



# CAREERS

AROUND ME

innovative technology  
in career guidance

## HANDBOOK FOR DECISIONS MAKERS

Skills and resources for Lifelong  
Career Management



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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number 612881-EPP-1-2019-1-IT-EPPKA3-PI-FORWARD





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Career Management



[www.careersproject.eu](http://www.careersproject.eu)







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## Acronyms and Abbreviations

CAREERS	Careers around me. Smart technologies for improving Careers Management Skills
CMS	Career Management Skills
PES	Public Employment Services
NEET	Not in education, employment or training
CV	Curriculum Vitae
ICT	Information and communication technology

## List of Annexes

### **Annex 1. Testing the framework: the pilot actions of the project**





1



# 1/ Introduction

Career management will be the main challenge for all people in future years as the rapid changes in technology and in the organisation of work will require a continuous adaptation of one's roles, tasks and professional skills.

Learning Career Management Skills means for all individuals to have the ability to explore, identify and perform new personal career plans, suitable with personal values, interests, knowledge and skills and with the emerging opportunities and requests of the labour market.

Specifically, CMS are defined as a set of functionally interconnected competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths<sup>1</sup>. This concept brings a shift of the traditional paradigms, moving from the idea of choosing a career to the process of lifelong career learning and lifelong career building. The concept of CMS is, in fact, foundational within the European lifelong guidance strategy and the role of CMS was presented in the Council Resolution of 21 November 2008 where they were introduced as one of the four priority areas as well as the main objective of lifelong guidance programs<sup>2</sup>.

According to the Resolution, CMS are a crucial priority in European Policy to empower the new generation for smart transitions, for social mobility and for career development in the complex and global society. The concept of CMS is also pivotal for the re-design and improvement of European Lifelong Guidance policies.

Traditionally, career guidance has developed different approaches, tools and models, but most of them focused mainly on providing information and were not designed for the improvement of "Career Management Skills" (CMS). Moreover, most web resources or tools consist mainly of databases of information on study and job opportunities and they are not designed on a CMS framework and are not tailored to the users' needs to understand the risks and to take career decisions.

This book will offer a list of guidelines and recommendations for local autho-

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1 ELGPN, *Guidelines for Policies and Systems Development for Lifelong Guidance – A reference framework for the EU and for the Commission*, Jyväskylä, 2015, p. 13, <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance/>

2 Council of the European Union, *Draft 2008 joint progress report of the Council and the Commission on the implementation of the Education & Training 2021 work programme "Delivering lifelong learning for knowledge, creativity and innovation"*, 31 January 2008, 5723/08 <https://register.consilium.europa.eu/doc/srv?l=EN&f=ST%205723%202008%20INIT>; Council of the European Union, *Council Resolution on better integrating lifelong learning strategies*, Council Meeting Bruxelles, 21 November 2008, [https://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](https://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf)



rities and other regional institutions to re-design career guidance systems, based on the new Career Management Skills framework.

This book aims to help policy-makers and other stakeholders to develop and implement the new Career Management Skills framework within the main existing lifelong guidance provision in their country or region. The new Career Management Skills framework will be the methodological base to design lifelong guidance activities, services and resources to help individuals, at any point in their lives, to make educational, training and occupational choices and to manage their careers effectively.

In the following chapters, the document presents the main steps to use the CMS framework as reference for designing and evaluating the career guidance services, centred on the users' needs and supported by modern and open online technologies and resources.

The book is the result of the participative process of international cooperation and it provides a very practical guide to understand the new CMS framework and to integrate ICT resources and tools within the design of career services and activities.



## **PRIORITY AREA 1: ENCOURAGE THE LIFELONG ACQUISITION OF CAREER MANAGEMENT SKILLS**

Career management skills play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways and their careers. Such skills, which should be maintained throughout life, are based on key competences, in particular 'learning to learn', social and civic competences — including intercultural competences — and a sense of initiative and entrepreneurship. Career management skills include the following, particularly during periods of transition:

- learning about the economic environment, businesses and occupations,
- being able to evaluate oneself, knowing oneself and being able to describe the competences
- one has acquired in formal, informal, and non-formal education settings,
- understanding education, training, and qualifications systems.

### **To make progress in this priority area, Member States should, depending on their specific situations, consider:**

- including teaching and learning activities which foster the development of career management skills in general, vocational and higher education programmes,
- preparing teachers and trainers to conduct such activities and support them in this task,
- encouraging parents to become involved in guidance issues,
- involving civil society organisations and the social partners more closely in this area,
- facilitating access to information about training opportunities and their links to the professions, and about the skills needs anticipated in a given locality,
- developing career management skills in adult training programmes,
- making guidance one of the objectives of schools, VET providers and higher education establishments. Integration into working life and the operation of the local, national and European labour markets are aspects, in particular, that should be taken into account.





2





## 2/ The CAREERS AROUND ME project - a policy reform European initiative

The **CAREERS AROUND ME** project is an initiative funded by Erasmus+ KA3 scheme coordinated by the University of Camerino.

The project responds to a specific call of the European Commission focused on policy reform related to the “promotion of innovative technology in the field of providing career guidance”.

The project therefore aims at fostering an innovative process for the development of a new methodological framework to improve career guidance provision in 6 European countries. The project combines a direct work on the production of tools and resources with a strategic work related to the support to the implementation of new policies for career guidance provision.

The project Consortium involves 8 international Partners with specific expertise and qualified research staff in the field of Career Guidance and in the field of innovative technologies for education, guidance and employment services. The Consortium includes Partners from Italy, Spain, Germany, Czech Republic, Austria and Romania which were strategic to have a direct impact at national and European levels.

To ensure a strategic impact of the project, the Partnership worked on 3 main lines of activities:

- A trans-national cooperation was led to run an International Participatory Action Research to collect, analyse, and review the best Career Management Skills frameworks and to set up a shared and effective proposal for a new common CMS framework and a catalogue of CMS, as a methodological base for the entire project. This was done with a thorough desk comparative research and with the direct involvement of more than 400 practitioners and policy makers who were asked to share needs for improving the provision of career guidance services. The new CMS framework will be presented later in the document.
- 6 National Social Innovation Experiments (Pilot Actions) were run to develop and test web resources and career guidance tools to provide innovative models and resources to modern career guidance systems. The purpose of the pilot actions was to change the traditional “top down” approach to career guidance services, carrying out 6 large-scale experiments with the involvement of key stakeholders and providers of career services. Local and



international working groups of practitioners (guided by the project Partners) reviewed the CMS framework, mapped available resources on a local, regional and national level, worked to develop new resources and identified spaces for improvement of their services. This preliminary work was then used to implement and effectively use the new framework and resources in several different contexts (and with different target users). The pilot actions demonstrated the usefulness of the framework to improve the quality of career guidance provision. Different approaches were used in the piloting phase:

- Some partners decided to train the practitioners and offer them new tools and methodological references for improving their work;
- Some other partners used the tools developed in the project as a guideline to help the stakeholders involved to review their services and restructure them taking into account the methodological CMS model;
- Other partners worked directly with final beneficiaries to test resources and new formats developed according to the CMS framework.

- 
- - The entire work on the field was supported by the development of a new web platform (and mobile APP) which contains all the resources related to the project. The platform, available [here](#), is structured as a “one-stop shop” for everything related to CMS. It offers:
  - A library with materials to find out more on CMS and to learn more about them
  - The catalogue of the CMS framework with detailed descriptions of the areas of competences, the definition of skills for each area, the description of the different levels of proficiency for each skill.
  - A collection of guidance and e-guidance tools from different European contexts mapped onto the CMS framework proposed by the CAREERS project. Resources can be searched using several filters.
  - A section focused on the implementation of new CMS-based policies with a step-by-step guide and supporting materials.

This document represents the final product of the project to share the results, the experiences and the resources developed within the project and highlighted before.

The document and the entire project workflow were planned to follow previous EU Resolutions (2004 and 2008) and European reference documents which introduce the CMS as one of the four priority areas as well as the main objective of lifelong guidance programs<sup>3</sup> (Council Resolution of 21 November 2008).

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3 Council of the European Union, *Draft 2008 joint progress report of the Council and the Commission on the implementation of the Education & Training 2021 work programme “Delivering lifelong learning for knowledge, creativity and innovation”*, 31 January 2008, 5723/08 <https://register.consilium.europa.eu/doc/srv?l=EN&f=ST%205723%202008%20INIT>; Council of the European Union, *Council Resolution on better integrating lifelong learning strategies*, Council Meeting Bruxelles, 21 November 2008, [https://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/educ/104236.pdf](https://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf)





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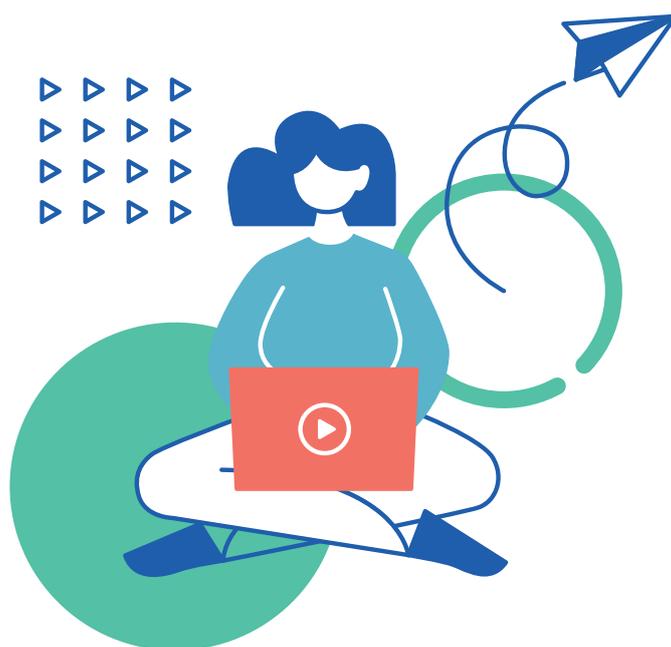


## 3/ Benefits of a shared CMS framework

Within the strategic policy of lifelong guidance, the new CAREERS Career Management Skills framework can assist policy-makers in reaching a range of policy goals to support citizens in career decisions and in management of life transitions.

In this approach, citizens should be provided with opportunities to learn how to make meaningful educational and occupational decisions and how to manage their progression in learning and work. Programmes to develop career management skills should be provided to all young people as part of compulsory schooling.

The continued development of these career management skills is the focus and the methodological ground for all subsequent lifelong guidance provision.



### 3.1/ Improvements and benefits in policy goals

CMS provide several improvements and benefits, at any policy level:

- Efficient investment in education and training: CMS allow citizens to define career and learning goals, increasing the rates of participation in education and training through improved understanding and matching of individuals' interests and abilities with learning opportunities.



- Labour market efficiency: CMS allow citizens in managing their careers, improving work performance and motivation, reducing time spent in job search and time spent unemployed through improved understanding and matching of individual's competences and interests with work and career development opportunities. Career Management Skills help individuals in exploring current and future employment trends and related learning opportunities, including self-employment and entrepreneurship, also in a wider geographical perspective and in better occupational mobility.
- Lifelong learning: Career Management Skills foster and facilitate all personal development and employability of all citizens of all ages through continuous engagement with education and training. CMS are the skills that people need to build their way through increasingly diversified but linked learning pathways, to identify their transferable skills, and to facilitate the validation of their non-formal and informal learning experiences.
- Social inclusion: providing lifelong CMS promote the educational, social and economic integration and reintegration of all citizens and groups including early school-leavers and third-country nationals, especially those who have difficulties in accessing and understanding information about learning and work, leading to social inclusion, to active citizenship and to a reduction in long term unemployment and poverty cycles.
- Social equity: CMS can empower citizens to overcome gender, ethnic, age, disability, social class and institutional barriers to learning and work.
- Economic development: CMS will be a strong lever to support higher work participation rates and for enhancing the upskilling of the workforce for the knowledge based economy and society.
- National and Regional Policy: Career Management Skills will foster the access to new public programmes and new opportunities, new learning paths, new professions, new business and self-employment options. A new Lifelong Career Guidance System based on CMS will be transversal to all other systems and it will ensure the strategic function of improving the effectiveness of all other systems. People learn CMS within the education systems and through all life experiences, for a better career design and management. The CMS system can ensure a great improvement of the lifelong guidance services and programmes, focusing and enhancing interventions on the needs of citizens (education, learning and employment policies). Dedicated national and regional systems will facilitate school-to-work connections and transitions, ensure generational turnover, stimulate the access of motivated people to the world of work and to the training courses offered, prevent and reduce situations of early school leaving and youth disengagement (NEETs).



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## 4/ Why using CMS

The proposed framework describes a selected set of clustered career management skills in 6 learning areas.

1. The model is structured to **facilitate the users' understanding of the skills they need during life** to manage different challenges related to building a rewarding educational and professional career over time.

2. The subdivision of the model into functional areas **allows institutions to plan career learning interventions and guidance services effectively**, with different timelines and types of tools and providing specific digital resources. The comprehensive framework works to help policy makers make sure that the provision of services covers the full range of needs of the individuals and contrasts the risk of providing fragmented and partial services which do not effectively work in supporting citizens building their careers.

3. The framework also represents a tool that allows policy makers to map and **track the role of different stakeholders** involved in the provision of career guidance services with the aim of creating a strategic network, a guidance community with clear and shared roles and missions related to different types of services.

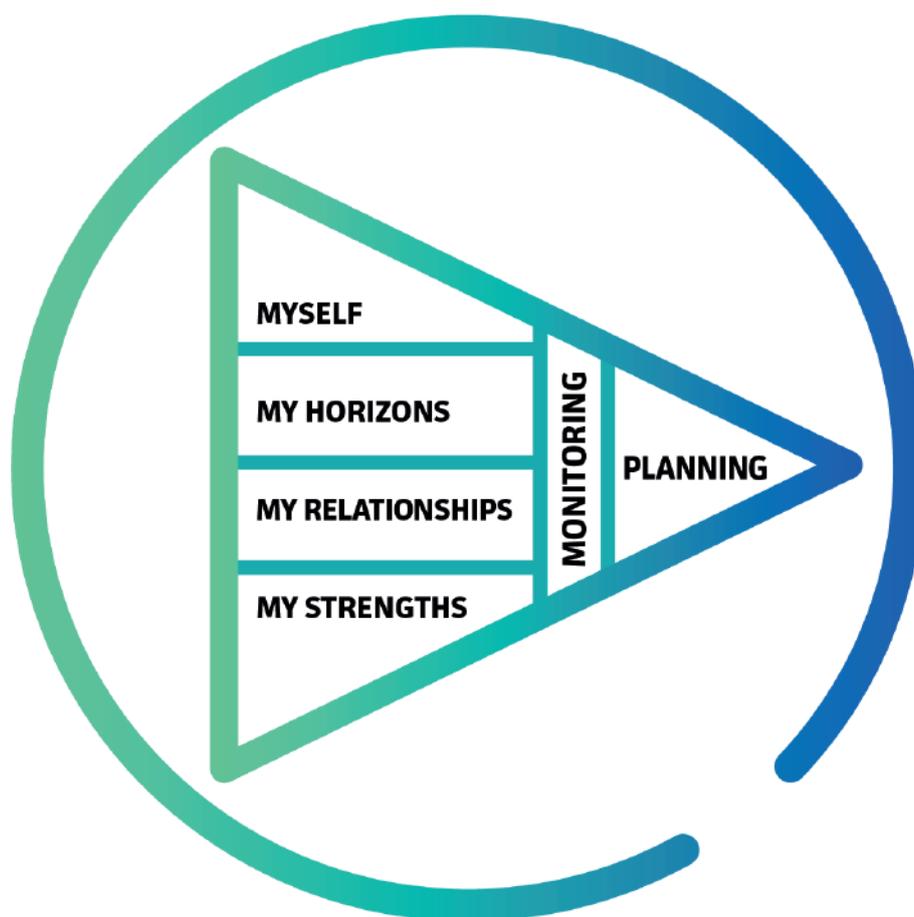
4. The CMS model makes it possible to design interventions capable of **activating and supporting every individual** based on her/his specific needs and in the reference of his/her context of life. The framework is not detailed to a specific target but represents a useful tool to help providers better define intervention and better focus on the specific needs of different target groups.

5. Competences are described in terms of the learning outcomes that can be achieved at different times, throughout the lifespan. This choice is functional to **define and connect the process of reflection and learning** through which these outcomes can be acquired by the person. Career learning can be designed in different contexts, but CMS can be also learnt through life and work experiences and through a great number of informal learning situations and paths. The framework helps capitalising on and valuing what learnt (formally and informally).

6. This model also makes it possible to design career guidance actions according to the **different level of support that must be provided to the person** by professionals for different CMS areas.

7. This helps define the type of services to be provided and, implicitly, also defines the **skills of those who are expected to provide the services**.

Graphically, the model was represented as a "Play Button" to give an immediate and simple idea of a system that allows the person to "take action" when it is useful and urgent to do so, to build a set of skills to manage every stage of his/her career.



## 4.1/ The 3 levels of activation

In the model, the skills to manage career development are placed on three levels, each of which indicates a different degree of activation required to the individual and also specifies different types of career guidance activities.

The first level is the “Expansion of career knowledge” and includes key knowledge and skills, fundamental to expand knowledge and awareness in relation to oneself, to one’s own strengths, relationships and understanding of the real world, with a focus on labour market and opportunities for learning and professional development.

The 4 main areas of career management skills within this first level are:

1. Discover myself;
2. Develop my strengths;
3. Explore new horizons;

#### 4. Build relationships.

This level aims at building the basis of the career management for each person and it includes a variety of learning and career information activities that we can define as Career Learning (such as information events, workshops on self-awareness, construction of learning related to the world of work, interviews with specific professionals, etc.). Career Learning activities can be planned and managed by different guidance actors of the local community: teachers, educators (for example as regards self-regulation skills), managers, practitioners and experts, members from third sector organisations (e.g. with regard to thinking skills ethical and sustainable).

The learning objectives proposed at this level are interdisciplinary and could be partially included also in school programs, in terms of workshops and exposure experiences and contacts with the outside world. The skills acquired do not represent an academic outcome, but they must be evaluated and valorized by the individual from a perspective of self learning, reflection and career development of their career.

Additionally, most of the skills listed in these 4 areas are the result of personal experiences from life, self reflection and activities outside the educational contexts, but which can be valorised precisely through the reference framework of the CMS.

The first 4 areas of the model proposed here include fundamental competencies needed to plan and manage own career steps in lifespan. Career Learning activities can support the improvement of these skills at any step and with programs and tools suitable with the age and the needs of the person. The CMS framework helps to define all learning outcomes for the different age groups of students starting from primary school (as is already the case in some European countries). CMS can be the basis of reference for guidance and accompaniment programs for NEETs or unemployed young people involved in training and employability paths. These 4 areas represent also the main fields of knowledge needed to build and implement, step by step, the personal Europass CV and e-portfolio.

The second level can be defined as “Monitoring and Reflecting” and includes the development of specific skills to support the active engagement and monitoring of the individual’s career development.

This level refers to the continuous activation of the individual during the learning process and during the development of one’s career, giving particular attention and importance to check and daily monitor of results, self-assessment of personal performance, risk analysis related to one’s own career and timely achievement of career goals.

In fact, for a strategic career management, it is essential to be ready to front and manage situations of change and seize new opportunities that can improve one’s own career and even reduce any emerging risk.



The third level is defined as “Planning my career” and provides the needed skills to address the major steps and changes that are required throughout development of the individual’s career.

This level refers specifically to the ability to plan, design and make decisions on the career path, considering the complexity and uncertainty of contemporary society, particularly salient during the different stages of transition from one context to another (education - training - work). This level of skills is strategic everytime a person has to make relevant decisions and make big changes in one’s career. For these reasons, the improvement of these skills may require the qualified support of guidance practitioners through access to dedicated consulting services (Career Service, Employment Centers).

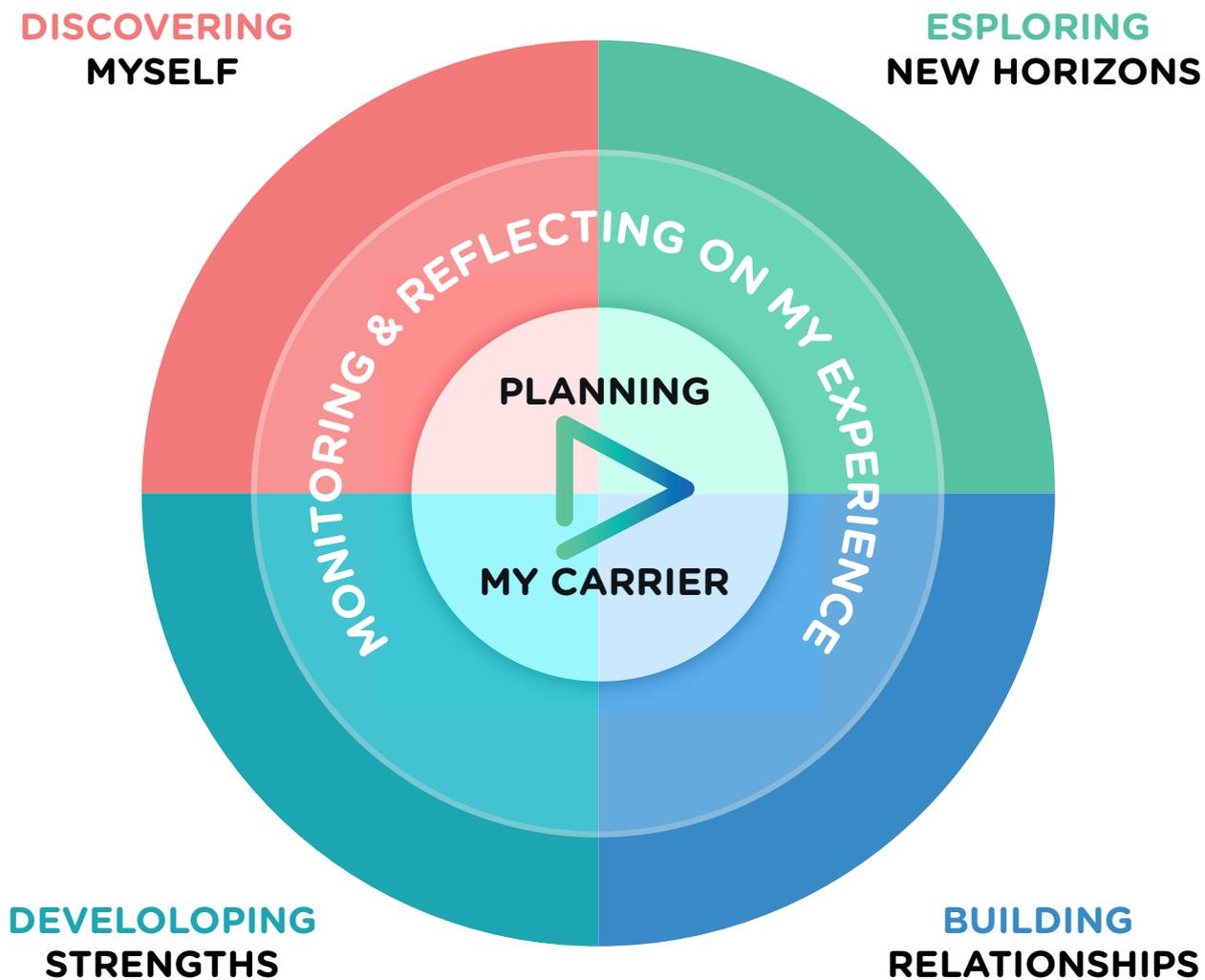
This third level of CMS obviously is based also on the skills that the person has gained in others levels because all skills will be needed to copy and manage changes, to design new plans and to take relevant decisions. These skills are decisive in the coherent design of adequate action-plans linked to the expectations and the desires of the person to the paths and objectives identified.

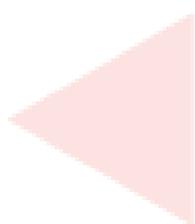
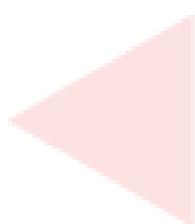
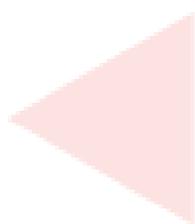
To make an optimal decision-making process, each individual needs both specific skills on decision making and the ability to use all the elements of knowledge developed in the other areas of competences foreseen in this model.

Career management skills needed at this level can be developed and improved through career guidance sessions and individual and group counselling services.

The following diagram highlights these 3 levels of intervention within the new Career Management Skills framework.

# THE MODEL OF CAREER MANAGEMENT SKILLS OF CAREERS AROUND ME







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## 5/ Policy recommendations and guidelines on a new CMS framework

This book addresses policy issues and future challenges related to the development of career guidance systems centred on the citizens' needs and based on the set of career management skills (CMS).

CMS are transversal skills of great value to the individual in terms of constructing and implementing a suitable and rewarding project of life in which work, whether as an employee or as a self employed person, and lifelong learning paths occupy a central place.

All EU Member States are called to invest resources in developing lifelong career guidance systems based on CMS and this means to implement career programmes for students in schools and in further and higher education settings, as well as for youths and adults in such contexts as Public Employment Services.

If the aims of lifelong guidance systems are to help individuals to manage their careers in a complex and changeable society, then a framework that defines the set of the Career Management Skills is fundamental. A CMS framework defines the sought outcomes from such programmes in terms of learning of specific skills and of empowerment and emancipation for all citizens.

The need for citizens to cope with diverse challenges throughout their lives, including more frequent career changes, require individuals to have highly developed skills for managing all challenges in a lifelong career that includes work, learning paths, social and civic engagement, but also time for changes and probably geographical movements.

While in some countries, Career Management Skills are central and guide service provision, in many countries, Career Management Skills either do not feature prominently in learning programmes, or are delivered in ways that do not guarantee access and mastery of competences to all.

It will be a policy priority to develop and improve national and local guidance systems based on a shared and coherent framework that clearly articulates the rationale behind the learning of CMS, and the content of CMS programmes for different age and target groups.

This was the main focus of the CAREERS AROUND ME project and the CMS framework proposed represents the base for a re-design of services and tools.



## 5.1/ The needs for a new policy reform on lifelong career services

In this international process of design and testing of the new Career Management Skills framework some main policy issues have been clearly identified. As result of the experience on the field led during the CAREERS AROUND ME project, several emerging needs confirmed how urgent and relevant is a transversal and lifelong approach of the Career Management Skills.

Both the initial international desk research, the local focus groups and the field-test done to implement the framework in the national pilot actions allowed the Consortium to collect a set of relevant insights which are presented in the following section of this chapter.

Insights represent precious advice and guidelines for policy decision makers in this fields, at any level of responsibility and planning.

- In the **education sector**, the new Career Management Skills framework provides learning objectives that represent a guide to structuring effective career learning activities. CMS help coordinate and integrate career learning experiences which are often fragmented and mainly focused only on certain aspects/areas of information and exploration. Career Management Skills shall be learnt starting from the very early years of compulsory schools. Through dedicated programmes and career learning activities, CMS can be trained and empowered. CMS can also be learnt through outdoor experiences and workshops, through a series of themes taught across different subjects in the curriculum, or through extra-curricular activities. Key policy challenges relevant across all modalities of Career Programmes delivery include:
  1. specific training for those (teachers or practitioners) who run CMS programmes;
  2. a constructivist pedagogical model with modern and digital training tools to facilitate effective learning of CMS in real contexts;
  3. assessment strategies and tools that provide evidence of mastery.
  4. a cultural shift towards development of early career learning activities which are not focused on the decision making process but on increasing opportunities and facing career stereotypes from an early age to promote social mobility and inclusion..

Furthermore, when CMS is infused throughout the curriculum, policies need to be developed in order to ensure that learners recognise the CMS input provided in different subjects, and to mobilise that learning in response to different life challenges.

- In the **university sector**, the policy need is related to the idea of a new



approach to the career services provision. Students need a coherent and personalised system of support and advice able to improve their Career Management Skills to address all challenges of the study life and to plan smooth and effective transitions to a global and competitive labour market. There is the need for a clear and simple system to award academic credit for all CMS programmes and for the experiences that each student can do to plan and manage one's own career. The key policy challenge in this sector is to overcome fragmentation and to integrate existing bottom-up and top-down processes in a strategic perspective of development and validation of the new CMS framework. Such a strategy needs to integrate the demands on student-centred teaching and learning, student support and the enhancement of employability in a meaningful way, and to make use of the potential of CMS for improving the quality of teaching and learning in the European Higher Education Area. CMS highly relates with the competences for individual emancipation and for a democratic culture and represents a strategic investment towards sustainable careers and active citizenship.

- CMS are a crucial asset for young people in order to reduce the risks of unemployment and disengagement from education and vocational training. For this reason, CMS programmes shall be included in **all post-compulsory education and vocational training**, in the **apprenticeship** pathways and in all programmes to support transitions from education to work and active life. The European Commission strategy to foster youth employment includes Career Management training among the main policy priorities to support young people in the transition to work (see the document: Youth Employment Support - a bridge to jobs for the next generation<sup>4</sup>). National and regional systems shall offer a wide range of services and pathways to improve CMS at any age. In this regard, all guidance providers shall be able to assign formal credits or other evidence (such as digital open badges) to those who improve their CMS following such programmes. This tends to reinforce the notion that CMS are a value for the person and are also relevant and transversal within all economic sectors and all learning and career pathways.
- **Public Employment Services** will play a strategic role in fostering the 20 principles of The European Pillar of Social Rights. National and regional PES systems are the local agencies aimed at matching the professional needs of the labour market and at preparing people to reach best jobs and training opportunities. PES provide timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for career management, job search, training and re-qualification. A shared and clear CMS framework is a methodological

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4 The document is available here: [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/youth-employment-support\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/youth-employment-support_en)



base to plan and provide tailored career services to all target users, including vulnerable ones and people with disadvantages and disabilities. PES shall offer programmes that help unemployed young people and adults develop CMS. The challenge is to go beyond short-term concerns to gain immediate job placement, to provide a more long-term support with the CMS needed to plan and manage one's own career development.

## **5.2/ CMS to promote social mobility**

The increasing focus on the need of Career Management Skills for all citizens lifelong shall also foster, on the other hand, decision makers to invest and to support policy interventions for increasing opportunities for employment – and especially for ‘decent work’ (as Sultana well underlined<sup>5</sup>). The emphasis on CMS shall never be seen as a shift of responsibilities from the employment policy to the individuals. The intention behind the development of CMS is to increase employability and to enhance equity and social inclusion. This is positive if citizens have access to an open and inclusive labour market, with strong policy for supporting employment rights and lifelong learning.

This trend towards responsabilisation and individualization of social issues can bring the risk of a progressive reallocation of functions, activities and responsibilities to the individual that were previously regarded as primarily the responsibility of institutions and collectives.

A great investment in Career Learning systems is a priority if it offers all citizens better chances to social mobility, to discover and improve their talents and career aspirations in a more equal and inclusive society.

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5 Sultana, Ronald. (2011). Learning career management skills in Europe: A critical review. *Journal of Education and Work*. 25. 1-24.



6





## 6/ The Career Management Skills framework

The following chapter describes in detail the CMS framework developed and tested within the CAREERS AROUND ME project .

The development of a new CMS framework started with a preliminary and thorough desk research led by the Consortium which resulted in a library of content on CMS which is available on the project website. The desk research focused on a detailed review of the policy recommendations, on the review and comparison of existing CMS frameworks from all over the world, on a focus on evidence-based studies on this topic and on the study of different contextual factors related to the formulation of an effective CMS framework. The CMS framework described below represents the result of this initial desk research which was also enriched and discussed via a set of focus groups and a survey involving more than 400 practitioners from 6 countries.

### 6.1/ The proposal for a new CMS framework

The framework proposed below presents a set of career management skills grouped into 6 learning areas. The comprehensive list of skills refers to the skills citizens need to master to be successful and self-reliant in planning and managing their careers in a rapidly changing, knowledge-driven world of the 21<sup>st</sup> century.

The CMS framework presents an approach to career development which is underpinned by a learning paradigm (Jarvis, 2003)<sup>6</sup>. Its advocates reject the idea that career is just about making vocational choices and argue that, in flexible and dynamic labour markets, individuals need the ability to actively manage their careers. Along with other existing CMS frameworks, this proposal thus represents an attempt to describe a set of learning outcomes which can be focused upon at different times during a life journey and to detail a developmental process through which these outcomes can be acquired<sup>7</sup>.

The framework defines these learning outcomes without any specification to different populations and/or age groups. Skills are meant to be transversal for different targets (no target-specific).

The CMS framework comprises three core elements:

- The career learning areas which describe the skills, attributes, attitudes and

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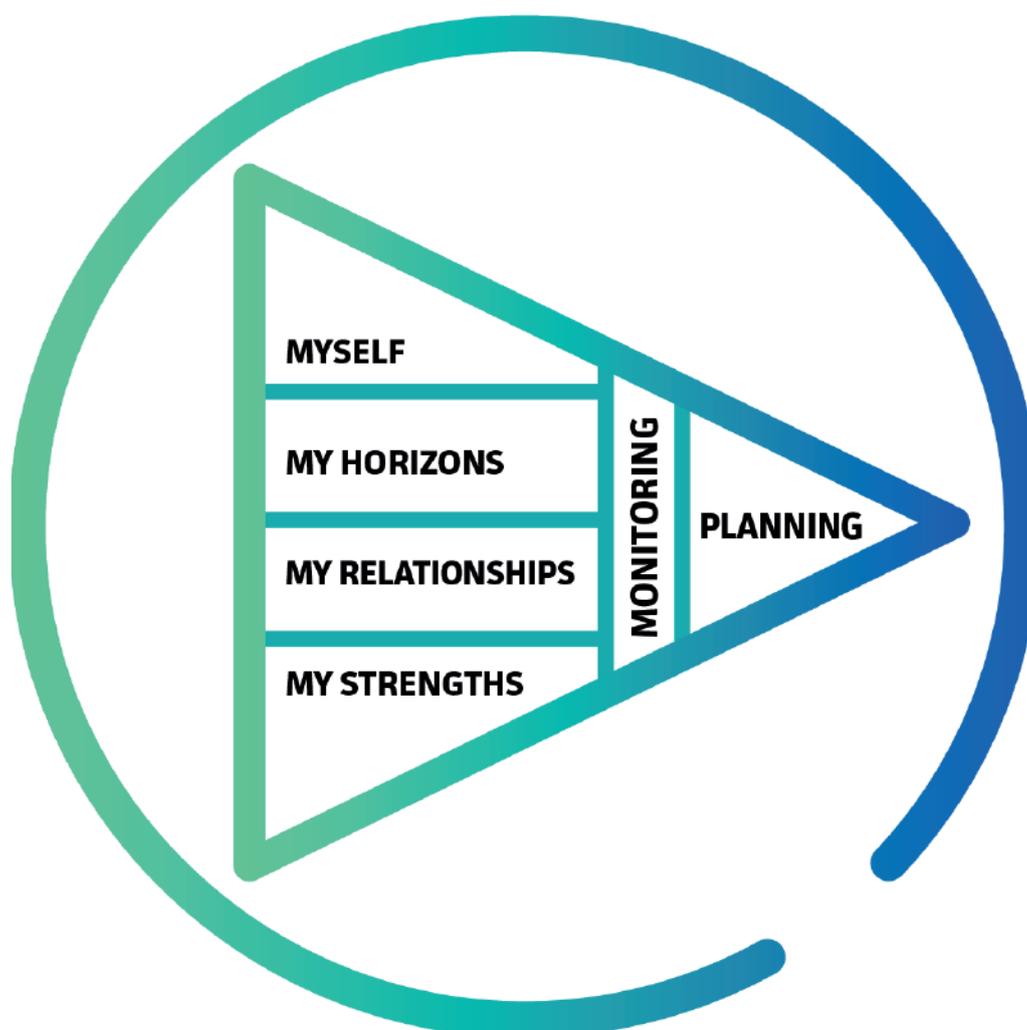
6 Jarvis, P. S., & Keeley, E. S. (2003). From vocational decision making to career building: Blueprint, real games, and school counseling. *Professional School Counseling*, 6(4), 244-250.

7 Hooley, T., Watts, A. G., Sultana, R. G. and Neary, S. (2013). The 'blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance & Counselling*, 41(2): 117-131.



knowledge that the framework seeks to develop in individuals.

- The levels of proficiencies which describe the stages of development that an individual goes through in and for each skill. The levels are directly related to the learning model adopted which refers to the understanding of learning and skills acquisition that underpins the framework.
- The levels of activation (described above) required to the individual. Levels of this grouping move from less to more action of the individual and is also related to the different level of support to be provided to the individual by practitioners/educators in learning the different career learning areas, the type of services to be provided, the competences of who delivers the services to be provided.





## 6.2/ The career learning areas

The framework groups career management skills into 6 thematic career learning areas. The grouping is the result of a comparative analysis of existing frameworks from all over the world and takes into account several aspects related to recent changes in the socio-economic and cultural environment specifically related to the main drivers of change in the European and international scenarios. The need for digital skills, the importance of sustainability at environmental, social and economic levels and the central aspect of democratic participation indeed played a role in shaping the framework and, in particular, the definition of the learning outcomes.

According to this, while the wording and the skills set of several learning areas strongly remind of those of existing CMS frameworks, other areas show specificities and innovative elements which aim to respond to recent major drivers of change and societal challenges.

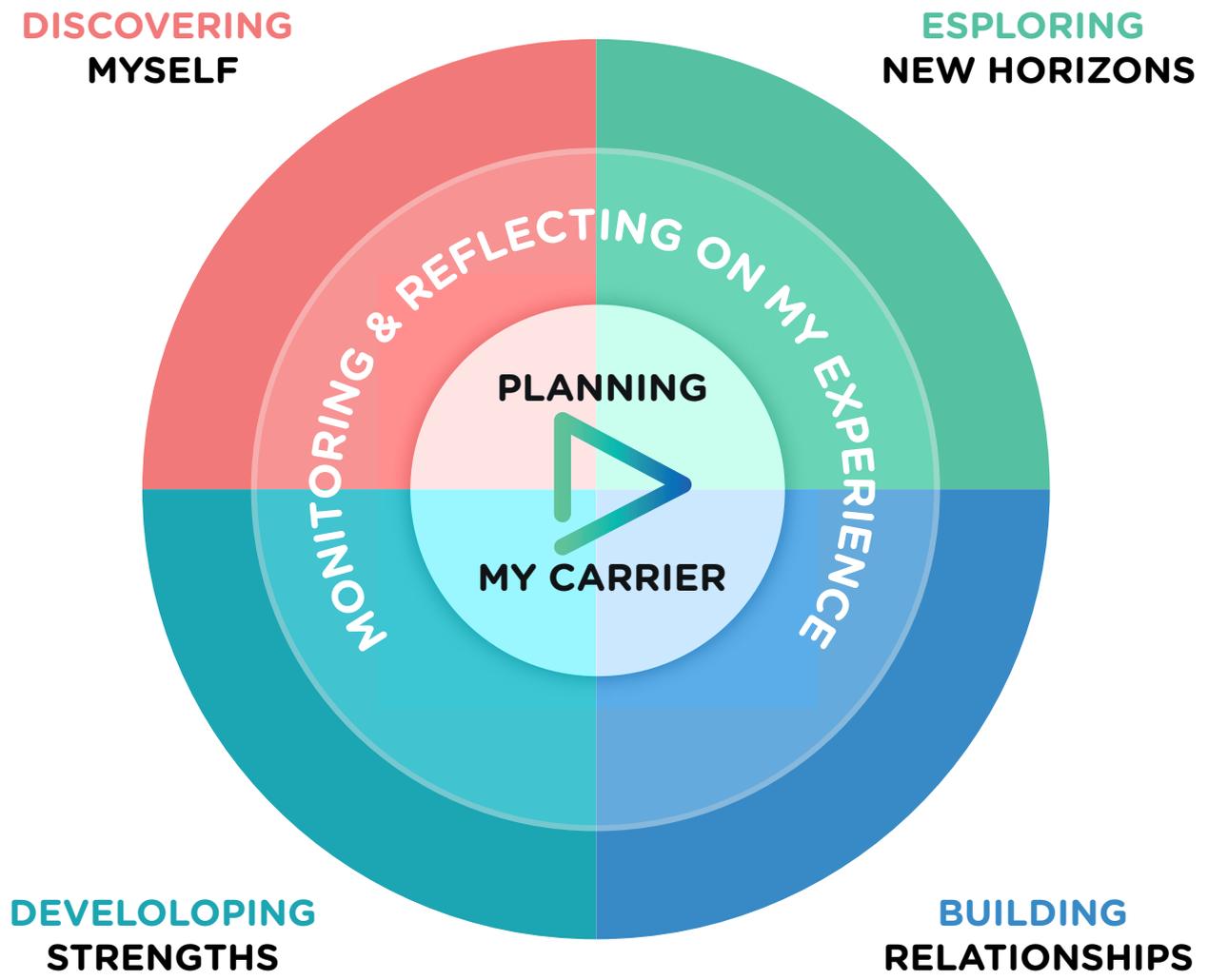
As mentioned by Hooley and colleagues, in existing frameworks and blueprints, the choice of the areas often does not come from an empirical analysis of the process of career management and from empirical testing but in many cases combines a tradition of practices with the ideology of career development in the countries within which the different frameworks were created.

In this case, the Consortium attempted to provide scientific support to each career learning areas described, and the choice and formulation of the learning areas were compiled after a careful comparative analysis of existing CMS framework and other related competencies framework.

Here the 6 areas of career management skills graphically presented according to the levels of activation described in the previous section of the document:



# THE MODEL OF CAREER MANAGEMENT SKILLS OF CAREERS AROUND ME





## The levels of proficiency

In the description of the learning outcomes, the CMS framework does not only set out what is to be learnt but it also conceptualises how learning is expected to happen. Each of the outcomes has been written according to the learning process and the learning model adopted by the Consortium. Learning outcomes are described following a taxonomy which conveys the developmental nature of the learning process for each competence. For each CMS, the learning outcomes at different levels of proficiency are described. The stages are not mapped to educational or developmental tasks, and it is recognised that learners will move through these learning stages many times. The learning model comes from adaptation of Bloom's taxonomy (1956) and the main reference which guided the Consortium in this work was the Canadian Blueprint (Jarvis & Joan, 2000)<sup>8</sup>.

Compared to other frameworks (e.g. the US Blueprint), the referred Canadian framework divides the learning stages into four with the idea that the learner ultimately needs not only to understand but also to act. This taxonomy goes along with the grouping based on the level of action required to the individual previously presented.

The four stages of learning adopted in the definition of the learning outcomes are:

1. Acquire (knowledge acquisition)
2. Apply (demonstration of knowledge)
3. Personalise (integration of learning and knowledge)
4. Act (knowledge transformation and creation)

The fourth stage (Act) is included only in the top two career learning areas (aligned with the two top levels of action).

It is important to note that individuals may not progress through all four stages of the continuum nor do so in a linear fashion i.e. individuals will start at different points, progress at different stages and may need to revisit earlier stages throughout their life. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge and attitudes.

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8 <https://files.eric.ed.gov/fulltext/ED446296.pdf>





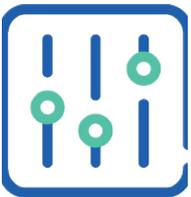


## Area 1. Discovering myself



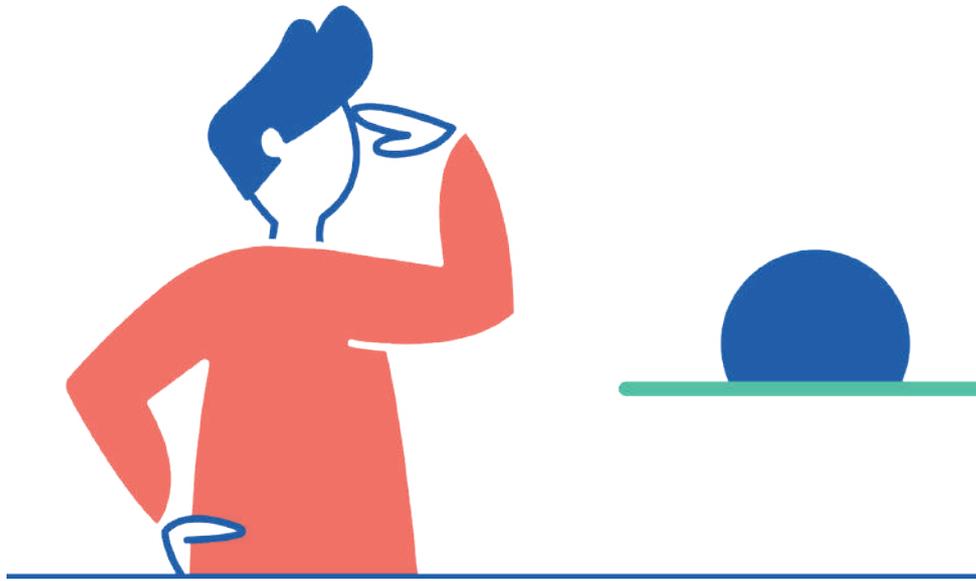
Competence	Level of proficiency	Source
 <p data-bbox="165 1503 400 1541"><b>Self-awareness</b></p>	<p data-bbox="595 1061 962 1099"><b>Level 1. Acquire</b></p> <p data-bbox="595 1104 1187 1211">Be aware of your own personal interests, attitudes, values and abilities, qualities and aspirations.</p> <p data-bbox="595 1234 810 1272"><b>Level 2. Apply</b></p> <p data-bbox="595 1276 1203 1458">Identify how interests, attitudes, value and aspirations are affected by social-economic context and stage of development/ life, personal vision of life, education and career.</p> <p data-bbox="595 1480 900 1518"><b>Level 3. Personalise</b></p> <p data-bbox="595 1523 1198 1704">Examine how self-concept/awareness has an impact on achieving my personal goals and decisions (e.g. social, educational, vocational or employment), how it influences my professional expectations.</p>	<p data-bbox="1236 1104 1398 1173">Careers around me</p> <p data-bbox="1236 1290 1362 1397">Scotland Model revisited</p> <p data-bbox="1236 1559 1398 1628">Careers around me</p>



Competence	Level of proficiency	Source
 <p data-bbox="161 573 483 801"><b>Self-regulation (Awareness and management of emotions, thoughts and behaviour)</b></p>	<p data-bbox="499 241 866 282"><b>Level 1. Acquire</b></p> <p data-bbox="499 282 1106 353">Be aware and express personal emotions, thoughts, values, and behaviour.</p> <p data-bbox="499 365 715 405"><b>Level 2. Apply</b></p> <p data-bbox="499 405 1153 517">Understand and regulate personal emotions, thoughts, and behaviour, including stress responses.</p> <p data-bbox="499 629 807 669"><b>Level 3. Personalise</b></p> <p data-bbox="499 669 1058 781">Nurture optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action.</p>	<p data-bbox="1225 282 1366 322">Lifecomp</p> <p data-bbox="1225 421 1366 461">Lifecomp</p> <p data-bbox="1225 528 1366 568">Lifecomp</p> <p data-bbox="1225 600 1430 875">Niles, S. G., Amundson, N. E., &amp; Neault, R. (2011). Career Flow: A Hope-Centered Approach to Career Development, 1e.</p>

Competence	Level of proficiency	Source
 <p data-bbox="161 1274 440 1464"><b>Growth mindset (Belief in one's and others' potential to continuously learn and progress)</b></p>	<p data-bbox="499 1001 746 1041"><b>Level 1. Acquire</b></p> <p data-bbox="499 1041 1110 1153">Be aware and develop confidence in one's own and others' abilities to learn, improve and achieve with work and dedication.</p> <p data-bbox="499 1164 715 1205"><b>Level 2. Apply</b></p> <p data-bbox="499 1205 1158 1317">Understand that learning is a lifelong process that requires openness, curiosity and determination.</p> <p data-bbox="499 1328 807 1368"><b>Level 3. Personalise</b></p> <p data-bbox="499 1368 1206 1464">Explore the potential effects of a positive and growth-oriented mindset for your personal situation/life.</p>	<p data-bbox="1225 1064 1366 1104">Lifecomp</p> <p data-bbox="1225 1225 1366 1265">Lifecomp</p> <p data-bbox="1225 1368 1398 1440">Careers around me</p>

## Area 2. Exploring new horizons



Competence	Level of proficiency	Source
 <p data-bbox="161 1384 576 1429"><b>Understanding complexity</b></p> <p data-bbox="161 1462 608 1697">Theoretical base: Counseling Chaos: Techniques for Practitioners March 2006 Journal of Employment Counseling (R. Pryor, J. Bright)</p>	<p data-bbox="647 981 1018 1025"><b>Level 1. Acquire</b></p> <p data-bbox="647 1025 1193 1261">Be aware of the multivariate range of potential and actual influences on individuals and the density of potential or actual interconnections between such influences and their effects.</p> <p data-bbox="647 1261 866 1305"><b>Level 2. Apply</b></p> <p data-bbox="647 1305 1198 1462">Understand the complex dynamics between education, work, society and the economy and life values, in general.</p> <p data-bbox="647 1574 959 1619"><b>Level 3. Personalise</b></p> <p data-bbox="647 1619 1198 1776">Explore the effect of complexity on achieving my personal goals and decisions (e.g. social, educational, vocational or employment).</p>	<p data-bbox="1222 1081 1390 1160">Careers around me</p> <p data-bbox="1222 1261 1414 1451">CAREERSKILLS, Labour Market Awareness revisited</p> <p data-bbox="1222 1507 1422 1843">based on LEADER – “I understand how changes in society relate to my life, learning and work”</p>

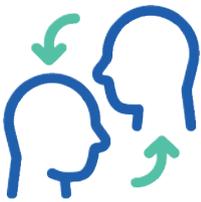


Competence	Level of proficiency	Source
 <p data-bbox="164 633 517 741"><b>Understanding careers and the labour market</b></p>	<p data-bbox="655 248 1018 282"><b>Level 1. Acquire</b></p> <p data-bbox="655 286 1198 472">Explore knowledge about different vocations and career opportunities in the labour market (information on occupations, education opportunities, economy, and employment).</p> <p data-bbox="655 483 868 517"><b>Level 2. Apply</b></p> <p data-bbox="655 521 1187 667">Understand how the labour market and careers change over time during lifespan, related to the dynamics of the communities.</p> <p data-bbox="655 696 959 730"><b>Level 3. Personalise</b></p> <p data-bbox="655 734 1182 880">Understand how you can integrate information on occupations, education, economy, and employment into management of your career.</p>	<p data-bbox="1230 264 1398 450">Careers around me; NCDG Framework, CM3</p> <p data-bbox="1230 483 1406 685">based on LEADER - I understand how learning and work change over time</p> <p data-bbox="1230 719 1430 864">Careers around me; NCDG Framework, CM3</p>

Competence	Level of proficiency	Source
 <p data-bbox="164 1283 523 1357"><b>Ethical and sustainable thinking (EntreComp)</b></p> <p data-bbox="164 1361 596 1507">Assess the consequences and impact of ideas, opportunities and actions</p>	<p data-bbox="655 1003 900 1037"><b>Level 1. Acquire</b></p> <p data-bbox="655 1041 1206 1155">Understand that personal choices and behaviours have an impact within the community and the environment.</p> <p data-bbox="655 1167 868 1200"><b>Level 2. Apply</b></p> <p data-bbox="655 1205 1190 1319">Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.</p> <p data-bbox="655 1330 959 1364"><b>Level 3. Personalise</b></p> <p data-bbox="655 1368 1206 1547">Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the labour market, society and the environment.</p>	<p data-bbox="1230 1041 1390 1115">Careers around me</p> <p data-bbox="1230 1182 1398 1296">EntreComp Framework 2016</p> <p data-bbox="1230 1379 1398 1494">EntreComp Framework 2016</p>

## Area 3. Building relationships



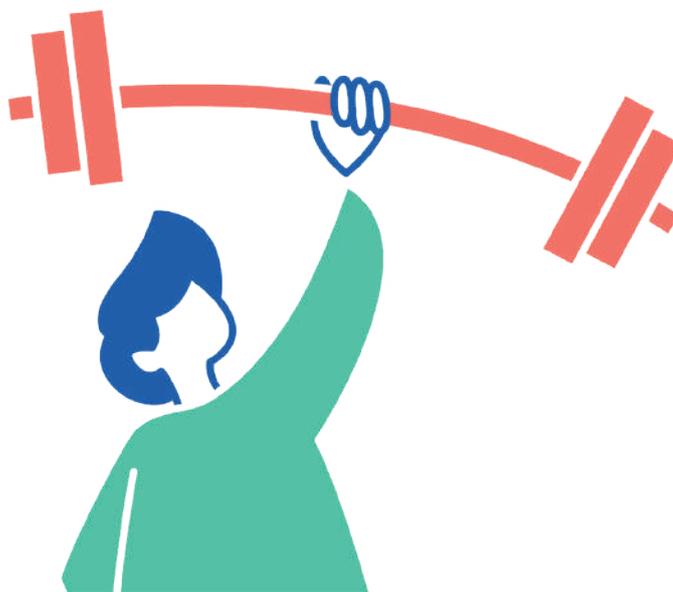
Competence	Level of proficiency	Source
 <p><b>Empathy</b> The understanding of another person's emotions, experiences and values, and the provision of appropriate responses</p>	<p><b>Level 1. Acquire</b> Become aware of another person's emotions, experiences and values.</p> <p><b>Level 2. Apply</b> Understand another person's emotions and experiences, and the ability to proactively take their perspective.</p> <p><b>Level 3. Personalise</b> Respond to another person's emotions and experiences, being conscious that group belonging influences one's attitude.</p>	<p>Lifecomp</p> <p>Lifecomp</p> <p>Lifecomp</p>



Competence	Level of proficiency	Source
 <p><b>Communication</b> Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content</p>	<p><b>Level 1. Acquire</b> Become aware of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content.</p> <p><b>Level 2. Apply</b> Understand and manage interactions and conversation in different socio-cultural contexts and domain-specific situations.</p> <p><b>Level 3. Personalise</b> Listen to others and engage in conversation with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts.</p>	<p>Lifecomp</p> <p>Lifecomp</p> <p>Lifecomp</p>

Competence	Level of proficiency	Source
 <p><b>Collaboration</b> Engagement in group activity and teamwork, acknowledging and respecting others</p>	<p><b>Level 1. Acquire</b> Become aware that others may have different cultural affiliations, backgrounds, beliefs, values, opinions, or personal circumstances. Be willing to contribute to the common good.</p> <p><b>Level 2. Apply</b> Understand the importance of trust, respect for human dignity and equality, cope with conflicts and negotiate disagreements to build and sustain fair and respectful relationships.</p> <p><b>Level 3. Personalise</b> Fairly share tasks, resources, and responsibilities within a group considering its specific aim, eliciting expressions of different views and adopting a systemic approach.</p>	<p>Lifecomp</p> <p>Lifecomp</p> <p>Lifecomp</p>

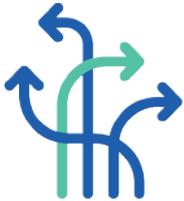
## Area 4. Developing my strengths



Competence	Level of proficiency	Source
 <p>Digital mindset</p>	<p><b>Level 1. Acquire</b> Browse, search and filter data, information and digital content. Articulate information needs, search for data, information and content in digital environments, access them and navigate between them. Create and update personal search strategies.</p> <p><b>Level 2. Apply</b> Evaluate data, information and digital content. Interact through a variety of digital technologies and understand appropriate digital communication means for a given context.</p> <p><b>Level 3. Personalise</b> Interact through digital technologies and develop digital content Interact through a variety of digital technologies and understand appropriate digital communication means for a given context. Create and edit digital content in different formats, express oneself through digital means.</p>	<p>Digcomp</p> <p>Digcomp</p> <p>Digcomp</p>



Competence	Level of proficiency	Source
 <p><b>Critical thinking</b> Assessment of information and arguments to support reasoned conclusions and develop innovative solutions</p>	<p><b>Level 1. Acquire</b> Be aware of potential biases in the data and one's personal limitations (e.g. confirmation bias or belief bias), while collecting valid and reliable information and ideas from diverse and reputable sources.</p> <p><b>Level 2. Apply</b> Compare, analyse, assess, and synthesise data, information, ideas, and media messages in order to draw logical conclusions.</p> <p><b>Level 3. Personalise</b> Develop creative ideas, synthesise and combine concepts and information from different sources in view of solving problems.</p>	<p>Lifecomp Revisited</p> <p>Lifecomp</p> <p>Lifecomp</p>

Competence	Level of proficiency	Source
 <p><b>Flexibility</b> Ability to manage uncertainty, and to face challenges</p> <p>If you remain open-minded enough to change your attitude or beliefs in response to changing circumstances, you are more likely to be able to take advantage of a chance event when one does occur. <a href="https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance">https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance</a></p>	<p><b>Level 1. Acquire</b> Be aware of the need and the possibilities to adapt to challenges and developments and to manage uncertainty actively.</p> <p><b>Level 2. Apply</b> Be ready to review my own opinions and courses of action in the face of new evidence and to manage uncertainty (be open minded).</p> <p><b>Level 3. Personalise</b> Adapt yourself to new ideas, approaches, tools, and actions in response to changing contexts.</p>	<p>Careers around me</p> <p>Lifecomp revisited</p> <p>Lifecomp revisited</p>

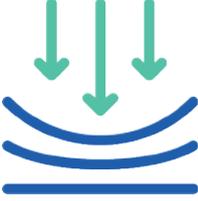


Competence	Level of proficiency	Source
 <p><b>Risk-taking (Krumboltz)</b></p> <p>Sometimes you can't know everything about an opportunity before you decide to take action and pursue that opportunity. Each of us has a tolerance level to taking risks. If you find yourself not taking action to explore new opportunities or passing over opportunities because of your low risk tolerance, it may be time to reexamine your ability to take a risk"  <a href="https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance">https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance</a></p>	<p><b>Level 1. Acquire</b>            Be aware that sometimes acting (try something out) is the way to pursue an opportunity.</p> <p><b>Level 2. Apply</b>            Be ready to calculate and take risk if this is widening opportunities.</p> <p><b>Level 3. Personalise</b>            Reflect and integrate knowledge about yourself, your risk-taking style and the outcomes (reexamine your ability to take a risk).</p>	<p>Careers around me</p> <p>Careers around me</p> <p>Careers around me</p>



Competence	Level of proficiency	Source
 <p><b>Persistence (Krumboltz)</b> Persistence: When seeking new learning opportunities, some of your efforts may backfire or lead you nowhere. When feeling discouraged, be persistent. Persistence is also a useful skill for those of you who have not yet completed your graduate degree!</p> <p>Optimism: By maintaining a positive attitude, you believe that there are new opportunities are out there for you and that those opportunities are attainable. This attitude can help you remain persistent, even when you experience setbacks</p>	<p><b>Level 1. Acquire</b> Be aware of the relevance of optimism (maintaining a positive attitude) and persistence (to try relentlessly for a longer time) for career progress.</p> <p><b>Level 2. Apply</b> Understand that optimism and persistence can help you to overcome setbacks and problems in your own career process.</p> <p><b>Level 3. Personalise</b> Reflect and incorporate experience of how optimism and persistence have helped you in different situations in your life.</p>	<p>Careers around me</p> <p>Careers around me</p> <p>Careers around me</p>



Competence	Level of proficiency	Source
 <p><b>Resilience</b></p> <p>based on research on resilience and concepts of resilience training (Werner, 2013; Doll, 2013; Tough 2016).</p>	<p><b>Level 1. Acquire</b> Be aware that resilience can be understood as a bundle of skills helping you to overcome difficult and stressful situations. It is linked to other resources like optimism, persistence, self-efficacy and planning the future.</p> <p><b>Level 2. Apply</b> Understand that you develop resilience in interaction with important others, e.g. in family, peers, communities and in school, especially by investing in relations and experiencing strong and stable relations.</p> <p><b>Level 3. Personalise</b> Utilize resilience in difficult situations (e.g. related to adaptive coping capacity, problem solving skills, emotional self-regulation and social skills).</p>	<p>Careers around me</p> <p>Doll, 2013</p> <p>Careers around me</p>

Competence	Level of proficiency	Source
 <p><b>Problem solving</b></p> <p>based on problem-solving theory, e.g. Dörner.</p>	<p><b>Level 1. Acquire</b> Being aware of (career related) problems and the possibility to approach them actively.</p> <p><b>Level 2. Apply</b> Understanding the relevant steps in approaching and solving a problem (target setting, situational analysis, planing, acting, reflecting).</p> <p><b>Level 3. Personalise</b> Apply problem solving activities and reflect the effects, adjust problem solving strategies if appropriate.</p>	<p>Careers around me</p> <p>Careers around me</p> <p>Careers around me</p>



## Area 5. Monitoring and reflecting on my experience



Competence	Level of proficiency	Source
 <p><b>Monitoring lifelong learning achievements</b> The monitoring and re-viewing of one's own learning</p>	<p>Level 1. Acquire Being aware that lifelong learning refers to all learning activities formally, non-formally and informally undertaken throughout life.</p> <p>Level 2. Apply Understand how learning processes and strategies work.</p> <p>Level 3. Personalise Explore one's own learning interests, processes and preferred strategies, including learning needs and required support.</p> <p>Level 4. Act Reflect on and assess periodically purposes, processes and outcomes of formal, non-formal and informal learning establishing relationships across domains.</p>	<p>Careers around me</p> <p>Careers around me</p> <p>Lifecomp</p> <p>Lifecomp revisited</p>



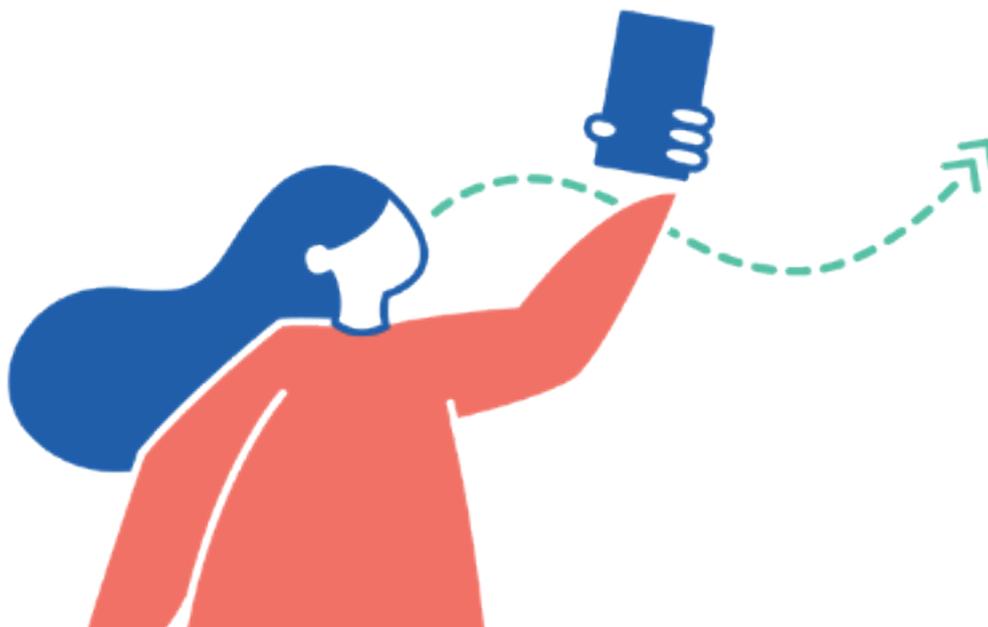
Competence	Level of proficiency	Source
 <p data-bbox="172 696 552 768">Self-awareness of my own achievements</p>	<p data-bbox="601 282 1155 427">Level 1. Acquire Be aware that a life- and work history consists of a series of events including risks and chances.</p> <p data-bbox="601 465 1193 611">Level 2. Apply Understand that achievements in my career are based on my personal resources and actions.</p> <p data-bbox="601 649 1182 795">Level 3. Personalise Reflect and incorporate a strong sense of personal resources and the impact of actions on achievements.</p> <p data-bbox="601 833 1150 945">Level 4. Act Review and apply own resources for a next step in your career process.</p>	<p data-bbox="1241 320 1406 392">Careers around me</p> <p data-bbox="1241 504 1406 575">Careers around me</p> <p data-bbox="1241 687 1406 759">Careers around me</p> <p data-bbox="1241 853 1406 925">Careers around me</p>

Competence	Level of proficiency	Source
 <p data-bbox="172 1431 528 1621">Developing ideas and opportunities to create value, including better solutions to existing and new challenges</p> <p data-bbox="172 1659 443 1697">(Entrecomp, 2016)</p>	<p data-bbox="601 1113 1182 1225">Level 1. Acquire Be aware of the relevance of (own) ideas to create value from opportunities.</p> <p data-bbox="601 1263 1193 1375">Level 2. Apply Develop an understanding of the existing and upcoming challenges.</p> <p data-bbox="601 1413 1193 1525">Level 3. Personalise Reflect how you can approach challenges based on your ideas.</p> <p data-bbox="601 1630 1198 1742">Level 4. Act Take action based on your ideas to create new solutions.</p>	<p data-bbox="1241 1126 1406 1198">Careers around me</p> <p data-bbox="1241 1272 1406 1344">Careers around me</p> <p data-bbox="1241 1422 1406 1494">Careers around me</p> <p data-bbox="1241 1646 1406 1718">Careers around me</p>



<b>Competence</b>	<b>Level of proficiency</b>	<b>Source</b>
 <p>Balancing life, learning and work roles</p>	<p>Level 1. Acquire Be aware of different roles and how they change during life (personal, leisure, community, learner, family, and work roles).</p> <p>Level 2. Apply Understand how my various roles impact upon my preferred future or lifestyle.</p> <p>Level 3. Personalise Reflect on how different life-roles interact and how you can balance different life-roles, especially when a change in one role affects your career goals.</p> <p>Level 4. Act Take action to balance your life-roles and lifestyle with your current career goals.</p>	<p>Careers around me; NCDG, Goal PS4, K1</p> <p>Careers around me; NCDG, Goal PS4, K3</p> <p>Careers around me; NCDG, Goal PS4, R2</p> <p>Careers around me</p>

## Area 6. Planning my career



Competence	Level of proficiency	Source
 <p data-bbox="167 1500 534 1646">Decision making process (rational and non-rational decision making) (Kahneman)</p>	<p data-bbox="595 1086 1206 1232">Level 1. Acquire Be aware that decisions play an important role in career processes and that people have different career decision styles.</p> <p data-bbox="595 1265 1206 1444">Level 2. Apply Understand how choices are made. Take into account that decisions are not fully rational but also intuitive /following individual heuristics.</p> <p data-bbox="595 1467 1206 1646">Level 3. Personalise Recognise how my personal beliefs and social economic context affect my decisions; explore your own career decision styles.</p> <p data-bbox="595 1680 1206 1859">Level 4. Act Plan and implement personal, learning and professional goals and monitoring the plan recognizing when you need to change it or to abandon it for a new one.</p>	<p data-bbox="1236 1131 1404 1176">NCDG, CM1</p> <p data-bbox="1236 1310 1412 1388">NCDG, CM1; Kahneman</p> <p data-bbox="1236 1523 1412 1601">NCDG, CM1; Kahneman</p> <p data-bbox="1236 1736 1396 1803">Careers around me</p>



<b>Competence</b>	<b>Level of proficiency</b>	<b>Source</b>
 <p>Manage plans (Chaos Theory – Bright)</p>	<p>Level 1. Acquire Be aware of steps and content of a career plan (rational planning) and the reality of dynamic and unpredictable careers (dynamic planning).</p> <p>Level 2. Apply Understand that career planning to attain your career goals is a lifelong process with dynamic and unforeseeable developments and results.</p> <p>Level 3. Personalise Reflect upon complex influences on your career decision making, and unplanned events in your careers. Explore the effect of dynamic influences on you and your career.</p> <p>Level 4. Act When planning a career step/action, take into account dynamic influences and unpredictable events, transitions.</p>	<p>NCDG, CM1; Bright et al. 2014</p> <p>Careers around me</p> <p>Bright et al. 2014</p> <p>Careers around me</p>



6





## 6/ Conclusions: 10 policy priorities

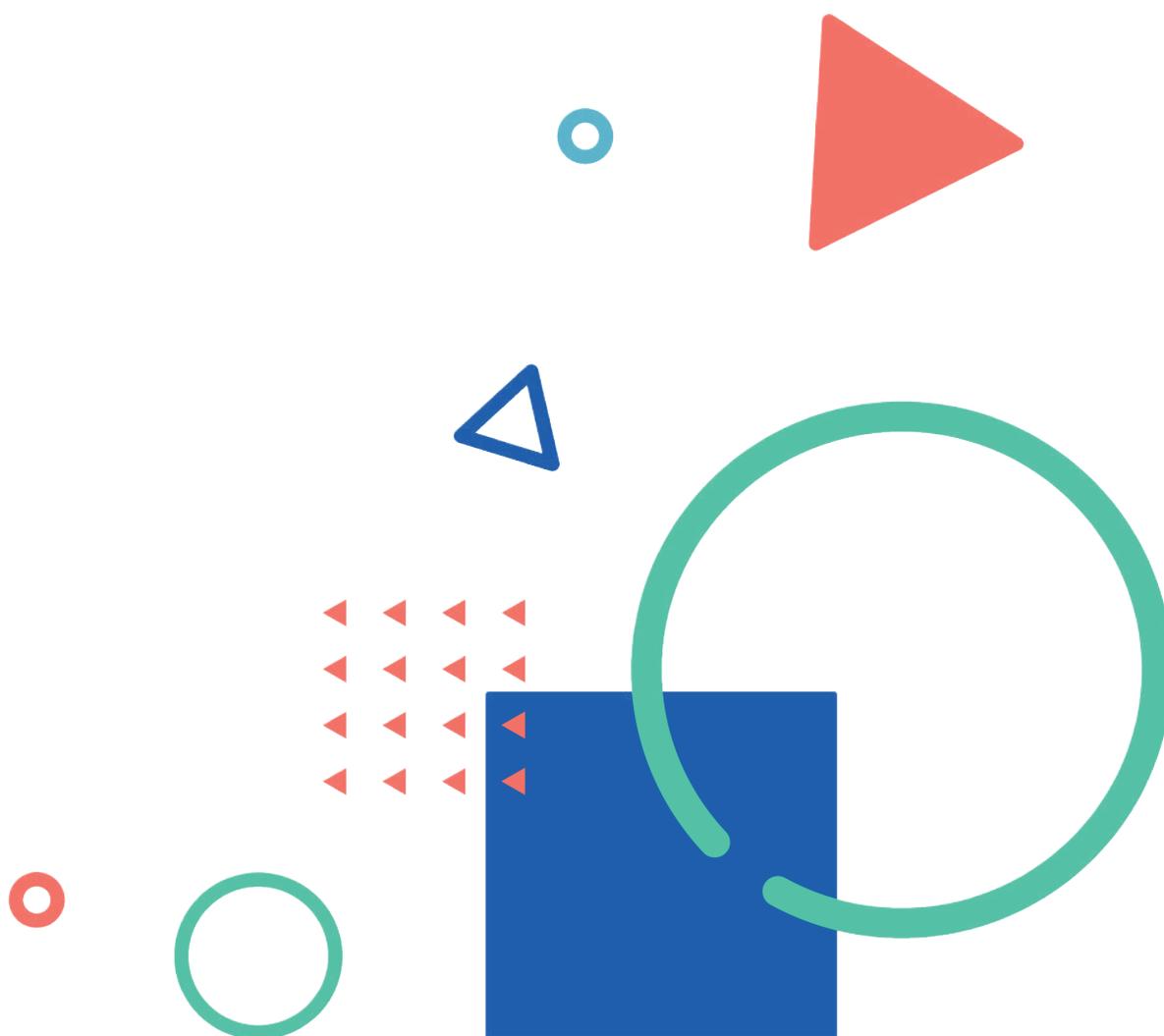
To conclude, there are at least 10 priorities to consider in order to provide services that have a real impact on people's skills to well manage their study pathways and their work careers throughout all steps of their lives.

1/ **Designed interventions on individual needs** - The CMS framework is the methodological base for designing career learning activities focused on each specific skill to improve. The model allows an effective allocation of timing and learning resources. The CMS framework also enables the co-design of activities among different career guidance providers and local actors, offering the best resources and know-how to users when they need them.

2/ **Starting early** - the idea of a lifelong career management means that the skills needed by each person shall be learnt as earlier as possible. There is clear evidence that risks of early school leaving and disengagement emerge in the first years of schooling. Most pupils have a lack of career information and career management skills when they are asked to make relevant study and career decisions. For these reasons, career learning programmes in primary schools ensure the rights of each pupil to have the skills to understand career opportunities and to have access to the widest set of opportunities.

3/ **Career exposure** - In the modern education systems, there is a huge need for contacts and integrations among theories and practices. The CMS framework facilitates the design of work related activities and career learning within and outside the school environments, with the direct involvement of external experts and professionals from enterprises. The more the students are exposed to, the more options will open to students as they search out careers. The CMS framework also allows an easy and clear correlation among the different experiences done by students with the specific career management skills learnt and performed.

4/ **Micro-credentials** - There is the great opportunity to validate the career learning based on CMS through a new micro-credential system that can integrate skills learnt in different contexts and experiences within a formal framework. Activities and experiences that students and adults do for career management purposes can earn formal value in the personal lifelong learning



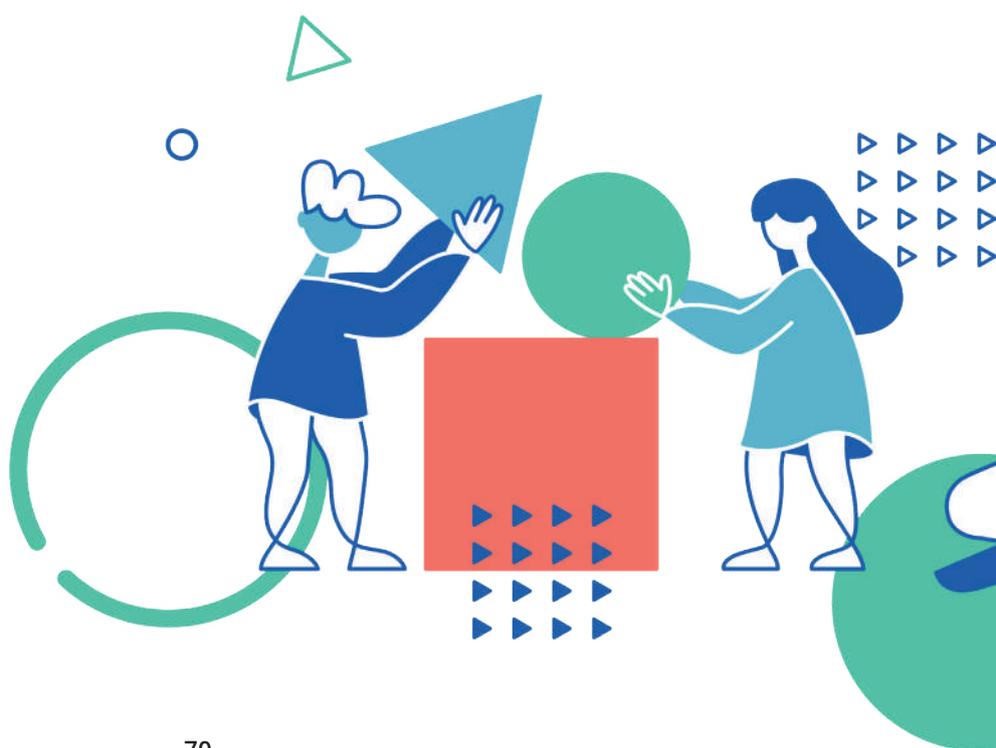
pathways and become transversal among education, training and employment sectors.

5/ **LMI** - Labour Market Information is a great challenge for all national career guidance systems: the open access to information is not only related to the amount and quality of data available, but it is strongly limited when users are not able to use them, to understand them, to give them a meaning to plan and manage the one's own lifelong career. The CMS framework is a crucial base to ensure a proactive and critical use of data and information on career options and future trends.

6/ **Apprenticeship** - The CMS framework is also a strategic base to support the career development of young within dual systems and apprenticeship. CMS can be the base for tutorship programmes from the staff members of enterprises that have the task to support the learning process and the career progression of young workers.

7/ **Employment policy** - The CMS framework will be the base for a new future development of public employment services, through a model of advice and guidance centred on the individual “career management needs” and in terms of empowering of career management skills. CMS are also a relevant framework to evaluate and monitor the benefits of the guidance services for each user during the process of building a new career plan (before the final matching with the suitable job vacancies).

8/ **Lifelong Learning and Validation** - The CMS framework includes the competence of managing one’s own learning pathways all life long, also considering informal and nonformal learning. This is a strategic issue for all future education and employment policy. Providing citizens with the skills to self manage a complex and long career, including the skills for the analysis of their own learning needs and the identification of future opportunities to spend and use one’s own best skills is a huge challenge for all national governments, but also for enterprises and citizens. The CMS framework can provide these





sets of self management skills and also the ways to learn and improve these strategic skills in different contexts.

9/ **Systems-oriented measures** - CMS are going to change the models of intervention in the field of career guidance, but also the approach of all systems (education, training, employment, social inclusion, ecc.) to lifelong career programmes. Schools and Universities shall provide career learning programmes to all students every year to support choices, transitions and placement at the end of the pathways. The PES systems shall integrate employment policy with lifelong learning to promote re-skilling and up-skilling processes and to improve the employability of all unemployed persons. There is the need for coherent and effective systems-oriented measures to foster and address these changes and to train and update the practitioners, the coordinators and the managers.

10/ **Go digital** - The CMS framework will foster and facilitate a wider use of digital tools, open data and web resources in the field of career guidance. The framework defines a set of competences that people can learn, experience and tinker with in different ways, learning environment, contexts, on the field and online, individually or in groups. The wide use of distance tools to communicate, learn and work will support the learning of CMS, but there is a great need for dedicated tools and web resources to achieve this goal.





# annex





# Annex 1. Reflecting on the contemporary scenario

## What do we mean with “career”?

“We as individuals have to really think about our careers as a series of waves, where we’re catching the wave again and again and again every 5 to 10 years with a new company, a new job, a new type of profession, a new kind of work. And if we stay in the same work for a long period of time, we have to learn new tools and stay ahead because the technology around us is getting smarter and certain parts of our job keep going away”<sup>[2]</sup>. (J. Bersin, 2021)

The author mentioned above put emphasis on the dynamic feature of career with direct effect on people who are asked to make decisions for their lives and their jobs. People are asked to make choices related to education, training, mobility, labour market. *With vision, effort, dedication and passion effective and methodologically design career programmes can transform difficult situations into smooth transitions, empowering individuals in finding the best ways to overcome adversities or sometimes turbulence (crisis, pandemic context, war, natural disasters etc.). Just like surfers surfing each new wave, people gain new skills and experiences, retraining and educating themselves along the process.*

According to Bersin (2021) the traditional idea of a career has three components:

- A career represents our expertise, our profession, and ultimately our identity.
- A career is something that builds over time and endures.
- A career gives us financial and psychological rewards.

The dynamic world of work has disrupted the above-mentioned three elements: expertise, duration, and rewards, and this is valuable not only for employees, but also for employers. The concept of career has changed over time and is continuously changing, due to the necessity to keep up with the latest developments in society and especially the labour market. Thus, the main attribute we can refer to is the changing, protean nature of careers. In a world where the only constant is change itself and the rate of change is increasing, learning is a key factor for a successful, gratifying, fulfilling career.

The Covid-19 pandemic context disrupted and changed dramatically the labour market development, and accelerated the process of digital transformation. As a result, the character of work was radically modified (certain jobs



disappeared, rise in unemployment, precarious employment). Climate change, the environmental challenge and the effort to create greener economies is also changing the type of skills required by the labour markets around the world. In this equation, career guidance is asked to play a very important role in assisting people of different ages and various backgrounds to navigate through this complex context of the future. Therefore, policy makers will be expected to support to a greater extent an effective provision of career guidance services. Data collected from all around the world show the fact that in many countries the access to guidance is not sufficient, especially for those who most need it. Guidance today must be able to offer each person adequate support to develop the skills necessary to define, elaborate and manage their own educational and/or career pathways.

Today's careers can be defined as<sup>9</sup>:

- Without borders (organizational, territorial...),
- Proteiform or protean (oriented by own values and guided by their own objectives)
- Kaleidoscopic (priorities change over a lifetime)
- Sustainable (with the resources to arrangement)
- as “new” challenges for citizens

## **The main challenges careers face today**

As the world of work is evolving, with jobs disappearing and new jobs emerging, sometimes almost overnight, careers today face specific challenges as the ones proposed below:

- Career transitioning; people are changing jobs/ are making career changes more frequently today than before. This situation can be very challenging, as it is not always something very easy to do. Career transitioning may be necessary sometimes, but on the other hand “hopping from one job to another”, is not a long term solution either.
- The idea of a single career for one's lifespan is becoming obsolete. Today, less organisations/companies still have traditional career models. Nowadays, skills can become out-of-date in just a few years, and this situation creates many difficulties for working people. Therefore, the practice of switching jobs and companies is growing common, making it possible for job-hopping to become the norm.

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9 Inspired by the keynote lecture of Rita Chiesa during the final conference of the Careers Around Me project in Ancona (2022).



- The emergence of “hybrid jobs”: jobs that create new job categories by mashing up disciplines. This trend will continue to develop in the future.
- Many of the new skills necessary for jobs of the future will require digital skills to be successful.
- Longer career lifespans: the duration of professional life is expected to expand. People in the future will work longer than the previous generations.
- Increased job insecurity: the rapid pace of changes within the society and especially the labour market demands, people will experience a higher degree of insecurity regarding his/her job stability.
- The trend of part-time work is accelerating, especially in the case of young people (for example students), who need to work to support themselves, and also have time to study.
- Unplanned life events/difficulties/adversities/setbacks etc. with impact on professional life.
- Balancing meaning and duty: what is the best option, doing a job that is fulfilling and meaningful for you, a job aligning to your personal aspirations and values, or doing a job less fulfilling and meaningful, out of duty;
- Making career choices in a scenario with a huge range of possibilities. One of the biggest career challenges of our days is figuring out what you really want to do. Given the fact that the range of career choices that one can make is wider than ever before, and there is much more information related to careers which need to be processed and analysed, sometimes people find it very difficult to answer the simple question “What do I really want to do?”
- The rapid pace of technology leads to the situation where many jobs and the skills associated with them go out of date in just a few years. People are also expected to continuously learn and acquire new knowledge and new skills in order to keep up with the new developments in their field of activity. This is true especially in the technical domains, where the pressure to master new technologies is constant. Moreover, many employees believe that getting training and developing new job skills throughout their work life in order to keep up with the changes in the workplace, is essential. Re-skilling and re-education are also necessary steps to be made in the process of career development, making transitions easier and the adaptation to a new job more rapid and effective, if and when necessary.
- As a result of the development of automation, robotics and IT domains, there will be a significant disruption of jobs, and therefore, new education and skills-building programs will emerge in order to respond to the new



demands of the labour market. As machines, robots and IT can do equal or even better work than humans, at least in certain fields of activity, there is a growing anxiety regarding the possibility that technology could crush millions of jobs in a not so distant future.

- The evolution of education from STEM to STEAM. The tasks based on STEM fields (science, technology, engineering and maths) are vulnerable to automation, and therefore should be complemented with soft skills and other strengths (Bersin, 2017). Although the core need for technical skills remains strong, there is an increasing need for people with skills in communication, interpretation, design, and synthetic thinking. In the future, probably the best jobs on the labour market will require both technical and social skills. Many career experts suggest that communication skills, critical thinking, visual identity and reasoning will become more and more important in the future for career surfers. These skills will be necessary even in the high technical fields.
- Social equity and inclusion is another challenge that needs to be dealt with (equal opportunities, disadvantaged people, special needs people, other vulnerable categories of people)

[1] <https://www.cedefop.europa.eu/en/news/career-guidance-spotlight> Career guidance in the spotlight, Revised edition (2021)

[2] <https://www2.deloitte.com/us/en/insights/deloitte-review/issue-21/changing-nature-of-careers-in-21st-century.html>, Josh Bersin, Deloitte, 2021





