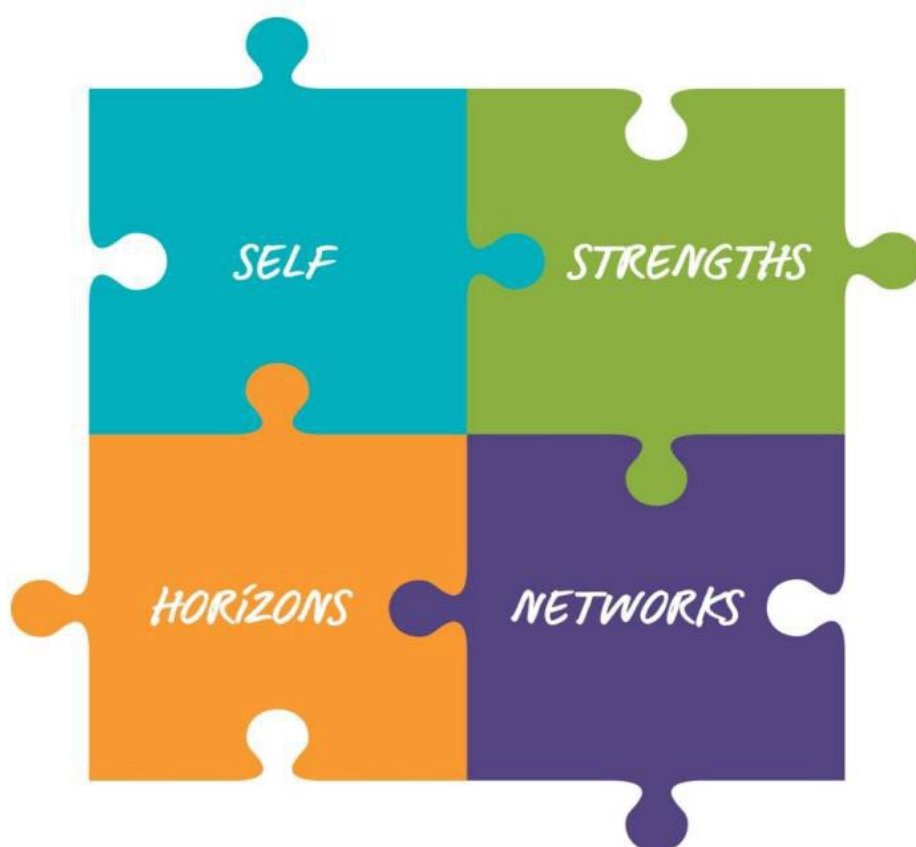Self-directed learning activity

Introduction to Career Management Skills

Name: _____

Please note this resource can be printed out or completed electronically.

Contents

Purpose

This resource aims to introduce you to Career Management Skills and how these can be used to support learning and career education. This resource will help you reflect on your existing practice.

Learning outcomes

You will have an understanding of:

- what career management skills are and why they are important
- the relationship between Curriculum for Excellence, the implementation of the Career Education Standard and the CMS Framework for Scotland
- where to access support and information

Who is this learning for?

This learning is for practitioners at all levels working with children and young people within early learning, schools, colleges, third sector providers, and other partners.

This learning resource relates directly to the following Career Education Standard expectations[1]:

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

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[1]*Education Scotland/Skills Development Scotland/Scottish Government (2015), Developing the Young Workforce, Career Education Standard (3-18)*

What are Career Management Skills?

Career management skills are the tools and strategies that help learners actively shape and navigate their career paths. This involves developing an understanding of strengths, setting goals and being able to make better informed decisions, being able to adapt to change, and connecting with opportunities — all aimed at building a fulfilling and resilient working life.

The Career Management Skills Framework for Scotland[2] sets out an approach to support the development and use of competencies that best enable learners to plan and pursue life, learning and work opportunities. In this framework, these competencies are collectively referred to as Career Management Skills.

Within the entitlements and expectations in the Career Education Standard (CES), one of the entitlements is for all learners is to:

 "develop CMS as an integral part of their curriculum".

Supporting this development is the responsibility of all teachers and practiioners.

Recent reports and research also highlight the important role of educators in supporting children and young people with the development of Career Management Skills.

'Teachers play a vital role in society's civility, success and prosperity. They influence the life chances and choices of young people and help them develop higher expectations for learning and attainment.'

International Council of Education Advisers 2020

'Nearly two thirds (62%) of Scottish adults said that between one and five teachers helped to positivity influence them or inspired them to become the person they are today.'

Scottish Government/You Gov 2019

'Second to parents and carers, young people are most likely to be influenced by teachers when making career decisions.'

Skills Development Scotland, Pupil Voice 2024:Senior Phase Research

[2]*Skills Development Scotland (2012), Career Management Skills Framework for Scotland*

Why do Career Management Skills matter?

'The world is experiencing an historic transformation in how people work, where they work and even why they work.'

The nature of work is going through fundamental change. Growth in automation and artificial intelligence, globalisation, demographic change, are some of the factors driving this. Jobs are disappearing or being reshaped, and new jobs are being created at an unprecedented rate. An ageing population and declining birth rates will tighten the labour supply, especially in rural areas, increasing reliance on immigration to sustain workforce levels. Climate policy and the push toward net zero will also create new employment opportunities, particularly in green industries. Together, these forces will redefine Scotland's labour dynamics.

Careers are now increasingly seen not as 'chosen' but as being constructed, through the series of choices about learning and work that people make throughout their lives. For individuals who want to maintain their employability, it is important that they review and develop their skills regularly throughout their career pathway.

This requires learners to take more responsibility for their own career development which in turn requires the development of career management skills to manage different career pathways where frequent job changes may be needed.

By developing CMS learners will be able to:

- be better prepared to make confident career decisions for themselves and manage change by forward planning.
- access career management advice and guidance at a time and place that suits their needs.
- better understand how the labour market works: how to find a job; how and why industries and individual jobs within them are changing; and what sort of skills they need to enable them to develop and progress.
- identify opportunities to develop their learning goals and employability skills.

What is the Career Management Skills Framework 2012?

The [Career Management Skills Framework](#) is a competency framework developed by international experts and partners within Scottish Government, Education Scotland, SQA and SDS. There are 17 competencies which are grouped into 4 themes;

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

Self – competencies that enable individuals to develop their sense of self within society. Understanding their own personality, values, interests, and skills in relation to career options.

Strengths – competencies that enable individuals to identify and develop their strengths and use them to pursue rewarding learning and work opportunities.

Horizons – competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life, for example, exploring different career paths, planning for the future, and adapting to changing circumstances.

Networks – competencies that enable individuals to develop relationships and networks of support and then using these relationships and support networks for career development.

Taken together, the competencies describe a series of overlapping skills, attitudes and capacities that support a learner's journey through life, learning and work. Career management skills are essential for making informed decisions in a rapidly changing labour market. It helps learners understand how the labour market operates and helps learners find opportunities that are right for them.

This framework is used by SDS to inform the design and delivery of career services, and to support individuals in navigating career pathways and making informed decisions.

A brief summary of the Career Management Skills Framework for Scotland is shown on the next page with more detail in the appendix.

Career Management Skills Framework

Self

Knowing who you are and how you fit into society

- I develop and maintain a positive self-image.
- I maintain a balance that is right for me in my life, learning and work roles.
- I adapt my behaviour appropriately to fit a variety of contexts.
- I am aware of how I change and grow throughout life.
- I make positive career decisions.

Strengths

Knowing what you are good at, and how to make the most of those strengths

- I am aware of my skills, strengths and achievements.
- I build on my strengths and achievements.
- I am confident, resilient and able to learn when things do not go well or as expected.
- I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.

Horizons

Knowing where you could go in life and how to get there

- I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me.
- I know how to find and evaluate information and support to help my career development.
- I am confident in responding to and managing change within my life and work roles.
- I am creative and enterprising in the way I approach my career development.
- I identify how my life, my work, my community and my society interact.

Networks

Knowing how to build relationships, ask for help and make the most of your social and professional network

- I interact confidently and effectively with others to build relationships.
- I use information and relationships to secure, create and maintain work.
- I develop and maintain a range of relationships that are important for my career journey.

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

"It is vital that young people and those supporting them in making choices about learning and careers, are aware of all the options available and are actively promoting the widest range of opportunities".
Developing the Young Workforce Scotland's Youth Employment Strategy Annual Progress Report 2014-2015

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

For example:

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

Resources

- Read the CMS Framework - appendix 1.
- Look over the diagram on the next page. This provides examples of practice that would support learners to develop their Career Management Skills.

Career Management Skills in the classroom

You could support learners to develop self competencies by:

- Incorporating self competencies into learning intentions and success criteria, where appropriate.

- Support learners to develop and self-evaluate personalised and reasonable learning goals.

- Providing personalised feedback through learner and restorative conversations and providing learners with opportunities to give constructive feedback to each other.

- Praising and celebrating achievements and supporting learners to profile their achievements.

- Fostering commitment to school values, emphasising the importance of adapting behaviour to different environments.

You could support learners to develop strengths competencies by:

- Embedding a common skills language/skills framework

- Considering skills when planning learning

- Making skills explicit in the classroom as part of learning intentions, success criteria and starter/plenary reflection activities, for example.

- Providing personalised skills-based feedback as part of classroom feedback, learner conversations or restorative conversations

- Codesigning experiences and skills challenges with key partners to support skills development

- Supporting learners to profile their skills and achievements

You could support learners to develop horizons competencies by:

- Supporting learners to develop the skills and strategies to manage change.

- Developing and maintaining your own knowledge of opportunities in the local labour market using this to inform curriculum design.

- Bringing labour market information into everyday classroom practice, IDLand PBL, including external speakers

- Helping learners to determine and use trusted sources of information to explore pathways and opportunities.

- Challenging gender stereotypes impacting on career choices, for example during option choice.

You could support learners to develop networks competencies by:

- Codesigning learning experiences with partners, services and employers to widen networks of support.

- Supporting learners to recognise the value of volunteering and work placements.

- Incorporating a wide range of organisations in school careers events.

- Signposting to the career adviser for career guidance support and other relevant organisations within and out with the school.

- Supporting learners to develop the skills and strategies to know when and how to reach out to others for information and support.

Reflective questions

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

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

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

Practitioner enquiry activity

Having reflected on how you help learners develop career management skills and identified areas for potential improvement, consider:

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

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

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

Summary and next steps

This learning resource has provided you with an opportunity to familiarise yourself with career management skills and how they can be used to support learning and career education in your current practice.

You should now have several ideas for taking forward your professional learning.

Additional learning

You can find additional resources to support with the embedding of career education within your practice and your establishment via the SDS Education team webpage.

https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team

Appendix 1: Career Management Skills Framework

Self

I develop and maintain a positive self-image

I demonstrate this by:

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

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

I demonstrate this by:

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

I adapt my behaviour appropriately to fit a variety of contexts

I demonstrate this by:

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

I am aware of how I change and grow throughout life

I demonstrate this by:

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

I make positive career decisions

I demonstrate this by:

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

Strengths

I am aware of my skills, strengths and achievements

I demonstrate this by:

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

I build on my strengths and achievements

I demonstrate this by:

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

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

I demonstrate this by:

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

I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices

I demonstrate this by:

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

Horizons

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

I demonstrate this by:

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

I know how to find and evaluate information and support to help my career development

I demonstrate this by:

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

I am confident in responding to and managing change within my life and work roles

I demonstrate this by:

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

I am creative and enterprising in the way I approach my career development

I demonstrate this by:

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

I identify how my life, my work, my community and my society interact

I demonstrate this by:

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

Networks

I interact confidently and effectively with others to build relationships

I demonstrate this by:

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

I use information and relationships to secure, create and maintain work

I demonstrate this by:

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

I develop and maintain a range of relationships that are important for my career journey

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