Understanding career management skills: findings from the first phase of the CMS LEADER project

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Understanding career management skills

Findings from the first phase of the CMS LEADER project

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Publication information

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A history of the Centre is available in the book

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

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Executive summary

The LEarning And Decision making Resources (LEADER) project has been established to support partner countries to develop and use career management skills (CMS) and CMS frameworks with practitioners. CMS is the term used to describe the skills, attributes, attitudes and knowledge that individuals require in order to manage their career. CMS 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.

In the LEADER 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.*

This is the first report from the LEADER project. It presents an analysis of the data collected as part of the first phase of the project and explores the concept of career management skills (CMS) from the perspectives of the partner countries: Italy; Spain; Romania; Greece; Turkey; and the UK. Data were collected using surveys and focus groups representing practitioners working in career related roles in the partner countries. Construction of the research tools was underpinned by a literature review to identify current thinking in relation to CMS. Responses to the survey were received from 222 respondents from six partner countries and over 85 individuals contributed to focus groups.

Findings

- **The value of CMS**. Focus group participants from all countries agreed that CMS should be at the core of lifelong guidance services. A majority of respondents to the survey reported that they thought CMS were 'very valuable'. They felt that a CMS framework should ensure that individuals are aware of their skills, strengths and achievements and that they know how to find and evaluate information and support to help their career development. However, the terminology of 'career management skills' is not well understood in all countries.
- **Implementation of CMS**. CMS were promoted at a relatively high level in schools across all partner countries. However there was less evidence of their use in public employment services. CMS were developed in a variety of ways including one to one sessions and group sessions and less commonly through online learning and self directed learning.
- **Assessment of CMS**. Most participants from the partner countries believed that CMS should be assessed and the survey suggested that most countries had some

experience of assessment. They used a variety of assessment methods including observations, assignments, portfolios and self-assessments.

- **Training and resources for CMS**. More than half of respondents reported that there were either no available training or that they were unaware of any available training regarding CMS. More training for CMS would be welcomed across all the countries including good practice exchanges, regular seminars and workshops, accredited courses at all levels including postgraduate, new tools and models to deliver, mentoring and experiential learning. Participants would also welcome new resources to support the delivery of CMS including career matching software, handbooks, career repertories and databases, e-portfolios and pictures, cards and videos on careers .

Recommendations

To support the project moving forward a number of recommendations have been made.

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1. Ensure that the language used to present the CMS framework is meaningful within each of the partner countries.

2. Resources and tools developed will need to take into consideration the context and stage that learners are at.

3. The priority for resource development should be on one-to-one and group work related activities.

4. Pilot the draft framework to assess that it meets the needs of the partner countries.

5. Produce guidelines focusing on best practice in assessment and observation of CMS activities.

6. Collect examples of local CMS materials and promote these on the project website and support the contextualization of the CMS to each of the partner countries.

7. Map and utilize generic existing CMS resources and prioritise the development of new CMS resources.

Contents

List of tables and figures

Figures

Tables

1. Introduction

Lifelong guidance has received significant attention at the European Level. The Council of the European Union Resolutions passed in 2004 and 2008, highlight the need for strong guidance services throughout the life course to equip citizens with the skills to manage their learning, their careers and their transitions between and within education, training and work. The Resolutions position the acquisition of the skills that are needed to manage a career (career management skills) as an important priority of guidance services.

The LEarning And Decision making Resources (LEADER) project has been developed in response to this imperative to establish career management skills (CMS). It aims to support participating countries to engage with CMS. This is the first report from the LEADER project. It presents an analysis of the data collected as part of the first phase of the project and explores the concept of career management skills (CMS) from the perspectives of the partner countries which include, Italy, Spain, Romania, Greece, Turkey and the UK.

Why focus on career management skills?

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.

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 "test and tell" or matching paradigm 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 full pension.

Those reacting against this paradigm make the argument that career management is a process of learning and development which goes on throughout life (Super *et al.*, 1996). Careers are constructed rather than chosen and this process of building is, at least in part, a

process of learning and personal development. In this 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.

Fostering CMS can 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 progress;
- identify how they can progress 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.

2. What are career management skills?

The term career can be used to depict how individuals live their lives across different contexts and settings, including education, work, family and leisure time. Vaughan (2011) asserts that all individuals need to carefully coordinate their life, work and learning choices and experiences, at all ages and stages throughout their lives. This process of coordination requires the exercise of CMS.

Skill in managing your career is not the only thing that allows an individual to have a successful career. The social, cultural and organisational context within which an individual operates influences how their career unfolds. However, as they manoeuvre within these structural constraints individuals are able to exercise varying degrees of agency over the development of their careers. The exercise of agency is a skilled process whereby the individual considers the inter-relationship of their skills, aspirations and responsibilities with the possibilities that exist for them within the world around them. This capacity to exercise agency and to influence the development of one's own career is what is often described as career management.

Career management is best viewed as a lifelong process rather than a single event (choosing a career pathway). The concept of career management assumes that individuals can influence their careers, that there are a range of skills which help an individual to manage their career in ways that are personally advantageous, and that at least some of these skills can be acquired through learning and experience. Further thinking about the concept of career management then explores how far we can define what skills, attributes and aptitudes comprise career management and how far it is possible to develop these through purposeful interventions.

The term career management skills is often used to describe, not only skills, but also aptitudes, abilities and attitudes. This distinction between skills, aptitudes and attitudes is imperfect. Sultana (2011) notes that there are a variety of definitions of career management skills. In the LEADER 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.*

CMS frameworks

To support the implementation of CMS there have been a number of frameworks that have been developed in different countries (Hooley *et al.*, 2013). These CMS frameworks are often referred to as 'blueprints' for career management. CMS frameworks provide a way to

define the skills and attitudes which support individuals to effectively manage their careers and to progress through life.

The impact of CMS frameworks has varied across the different countries where they have been implemented. An early example of a career management framework (the DOTS model) was developed by Law and Watts (2015) in the 1970s as a framework for career education in schools. As the idea of lifelong guidance developed it became important to develop frameworks which have relevance across the life course. The first attempt to do this was the National Career Development Association Guidelines (NCDA, 2007) which were developed in in the USA in the late 1980s. This model of a CMS framework was then developed and adapted across a number of national iterations in Canada (Haché, Redekopp and Jarvis, 2006), Australia (MCEEDYA, 2010) and England (LSIS, 2012). Related models have also been developed in a range of other countries including New Zealand (Hodgetts, 2009) and Scotland (SDS, 2012).

Tomsen (2014) looked at CMS from a Nordic perspective. She argues for the use of the term '*career competencies*' within the Nordic countries as a range of career guidance activities develop career competencies. She notes that there is a weak tradition of organising and theorising this activity in the same way as in the English speaking world but goes on to explore how the development of a framework might be useful for these countries. For example Haug (2014) has explored the potential for the development of a CMS framework in Norway.

Hooley, Shepherd and Dodd (2015) note that none of the existing CMS frameworks include much detail that can support the development of digital CMS. They argue that the digital environment is an important new focus for career building and that it requires CMS which relate to this context. They argue that Hooley's (2012) framework for digital career literacy (the Seven C's of digital career literacy) can be viewed as a CMS framework which is specific to this digital environment. However, they also note that this framework has not been extensively implemented in any country.

CMS frameworks provide an instrument which can connect career theory, practice and policy. Sultana (2011) observes that most CMS programmes cover similar topics and themes, with the main differences being in the way (and extent to which) the competencies are (1) organised and packaged together to establish a coherent and structured framework and (2) integrated in a curricula and learning programmes.

CMS frameworks provide a focal point for interventions that support individuals to develop their ability to manage their careers. Where such frameworks are national, cross-sectoral and all age they can support the integration of national lifelong guidance systems.

3. Constructing CMS frameworks

Many countries have constructed their own CMS frameworks to meet their local needs. They have all used different processes to do this. However, before considering the process of CMS framework construction it is important to understand the elements that comprise a CMS framework. Hooley *et al.* (2013) argue that it is possible to identify three core elements and four contextual elements of CMS frameworks.

Core CMS elements

The three core elements are:

1. **Career learning areas** (commonly referred to as 'goals' or 'competences'), describing the skills, attributes, attitudes and knowledge that the framework seeks to develop in individuals.
2. **The learning model**, describing the understanding of learning and skills acquisition that underpins the framework.
3. **The levels**, describing the stages of development that an individual goes through in becoming a competent career manager.

Career learning areas
There is no universal agreement as to what skills are needed to effectively manage a career. Consequently, CMS frameworks are not defined by a particular set of learning areas, but rather by the attempt to state a series of learning areas that collectively describe CMS. Most CMS frameworks also attempt to organise these skills conceptually under a number of headings. For example, the English Blueprint organises CMS under three headings: understanding and developing myself; exploring life, learning and work; and developing and managing my career (Learning and Skills Improvement Service, 2012).

Figure 1. The English Blueprint.

Understanding and developing myself	I know who I am and what I am good at
	I interact confidently and effectively with others
	I change, develop and adapt throughout my life.
Exploring life, learning and work	I learn throughout my life
	I find and utilise information and the support of others
	I understand how changes in society, politics and the economy relate to my life, learning and work
	In understand how life, leaning and work roles change over time
Developing and managing my career	I make effective decisions relating to my life, learning and work
	I find, create and keep work
	I maintain a balance in my life, learning and work that is right for me
	I plan, develop and manage my life, learning and work

The learning model

The Learning and Decision Making Resources project (LEADER) seeks to examine educational models and pedagogical resources in different European countries and to create a process for the transfer of best practice. Given this it is important to recognise that CMS frameworks comprise of not just *what* is to be learnt; but also *how* CMS are to learnt. The question of how we learn is a political and pedagogic question that different cultures and approaches to guidance are likely to conceptualise differently depending on how they situate the aims of the Blueprint.

The existing iterations of the Blueprint have derived their learning model from Bloom's taxonomy (1956). The US framework sees these skills as being developed through three stages: knowledge, application and reflection. The Canadian framework reworks these stages into four, by adding the idea that the learner ultimately needs not only to understand but also to act. The four stages are: acquisition, application, personalisation and actualisation.

It is possible to identify alternative models of learning that could be used in this respect. Kolb's (1984) learning cycle provides an example by offering a cyclical vision of knowledge acquisition. In Kolb's model learning is built up through an individual's experiences, their reflections on those experiences, their ability to develop conceptual understanding from their reflections, and their ability to use their understanding to experiment with new approaches to their world.

Levels

If career management skills are considered to be important skills for an individual to acquire, then it is useful to provide learners, their teachers and advisers with resources to assess these skills. The Blueprint frameworks typically help to do this by introducing the idea of levels of learning which broadly correspond to other age and stage related educational levels. The development of these levels is helpful in providing practitioners and policymakers with a starting point for the implementation of career development programmes and other interventions.

The idea of levels also provides the potential to help evaluate the effectiveness of interventions to enhance career management skills. Each career learning competency can be broken down, and indicators for each established. Consequently the framework could be translated into a skills check-list which may be a useful starting point for learners and their advisers in the development of learning objectives.

There are a number of concerns that can be raised in relation to the establishment of age and stage related levels as part of a CMS framework. Such a proposition makes the assumption that (i) CMS are usually acquired at the same time as other educational skills and knowledge; and (ii) that CMS can be mastered. These assumptions can both be disputed. It is not clear that the acquisition of CMS has a relationship to age and educational stage. Furthermore it is very likely that CMS are context specific and will need to be learnt and relearnt as life unfolds and offers the individual new challenges and experiences.

An alternative approach to levels might be to move away from the question of 'when should CMS be learnt?' and to refocus on that of 'where are CMS learnt?' An approach that examined the context of learning rather than the level would offer a different way of breaking down the development of CMS and would be able to recognise the difference between learning about career at school, in the workplace or during a period of unemployment but would not necessaryly imply a hierarchy of competence.

This was the approach that was taken in the *Career Management Skills Framework for Scotland* (Skills Development Scotland, 2014). In this framework the argument was made that CMS were likely to be acquired differently in different contexts. The following contexts were identified as particularly important in considering how CMS are acquired.

- Before starting work
- Moving beyond education towards work
- While in work
- When not working
- Preparing to leave or reduce work.

The Scottish framework also notes that progress through these stages may not be linear and that an individual's journey may see them moving both backwards and forwards.

Furthermore, what is learnt in one context may need to be relearnt or reconceptualised as you move into a new context.

Contextual CMS elements

The core elements of a CMS framework do not fully describe the framework. CMS frameworks are not merely an approach to career guidance or to curriculum development (although they inform both of these); they are also typically surrounded by a range of resources and practices that link with the context into which they are placed.

The four contextual elements have been summarised by Hooley *et al.* (2013) as follows:

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.

Resources
Resources are a significant consideration for the LEADER project, as it aims to provide career guidance practitioners and teachers with useful tools to implement CMS. The project also includes a commitment to:

- adapt ICT tools in order to meet the specific needs of career guidance practitioners and teachers, starting from successful tools and models already used by the partnership;
- test the best resources and promote dissemination and exploitation activities;
- develop training pathways for teachers based on cooperative learning approaches; and
- create an on-line platform for cooperative learning.

This process of developing tools and resources can translate a conceptual framework into an actual intervention. So it is important that the framework connects with a range of resources that are designed to help career educators with implementation. Rothman and Hillman (2008) contend that career programmes are more beneficial when learners experience a wider number of career activities and argue that programmes should provide a diverse range of interventions. The LEADER project has the potential to deliver a wide range of resources to support the implementation of CMS by sharing different approaches and analysis of guidance needs and CMS frameworks in six countries with different cultural and geographical contexts.

Service delivery approach
CMS frameworks are suggestive of new types of career development services. CMS frameworks offer a range of outcomes for career development services in order to achieve these outcomes new types of services may need to be developed.

Community of practice
A CMS framework can be useful in order to offer a common language for planning with partners and a clear set of nationally or regionally supported competencies. In order to carry this forward a wide range of practitioners will need to understand what the CMS framework is and how it might be implemented. To achieve this, it is important for countries to establish some kind of community of practice for those practitioners who are involved in working with CMS.

Policy connections
A key question for the implementation of CMS is whether and how a connection with the policy environment is made. Most of the existing iterations of the Blueprint frameworks make a conscious connection to their national policy environments. Blueprint documentation typically states its rationale in policy terms, identifying need in a changing political economy and justifying its value in terms of increased productivity, prosperity and empowerment.

A CMS framework is primarily aimed at those organisations in a country or region responsible for the planning, management and delivery of career information, advice and guidance services and career related learning. It is a reference point to shape and inform practice. The framework may also be of value to others who are involved in the recognition, acquisition, development and utilisation of career management skills.

The European Lifelong Guidance Policy Network (ELPGN, 2012: 2015) and Gravina and Lovsin (2012) have explored factors that support policy to implement career management skills. They provide examples of EU member states that have invested resources to embed CMS within different educational and employment support contexts such as schools, employment, vocational education training (VET), higher education and public employment services. What the ELPGN demonstrates is that strategies for implementation are predetermined by the goals that the policy aims to achieve. There is evidence presented from numerous countries including; Portugal, Hungary, Malta, Germany, Austria, Lithuania and the Czech Republic. These provide useful examples of a range of existing practice that supports countries to apply CMS incrementally across different sectors and with different groups who can benefit. The learning from the network has been developed into a tool (ELGPN, 2015) which collates the findings from all the ELGPN CMS activities since 2012.

4. Project approach

The CMS LEADER project seeks to identify common areas of CMS development across a range of countries and to create resources for CMS practitioners. The countries involved in the CMS LEADER project were:

- Greece
- Italy
- Romania
- Spain
- Turkey
- United Kingdom

The research sought to establish an understanding of current awareness and practice in partner countries.

The project began with a review of the literature to identify current thinking in relation to CMS. This subsequently informed the development of research questions, a survey tool and focus group schedules. This mixed-methods approach was used to further investigate the following research questions:

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

Survey

The CMS partner country survey was created in early 2015 by the International Centre for Guidance Studies (iCeGS) in partnership with other Leader project colleagues. The survey was developed using a series of open-ended and closed-ended questions. Partner countries translated the original English version into their national language. Surveys were distributed in a variety of ways by each partner country to relevant stakeholders in CMS. Each partner country used available mailing lists and also distributed the surveys to focus group participants. Formal data collection for the survey ended in June 2015.

Demographic information

Two-hundred twenty-two (222) respondents from six partner countries completed the survey. Figure 2 illustrates the percentages of respondents from each country. Nearly half (47%) of respondents were from the United Kingdom while nearly one quarter (24%) of respondents were from Greece. In addition, 16% of respondents were from Turkey, 8% from Italy, 3% from Romania and 3% from Spain. Low response rates from several participating countries may be indicative of the lack of awareness of the term "career management skills" as a collective concept, however many may be delivering the constituent and component parts of CMS.

Figure 2. Percentage of respondents by partner country.
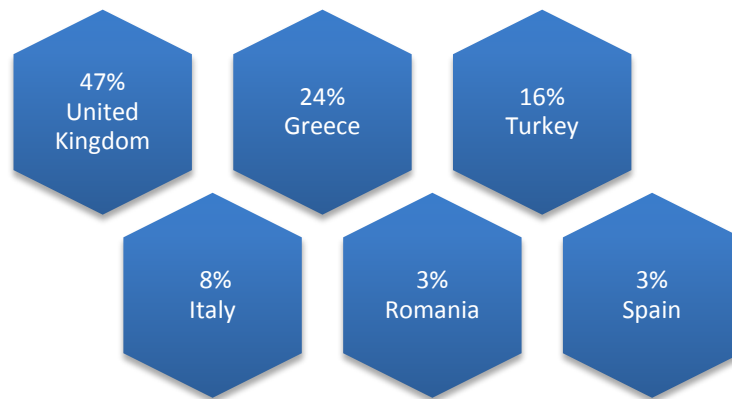
The largest proportion of respondents (48%) to the survey worked in guidance or careers related roles. Figure 3 provides more information regarding the percentage breakdown of job roles by country. Eight percent (8%) of total respondents ticked 'other'. Those that ticked 'other' listed a variety of job roles including: Economic Wellbeing Coordinator, facilitator, motivator, project coordinator, school psychologist and vocational rehabilitation consultant.

Figure 3. Respondent job title by country. (n=222)
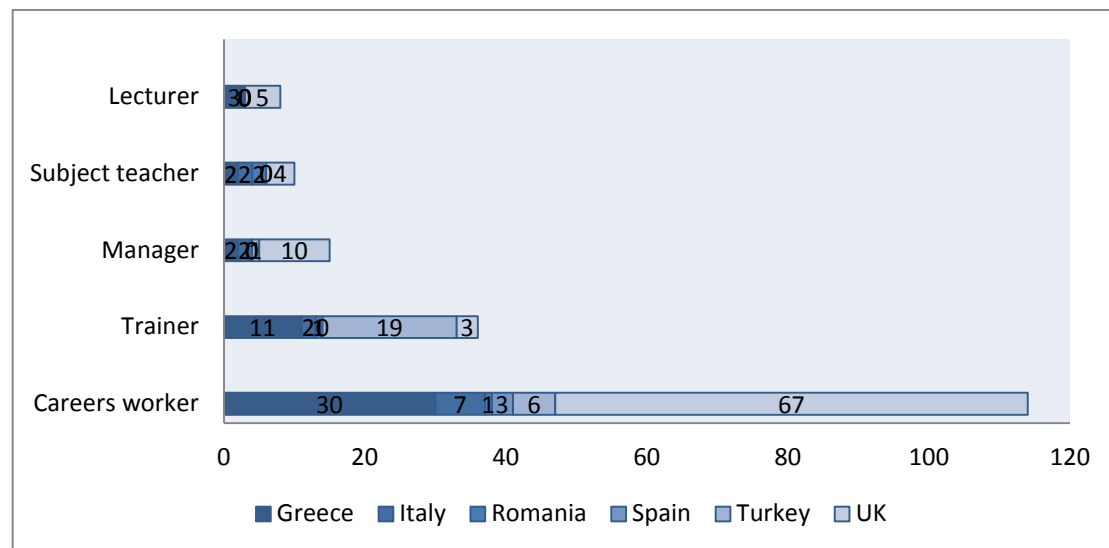
Focus groups

Focus groups were conducted in each partner country and facilitated by partner organisations. Each focus group followed the same semi-structured question schedule and each country had a variety of participants. Focus group participants represented a variety of identified stakeholders in CMS within each country. Partner organisations translated their focus groups into English for analysis if focus groups were conducted in other languages. Table 1 shows the number of focus group participants by country.

Table 1. Focus group participants by country.

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

*Two focus groups were conducted in Greece. **Three focus groups were conducted in Italy.

5. How are CMS understood and implemented?

Awareness of CMS and CMS frameworks

Awareness and development of CMS frameworks were in varied stages across each of the six partner countries.

In both Greece and Spain focus groups respondents stated that they based their definition of CMS on work conducted by the ELGPN. The European context for CMS is important in the way the concept is understood in a number of countries.

> *Guidance practitioners had heard of CMS frameworks through other European projects and conferences. In their day-to-day practice they feel that CMS is a new name or concept for a range of pre-existing concepts and activities.*
> ***Focus group, Spain.***

Focus group participants from all countries agreed that CMS should be at the core of lifelong guidance services.

Respondents were asked about their knowledge of CMS. Fifty-four percent (54%) of all respondents rated their knowledge highly as a '4' or a '5' particularly in Greece (67%) and the UK (66%) however this varied by country. Respondents from Romania and Spain generally had some knowledge of CMS, with no respondents identifying themselves as without knowledge. Respondents from Italy, Romania and Turkey did not identify themselves as experts in CMS.

Figure 4. How do you rate your knowledge of CMS? (n=222)
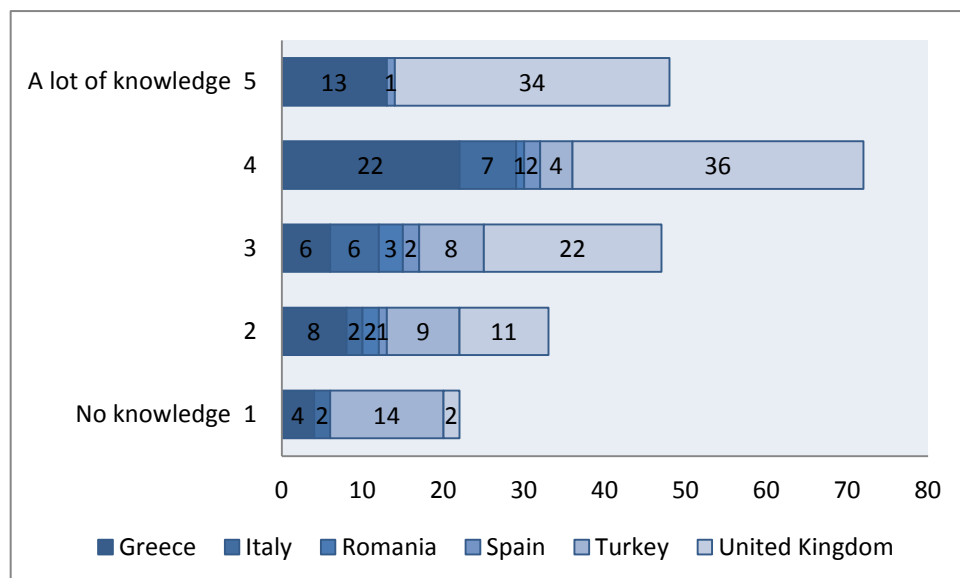
Focus group participants from Italy suggested that career management concepts could be described as a '*process of self-regulation of actions*' which include an individual defining their career objectives, '*mapping the context, planning several steps to achieve the career and learning goals, the implementation of actions in the real world, the evaluation and analysis of feedback.*' In addition the focus group from Italy suggested that CMS could also be about resilience, flexibility, reflexive thinking, attitudes and ethics. Finally, focus group participants suggested that often CMS is a set of knowledge and skills acquired mainly in non-formal and informal learning contexts. Although most participants recognised the skills and activities associated with CMS the term 'career management skills' was not recognised in all countries.

A majority of respondents from each country reported that they thought CMS were 'very valuable'. This was seen across four out of five countries where at least 50% of respondents by country stated that CMS were 'very valuable.' One exception to this is Turkey where only 17% reported they thought CMS were 'very valuable' however this may be due to the self-reported lack of knowledge from Turkish respondents.

Figure 5. How valuable do you think CMS are? (n=197)
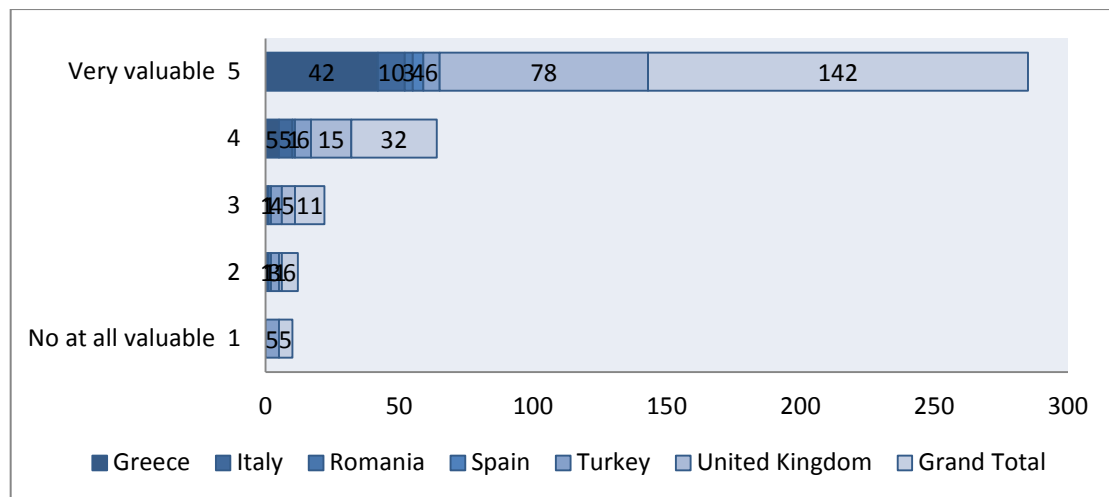
Implementation of CMS

CMS were implemented to a different extent in each of the partner countries. Table 2 below presents a summary of the extent to which CMS frameworks have been developed within the partner countries.

Table 2. CMS framework development.

Greece	A framework is being developed by the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP).
Italy	CMS and career education are formally defined and regulated in the National Guidelines for Lifelong Education in 2013. There is currently no national CMS

|	
	framework but participants felt that this would be a valuable addition. A regional CMS project has been developed (FORMAORIENTA).
Romania	There is explicit mention of career management in the National Education Law (no. 1/2011, Article 350). However there is currently no CMS framework.
Spain	Considerable work is being done within the guidance system however there is little knowledge of CMS as a concept.
Turkey	In Turkey, Turkish Employment Service (ISKUR) Research and Guidance Centers coordinates the career guidance, and orientation and information services. The services deliver career guidance and CMS provision but there are no explicit guidelines for CMS.
UK	CMS are well understood by careers workers and form the basis for activities within the National Careers Service (England) and Skills Development Scotland. CMS frameworks exist in both England and Scotland (but are weakly implemented). Participants acknowledge that the understanding of CMS would vary across different stakeholders.

Figure 6 shows the percentages of the levels at which survey respondents stated that they promote CMS. CMS was promoted at a relatively high level in schools (47%) across all partner countries. Responses were varied for other sectors depending on the country. No respondents from Spain stated they promoted CMS at university and in addition no respondents from Romania reported they promoted CMS skills at the Public Employment Service.

Figure 6. Promotion of CMS by country. (frequency stated yes) (n=222)
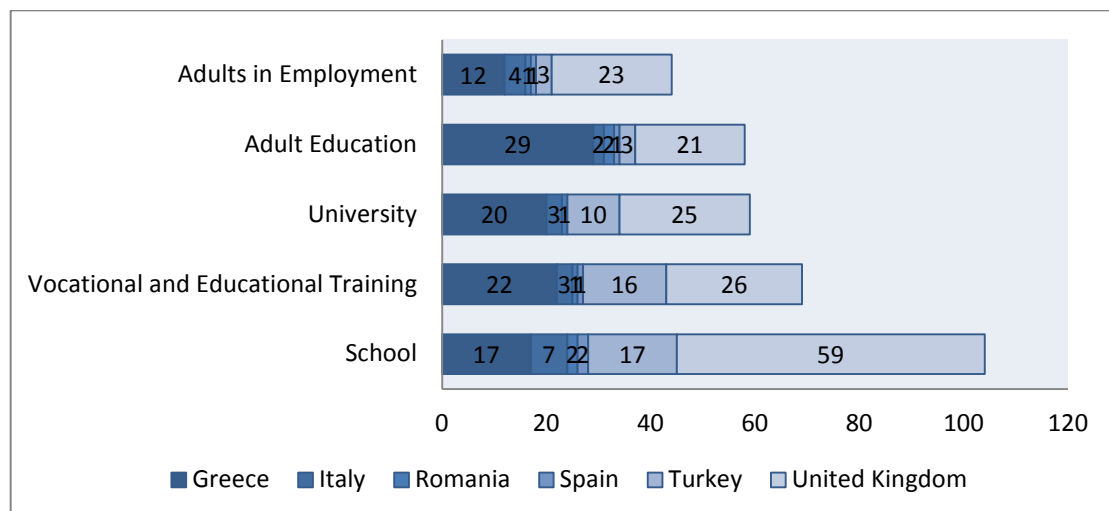
Respondents to the survey reported that they delivered CMS in a variety of styles however most respondents engaged in one to one sessions (67%) and group sessions (64%). Across all partner countries CMS was least likely be delivered via online learning (23%) and self directed learning (22%). This is important in considering the dissemination of the CMS project and particularly training and development for practitioners.

Respondents from Greece stated they promoted CMS at all listed levels with the highest levels of promotion being in adult education (55%) and the lowest levels of promotion in the public employment service (9%). Greek respondents also delivered CMS in all seven listed ways with the most common type of delivery being through one-to-one sessions (66%) and the least common being online learning (19%).

Focus groups from Greece discussed the impact that CMS are having in their country.

> *The CMS approach has an enormous impact on the service delivery models recently introduced in Greece, especially as far as the training of the guidance practitioners is concerned as well as the development of new innovative guidance tools targeted to the end users. CMS is gradually affecting all the sectors of education, training and employment in relation to guidance delivery. Nevertheless, while the term and content of CMS is introduced in several activities and services targeted to the end users, still we cannot refer to an operational or national or sectoral CMS framework in Greece.*

In Italy CMS was most often promoted in school (41%) and the public employment service (35%) however it was promoted across all listed sectors. CMS was most often delivered via one-to-one sessions (47%), groups (47%) in curriculum (41%) and via designated careers lesson (35%).

Respondents from Romania promoted CMS in all sectors except the public employment service. CMS was most often promoted by respondents in the school (33%) and adult education (33%) sectors. All respondents (100%) from Romania delivered CMS in a group setting however no respondents delivered CMS via self-directed learning or online learning.

In Spain CMS respondents promoted CMS at school (33%) as well as the Public Employment Service (17%), adult education (17%), adults in employment (17%) and vocational educational training (17%). No respondents from Spain promoted CMS at university. Spanish respondents also stated they delivered CMS in only two out of seven listed ways: one-to-one sessions (67%) and in groups (67%).

Focus group participants from Spain articulated some of the implications for the service delivery model which includes,

> *the training of teachers and guidance practitioners and the existence of many different agents within Guidance (Education, Labour, Youth, etc.). These*

> *professionals need to be made aware of the importance of CMS and also be prepared to carry out activities that transversely develop CMS.*

In Spain participants mentioned a previous European project in which a few regions of Spain used CMS in their unemployment offices.

Turkish respondents stated they largely promoted CMS in schools (49%) and vocational and educational training (46%). They delivered CMS largely through extra-curricular activities (40%) and were least likely to use designated careers lessons (6%).

Focus group participants from Turkey were able to detail the provision of careers services across the country:

> *The Ministry of National Education (MONE), which is responsible for the services concerned, consists of two main organizational structures: central and provincial. Currently, alongside the 81 (in every city) Employment offices across the country, there are 43 Career Information Centers operating in 39 provincial directorates, and 17 Job and Career Counseling Services operating in 16 provincial directorates: These centers and services cover 41 of the 81 Provinces. They offer information about jobs, training and working life to those who need such information.*

> *The guidance and counseling services in Psychological MONE integrate educational, vocational and personal / social guidance services. Vocational guidance services at schools are thus mainly provided by the school's guidance and Psychological counseling service. Research and Guidance Centers undertake coordination responsibilities with respect to guidance services in cities, including vocational guidance services.*

The largest proportion of respondents from the UK promoted CMS at schools (56%) however respondents suggested that some promotion was represented across all sectors. Respondents from the UK were most likely to deliver CMS via one-to-one (83%) or group (77%) sessions and engaged to a lesser degree with other types of delivery. This was similar to other partner countries involved. In the UK one-to-one sessions and group work are likely to be high as the development of career management skills are a key function in the delivery of careers services specifically by the National Careers Service in England and in Skills Development Scotland.

In the UK many participants identified ways in which they delivered CMS. One participant discussed an event called, 'Your first 100 days' in order to help young people prepare for school to work transitions.

Figure 7. Delivery of CMS. (frequency stated yes) (n=222)
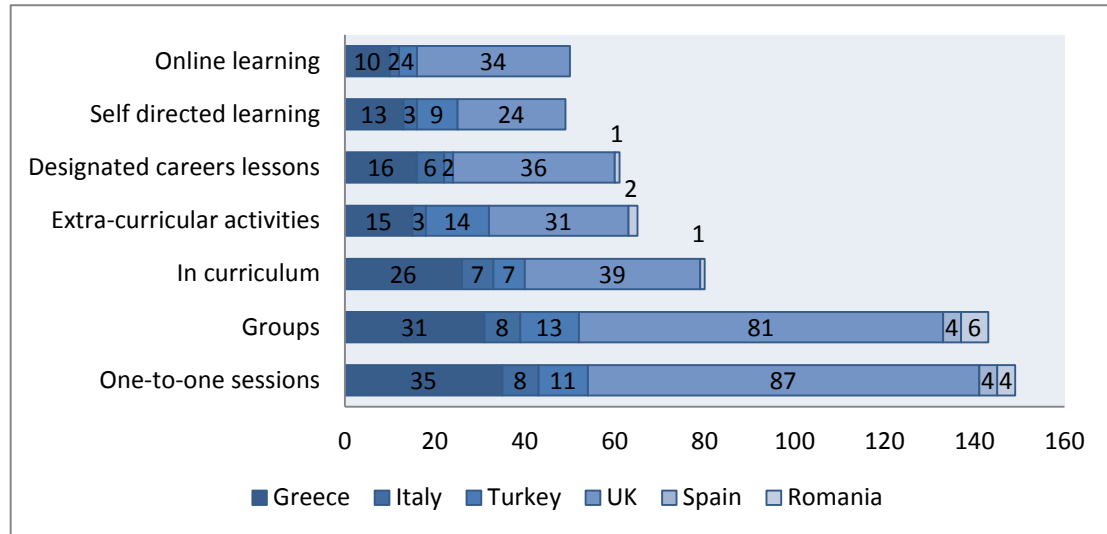
Respondents were asked the open-ended questions, 'What teaching and learning approaches or methods have you found most effective for supporting the development of CMS?' A variety of responses were listed however most respondents suggested one-to-one sessions, small groups work and work experience were the most effective. Figure 8 below is a word cloud of the most often listed phrases for this question.

Figure 8. Effective teaching and learning for delivering CMS.

Assessment of CMS

The survey measured both whether respondents assessed CMS and how they were assessing CMS. Fifty-five percent (55%) of respondents assessed CMS however that varied by country. In Romania 83% percent of respondents reported they assessed CMS where only 24% indicated they assessed CMS in Italy (see figure 9). Figure 10 displays how each partner country reported they assessed their CMS activities. For the most part assessment is largely based on observation (42%) but almost one quarter of respondents used assignments (24%) and portfolios (23%) to assess CMS activities. Respondents were asked if they assessed in ways which were not listed on the survey. Respondents listed several additional assessment techniques they used such as evaluation forms, questionnaires and other feedback processes.

Figure 9. Do you assess any CMS activities? (n=222)
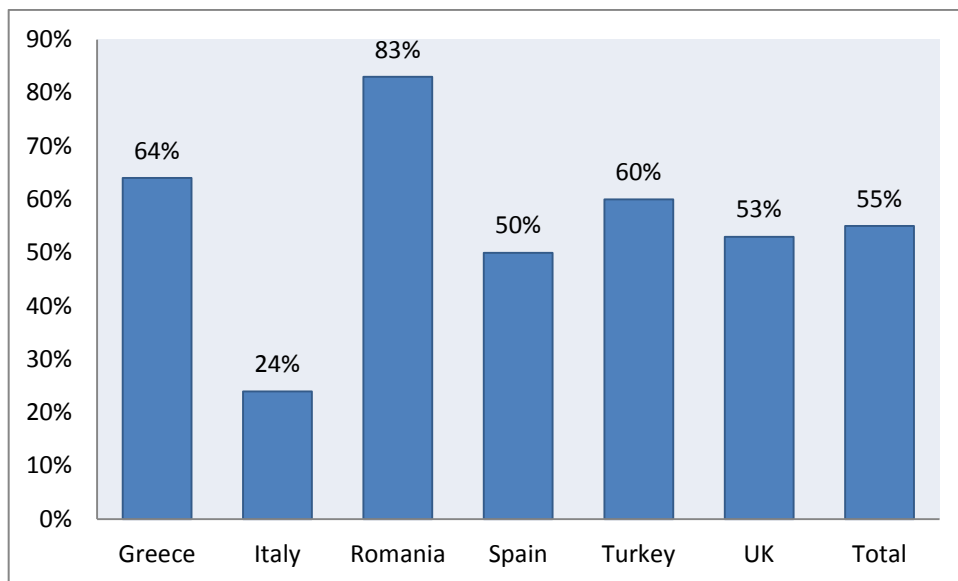
In addition, some focus groups were able to point to some assessment which already exists within their respective country. In Greece, the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) has developed an e-portfolio tool to help both young people and adults self-evaluate the following set of skills:

- Adequate knowledge and understanding of the Greek language.
- The ability to speak other foreign languages.
- Numeracy.
- Digital literacy.
- Ability to engage in lifelong learning activities.
- Problem solving skills.
- Creativity and flexibility.
- Communication and interpersonal skills.
- Ability to work in groups.
- Entrepreneurial skills, and
- Vocational skills related to specific professions.

Figure 10. How do you assess CMS activities? (frequency stated yes) (n=222)
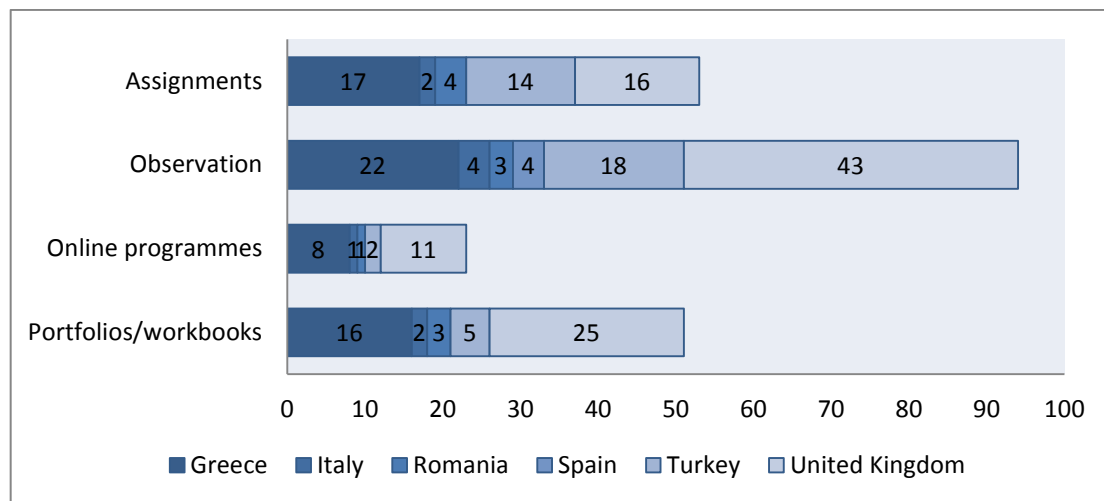
Conclusions

Research participants noted that a range of delivery methods were used to deliver CMS. The most common were one – to-one sessions and group work. Delivery through curriculum and designated careers sessions are also established in some countries but not across all. Countries generally favour the use of assessments for CMS, although some countries prefer the use of self-assessment activities. This is helpful for the project as career guidance practitioners and teachers who are part of the roll out of the project will be seeking opportunities to consider how CMS can be integrated within their particular context. It suggests that priority for development of CMS materials and resources should focus on those that will be used in one-to-one contexts, group contexts and to be embedded within curriculum and as designated career sessions.

The uses of online and self-directed learning opportunities were less frequently cited. The type and form of delivery are likely to be linked to different contexts with at a distance materials being used with adults. The training for this programme will be blended although there is some training available for practitioners this is often provided through initial training and professional associations. The development of a web based platform to support training and CPD for CMS will be a welcome addition in providing ongoing development opportunities for practitioners.

The responses overall suggest that there is an appetite for CMS and these are seen as valuable within the country contexts. In moving forward there are a number of issues which should be considered.

Recommendations

1. Ensure that the language used to present the CMS framework is meaningful within each of the partner countries.

2. Resources and tools developed will need to take into consideration the context and stage that learners are at.

3. The priority for resource development should be on one-to-one and group work related activities.

6. Developing a CMS framework

Participants were asked to suggest elements that could be included in a European CMS framework and how such a framework could be assessed and managed.

What should be included within a CMS framework?

There were a variety of suggestions regarding what should be included in a CMS framework.

Focus groups from Greece suggested that we should,

> Propose a clear CMS definition that can easily be introduced to different cultural environments and national contexts.

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

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

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

Focus groups participants in Romania were interested in career planning as an important component of a CMS framework while listing the process as: choice of occupation, employment, professional development, possible changes in the career and retirement.

The UK suggested that any new CMS framework should focus on supporting real progression, reflection, as well as networking and social media use.

In Spain, participants agreed that

> CMS frameworks should include skills, aptitudes and attitudes which allow the student/client to develop the CMS to know how to be, to do, to learn and to reflect... Adaptability, motivation, frustration management, resilience, perseverance, initiative, creativity (to resolve conflicts, problems), and information management are also important.

In the survey we also asked participants to rate a range of skills in answer to the question *'Which of the following skills do you think should be included in a Careers Management Skills framework?'* Research participants were presented with a list of competences to select which were more relevant for the development of career management skills. These

competences are all currently part of existing CMS frameworks and provide a helpful basis from which to develop a CMS framework for the project. Table 3 below presents a ranked list of the CMS skills explored within the survey.

There was generally a high level of consistency around which of the competences should be included in the framework. These focused very much on awareness of skills, knowing where to find information, understanding of change through life and using experiences. Similar to work undertaken by Sultana (2011) they reflect those components of the DOTS model (Law and Watts, 1977; Law, 1999).

Table 3. Ranked list of "which of the following skills do you think should be included in a Careers Management Skills framework?" (please select ALL relevant answers) (% stated yes) (n=222)

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

Developing assessments for CMS?

Most focus group participants from partner countries agreed that CMS should be assessed. Focus group participants from Italy suggested that formal assessment gives value to CMS processes however some participants stated that formalised assessment should not be a priority. Across all focus groups participants listed a total of eleven assessment strategies. These strategies had varying levels of formality. The strategies are listed in table 4 with the corresponding focus group country that recommended it. The focus group from the UK cautioned the use of formal assessment strategies stating, "*It should continue along self-assessments rather than accredited…. These accreditations are focused on a statement out of date by tomorrow*."

The focus group participants indicated a variety of ways in which CMS could be assessed within the remit of the LEADER project. Four partner countries noted the importance of self-assessment to CMS activities and three countries suggested observation as a CMS assessment tool.

In Turkey focus group participants suggested that CMS assessments should,

> *emphasise multidimensional approaches, involving not only instruction, but also counseling, a range of experiential learning strategies (e.g. role play, work shadowing and work experience, case studies), career games, computer-based resources, and so on. Indeed, CMS is seen by some to be an opportunity to bring about a paradigm shift in the way learning is organized in schools, with a greater degree of emphasis on supporting student self-directed learning, active learning methods and constructivist approaches to meaning-making.*

Table 4. How should CMS be assessed?

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

Conclusions

Respondents from most of the partner countries identified that career management skills were assessed. The types of assessment varied and there was little evidence provided as to where the assessments were linked formally to credit accumulation for example, although respondents from Greece did indicate that formal examinations take place for CMS. The evidence suggests that assessment of CMS is customary and takes place in a range of ways

often through observation; this was the most popular form of assessment identified. We do not have any sense of who undertakes these observations and how they are recorded. Portfolios also appear to be a popular method which

This data is useful as it helps provide some indicators as to how assessment of CMS can be integrated into the training and resources that will be developed.

As a result of the responses provided a draft framework has been developed, has been circulated and has received some feedback. A copy of the draft framework can be found in Appendix 1. There is still work to do on this and particularly in obtaining more feedback and the development of sub level learning within the framework.

Recommendations

**4. Pilot the draft framework to assess that it meets the needs of the partner countries.**

5. Produce guidelines focusing on best practice in assessment and observation of CMS activities.

7. Training and resources

Training

More than half (57%) of respondents reported that there were either no available training or that they were unaware of any available training regarding CMS (see figure 11). This trend was consistent across all six partner countries however some partner countries had larger proportions of respondents who either ticked no or don't know such as Turkey, Romania and Italy.

Figure 11.Is there training available to those who deliver career management skills? (% stated yes) (n=222)
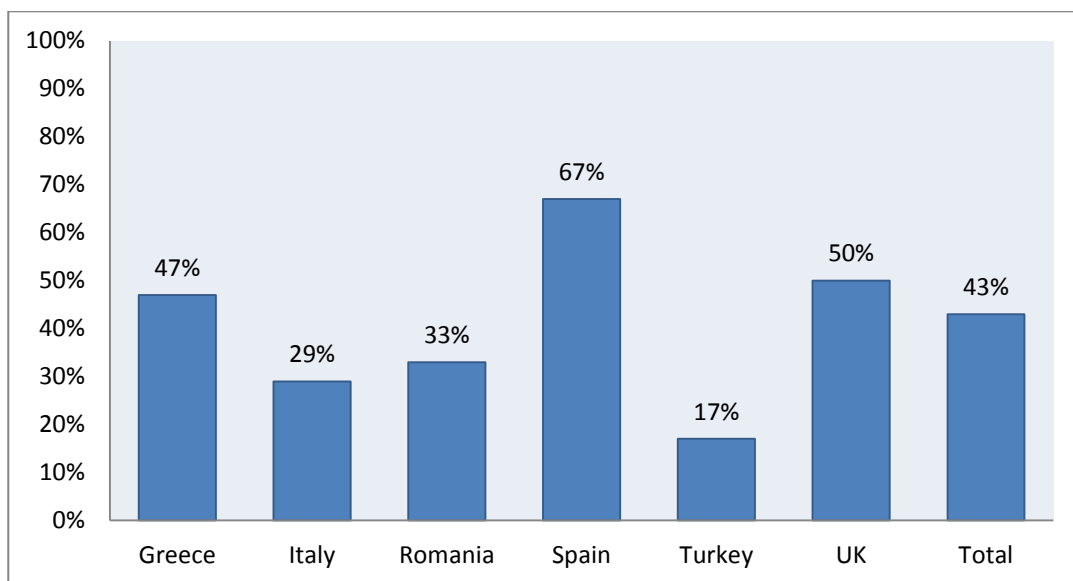
Survey respondents were asked whether they would like training or additional training in CMS delivery. (see figure 12) More than half of respondents from each partner country were interested in training. In Spain 100% of respondents reported that they would like more training on CMS delivery.

Figure 12. Would you like training/additional training in CMS delivery by country. (% stated yes) (n=222)
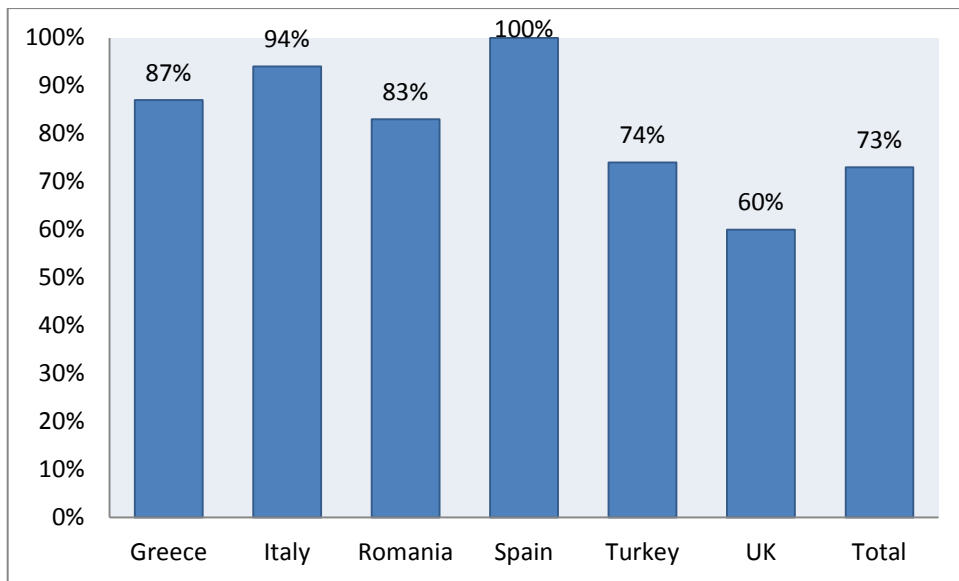
Respondents were asked about the types of training they thought would help to better deliver CMS programmes to clients or learners. Training types included: good practice exchanges, regular seminars and workshops, accredited courses at all levels including postgraduate, new tools and models to deliver, mentoring and experiential learning. Some respondents were more specific about the topics they would like to learn more about. These included using social media effectively, training in psychometric testing, soft skills development, conducting guidance interviews, CV creation, integrating labour market information and running simulations

Resources

Many of the focus groups participants were able to point out resources that already exist for CMS at both the European and National level. In Romania, at least four websites exist which provide materials to aid in the development of CMS. Greece has two particular online portals which provide resources on CMS as well as a variety of other learning materials.

Table 5. What resources are needed to support the implementation of CMS frameworks?

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

In Spain focus group participants suggested the prioritisation of,

> *Resources for guidance and educational professionals to increase their awareness of CMS, of the European priority and of the importance of CMS and CMS frameworks.*

In Romania focus group participants suggested we ensure good access to online resources for all stakeholders which include counsellors, students, parents and the community. Suggested online resources included: job search information, policy documents and resources to support social and emotional development. In addition, the Romanian focus group participants also pointed out the need to produce technical guidelines for the support of any tools developed for the project and to provide clear objectives for evaluation and improving quality.

In Greece focus group participants stated that the following resources were needed, (1) An integrated CMS handbook (theory and practice guide) based on a developmental approach and also including assessment methodology and techniques, in order to facilitate teaching of CMS to different target groups and in different contexts (Schools, Vocational Education and Training (VET), Higher education, Adult Education, Employment, Social Inclusion) and (2) a CMS training framework targeted to guidance practitioners, teachers and trainers so they

can be better equipped for supporting the individual acquisition of career management skills.

In the UK focus groups participants suggested a need to focus on: (1) resources needed to deal with complex attitudinal issues (e.g. confidence, belief in yourself, mindsets), (2) resources to help practitioners engage and reinforce reflective thinking and (3) the ability for young people to engage with mentors.

In terms of the survey, about half of respondents suggested the following training resources were needed (see figure 13):

- 59% career matching software;
- 55% handbooks
- 54% career repertories and databases
- 53% e-portfolios
- 50% pictures, cards and videos on careers

Figure 13. What sort of training resources are needed by training resource. (n=222)
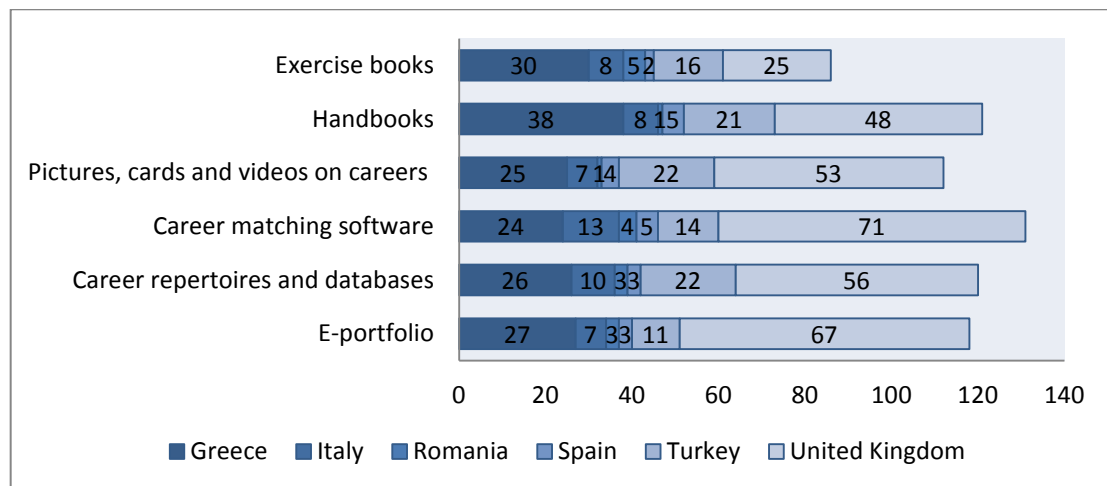
There is evidence from the respondents that there is already in existence a range of career learning materials and resources which can be used with individuals and support practitioners in developing their knowledge and understanding of CMS.

Conclusions

The data suggested that there are already a wide range of materials in existence which support the development of CMS in various countries: many of these are often web based. It will be important for the project moving forward to be able to direct practitioners to local materials and resources which are culturally and contextually specific. There will however, be important to differentiate those that are generic CMS materials and resources and those that are specific to existing frameworks.

Many practitioners have had access to training around CMS provided through initial training or their professional body. A need was identified for other training and resources to support the implementation of this project. Respondents wanted access to online materials and which could support a wide range of stakeholder groups. There were a wide range of training resources identified which would be useful for the project. It will be important to manage practitioners' expectations in relation to developing new tools and resources available to support this project are finite.

Recommendations

6. Collect examples of local CMS materials and promote these on the project website and support the contextualization of the CMS to each of the partner countries.

7. Map and utilize generic existing CMS resources and prioritise the development of new CMS resources.

8. Final thoughts

The stated aims of the Learning and Decision Making Resources (LEADER) project are to:

1. develop teaching and learning approaches, methods and resources that effectively support the development of CMS as transversal key competencies;
2. develop assessment practices and evaluation methods that improve the quality of learning of CMS; and
3. identify and develop the integration of the European dimension in teaching and learning.

This research has provided a useful exploration as to the current state of career management skills within the partner countries for this project. We find that there is extensive existing practice amongst many of the partners and a lot of opportunities to share and learn from each other.

It is important to state that this project is not aiming to develop a European approach to CMS. This has been extensively debated by ELGPN who have provided useful materials (ELGPN, 2012; 2015, Gravina and Lovsin, 2015) to help implement policy related to CMS. This project aims to support the participating countries to engage in CMS. This report will be used to inform and frame the next stage of the project and support the development and implementation of new approaches to embedding career management skills.

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Appendix: Draft CMS framework

1. 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 can match my skills to labour market needs
- I can perform the appropriate actions and activities needed to cope effectively with career issues.

2. Managing relationships

- I find and utilise information and the support of others.
- 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 that support my career.
- I maintain my professional relationships and networks
- I use the social media networks (social networking skills).

3. Finding work and accessing learning

- I learn throughout life.
- I can find work and successfully manage selection processes (Job search skills)
- I create opportunities and alternative career perspectives to build my career.
- 4. I create synergies in my career
- 5. I know how to negotiate a job or cooperation
- 6. I can cope and "negotiate" successfully with changes and transitions in the world of work (Career adaptability)

4. Managing life and career

- I can to decide on and to 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 adapt my varied roles, jobs responsibilities, schedules and context
- I am innovative and creative in my thinking about my work, learning and life.
- I maintain a balance in my life, learning and work that is right for me.
- I manage to face transitions in a flexible and adaptable way.
- I can cope with adversities and changes which take place in life and career exactly at the moment they occur (Career resilience)

5. 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 roles change over time.
- I can act effectively as a part of the society as a whole (social awareness)
- I identify, create and capitalize on fortuitous situations, either positive or negative ones. (Readiness to happenstance).
- I can act at an international level for issues related to my life, learning and work (mobility skills)