situations
- Being able to develop a range of creative scenarios for my preferred future
- Demonstrating the skills, knowledge and attitudes required to assess / evaluate work and learning opportunities

I know how to find and evaluate information and support to help my career development
I demonstrate this by:

- Knowing where and how to access reliable career information
- Knowing how to use various sources of career information

- Knowing how to use different settings and resources to learn about work roles and alternatives
- Knowing how to find, interpret, evaluate and use information about learning and work
- Knowing how to use technology to find resources that support my career knowledge and development
- Knowing how to analyse and evaluate a range of information sources

I am confident in responding to and managing change within my life and work roles
I demonstrate this by:

- Understanding the changing life roles of people in work and family settings
- Understanding how my contributions, both inside and outside the home, are important to my family and the wider society
- Understanding how individuals may move through a variety of roles within learning and labour markets
- Understanding how my changing relationship to organisational structures can require me to draw on my strengths in different ways
- Exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for myself

**I am creative and enterprising in the way I approach my career development**
I demonstrate this by:

- Being able to effect and drive change in a variety of life contexts
- Being able to think in creative and innovative ways to explore and solve problems in different contexts
- Being able to balance taking risks with managing risk
- Understanding how businesses and organisations innovate and change
- Being able to make connections, see relationships and imagine possibilities
- Being able to reflect critically on ideas and outcomes

I identify how my life, my work, my community and my society interact
I demonstrate this by:

- Understanding how work can satisfy my needs
- Understanding how work contributes to my community and to the wider society
- Understanding how society's needs and functions affect the supply of goods and services
- Understanding how economic and social trends affect my work and learning opportunities
- Understanding the effects of work on my lifestyle
- Understanding how businesses and organisations operate
- Being able to determining the value/importance of work for myself
- Understanding the nature of the global economy and its impact on individuals and society
- Understanding how work and consumption can have an impact on society and the environment.
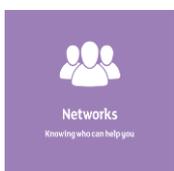
Networks

I interact confidently and effectively with others to build relationships
I demonstrate this by:

- Understanding and demonstrating interpersonal and group communication skills that enable me to help / work with others
- Knowing how to deal with peer pressure, and understand how my behaviours and those of others are related
- Understanding the importance of positive relationships in my personal and professional life
- Respecting diversity
- Being able to express personal feelings, reactions and ideas in an appropriate manner
- Knowing how to solve interpersonal problems

I use information and relationships to secure, create and maintain work
I demonstrate this by:
- Communicating my skills to others
- Understanding the importance of personal qualities in securing, creating and remaining in work
- Understanding that skills and experiences are transferable to various work settings
- Knowing how to locate, interpret and use labour market information
- Developing work-search skills
- Understanding the value of volunteer work in building networks for work, learning and life
- Developing relationships and networks to support secure work and develop my caree

I develop and maintain a range of relationships that are important for my career journey
I demonstrate this by:

- Knowing how and when to contact people who can provide information about work and learning opportunities
- Having the ability to work with others in a range of roles
- Building and using supportive peer networks
- Knowing how to use technology to support the development and maintenance of social networks
- Recognising when and how to look beyond my immediate social networks and use this to support career building
- Being able to build relationships with potential employers and learning providers

Appendix 2

Further reading

- The Case for Career-Related Learning in Primary Schools
  (New South Wales Government, 2014)

- Do primary school children's career aspirations matter? - The relationship between family poverty, career aspirations, and emotional and behavioural problems
  (Institute of Education University of London, 2012)
  https://www.nfer.ac.uk/what-we-offer/information/ontheweb/pdfs/Oct2012.pdf

- Great Expectations – Teenagers' career aspirations versus the reality of the job market
  (City and Guilds, 2015)