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Career Management and Career Coaching

How are these linked?
Career management and coaching

Hypothesis: if these are to have an impact the client needs to be an ‘active agent’ in their own career rather than a ‘passive recipient’ of advice and guidance
Start with a positive picture ... career management is a good thing!

‘What have the Romans ever done for us? Well they gave us roads, clean water ...’ etc etc
career management enters policy

‘Career education provides young people with opportunities to learn and practice the career management skills they will need in order to make and implement their future plans effectively’

*Careers Education in Scotland – A National Framework* (Learning and Teaching Scotland, 2001)

... saw career management as a feature essentially of career education/career learning not career guidance
‘Career guidance needs to be remodelled ... instead of being viewed as a single event, focused on choosing a career, it should be seen as a continuous process, **helping individuals to construct their career** ... (with) ... a greater emphasis on **the individual as an active agent, rather than a passive recipient**

‘the aim of career education ... is to help individuals to develop the knowledge, skills and attitudes they require in order to make the decisions and transitions that will determine the course of their career development – in other words, in order to **manage their career**’


... saw career management as a process mainly of career learning
There’s some good theory to underpin encouraging clients to develop their own career management skills

- As far back as DOTS theory – the focus is on developing self awareness, opportunity awareness, transition learning, and decision learning
  Law and Watts, 1977; 1993

- Career Learning is a developmental process rather than one off event – young people will go through a process of sensing, sifting, focusing and understanding careers and their place in them
  Law, 1999

- The recent work on career learning such as the Canadian Blueprint – here the focus is on personal management, learning and work exploration and life/work building
  Jarvis, P. S., 2003
Canadian Blueprint

‘School-to-work transition and workforce development initiatives have failed too many citizens because career management skills have not received the curricular focus that academic and technical skills receive. Career theorists provide clear and unequivocal evidence to demonstrate the need to imbed career management skills in all education and training programmes ... Implementing career-relevant programs that integrate the Blueprint career management skills ... will help more youths and adults become satisfied, fulfilled, self-reliant, contributing and prosperous citizens (and) bring more motivated and engaged learners to teachers and trainers’

Jarvis, P. S., 2003

... the need to embed CMS into education programmes
And there’s some relevant policy

- *Curriculum for Excellence* (2004) – developing the 4 capacities: successful learners, confident individuals, responsible citizens, effective contributors (see Blueprint)

- ‘Young people (need to) develop self-awareness and the confidence to gather and organise educational and occupational information, enabling them to better manage future learning and work pathways. Career management skills should be set within the establishment’s wider approach to learning, skills development and personal development’ (see DOTS)

  Education Scotland (2009) *Curriculum for Excellence, Building the Curriculum 4: Skills for learning, skills for life and skills for work*

- To empower individuals to help themselves ... and ‘take actions in one’s life as career opportunities arise and as work and learning options change’

SDS and CMS

• SDS Career Management Skills Framework for Scotland (2012) examines the extent to which someone can draw on the following resources ...

  – Self eg I know what is right for me
  – Strengths eg I am aware of my skills, knowledge and experience
  – Horizons eg I am aware of where I fit into the world of work
  – Networks eg I understand who can help me

This relates very closely to the theory and policy discussed above on the extent to which clients can draw on self and on resources.

A potential research project??
So, if everyone is getting CMS who is getting coaching?

**SDS Risk matrix**

Career guidance (coaching) is not for those whose needs are so complex that they make career guidance inappropriate (because their issues are making them unemployable) or those who are so capable of managing their own careers (because they have good qualifications and are at minimum risk) that for them career guidance is unnecessary ... career guidance is for those who have **personal factors** that career or work coaching can help them with.
Career uncertainty is not explicitly a ‘personal factor’: ‘career uncertainty should be a marker of the need for personal contact with a careers adviser’ but at the Scottish Parliament SDS recently stated that ‘lack of vocational maturity’ or ‘being unfocused’ was in the matrix as a factor entitling someone to see a careers adviser.

Issues

• To develop, CMS clearly needs the support of schools
  – Evidence shows that school students can only develop effective CMS as part of a career learning process which is permeated across the curriculum to give them the capacity to develop and then exploit their self, strengths, horizons and networks

• To work, CMS needs actively engaged clients
  – Career management needs young people to be actively engaged in the process of career learning and development when many are not ... which leads us to coaching
How does this relate to coaching

Is coaching for those who don’t have CMS? ie the ability and resources to manage their career ... and/or have ‘personal factors’ affecting their career

but perhaps those with CMS may be in fact also want access to coaching ... why?
Do we need 2 types of coaching?

1) for those lacking self awareness, motivation and resources and a good understanding of self, strengths, horizons and networks

This fits a model of coaching that focuses on setting goals and then working with the client to identify the stages and steps towards achieving those goals over an extended period, offering encouragement, empathy, support, advocacy, identifying steps to take, suggesting homework and being on the client’s side.

It also recognises that much of the time the client is going to be passive and dependent on the expertise of the practitioner for help because of their lack of motivation.
And a second type ...  

2) for those who have a sound awareness of their self, strengths, horizons and networks and some good working ‘resources’ but who display ‘career uncertainty’ or just want to add a coaching session to these resources

This fits the standard model of coaching: be all you can be, optimise your performance, maximise your skills, set ‘inspiring goals’ and is aimed at the ‘non-disturbed’ who are ‘functioning adequately’ (Nelson-Jones). This is an ‘asset-based’ model of coaching.

... the resources you use here come from narrative and biographical approaches
‘I’ve continued to recognize the power individuals have to change virtually anything and everything in their lives in an instant. I’ve learned that the resources we need to turn our dreams into reality are within us, merely waiting for the day when we decide to wake up and claim our birth right’ (p23)


‘Clients seek coaching to gain ways of or skills for becoming even more successful and happier than they already are. Rather than being motivated by pain they are motivated by gain. Their problems are often more to do with achieving their positive potential than dealing with negative issues’ (p7)


**Craig Mahoney’s recent tweet to staff** (new UWS Principal and sports psychologist): ‘lets move from good to great!’
narrative and biographical approaches

‘Constructivist, interpretive, narrative and biographical approaches emphasise the need to explore ‘meaning’ and perceptions of ‘truth’ from the client’s worldview … (and) … are gaining credence in the career development literature, [where] a twenty-first century preoccupation with meaning [is replacing] a twentieth-century focus on facts’ (p30)


‘Constructivism is (now) attracting considerable interest from those who wish to acknowledge the ambiguity, uncertainty and inconsistency of individual career development … Here, understanding and sharing the ‘narrative’ of the individual, their developing self-construct, their socio-economic context and helping them visualise the future are the key to helping’ (pp45-46)

Some conclusions

• CMS has validity in theory and policy and is best developed as a process through career learning eg as part of the curriculum in CfE

• The focus is on schools to deliver CMS through Curriculum for Excellence but what is the evidence that this is being done? The track record of a fully permeated approach to career education is not good!
Some conclusions

• Some clients may not have the motivation or capacity to explore self, strengths, horizons and networks effectively – **Type 1** coaching can help them.

• The risk matrix may get at personal factors but not necessarily career uncertainty which points to a need for **Type 2** coaching, one using narrative approaches, while type 1 focuses on motivational and solution-focused approaches.
POLICY REFERENCES


OTHER REFERENCES


