Career Management Skills: Managing the Paradigm Shift from Matching to Constructing a Career

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Overview

The Big Picture

Constructing Career

CMS frameworks and Models
From Industry 1.0 to Industry 4.0

1.0 | 1784 | based on mechanical production equipment driven by water and steam power

2.0 | 1870 | based on mass production enabled by the division of labor and the use of electrical energy

3.0 | 1969 | based on the use of electronics and IT to further automate production

4.0 | tomorrow | based on the use of cyber-physical systems
We had a hundred years to move from farms to factories, and then 60 years to fully build a service economy. The rate of change today suggests that we may only have 10 or 15 years to adjust...

We have a factory mindset of standardisation of work...we have created narrow job definitions such as cashier, taxi driver and then ask people to form entire careers around singluar tasks

David Lee

Innovation Leader - UPS
What do careers professionals do?

Help Individuals to achieve their potential
Facilitating ‘Career’

Matching paradigm
Traditionally a facilitated discourse, matching individuals to what is available in the labour market (Neary, Dodd and Hooley, 2016)

Learning and development paradigm
Individuals now need to engage in ongoing career construction (Jarvis, 2003)
Career constructivism (Watson, 2017)

• Individuals construct their own reality reflecting a more dynamic approach to career theory and practice
• Focus on how individuals derive meaning from their environment and how they interact with this
• There are 5 basic assumptions inherent within constructionist theory
  – Active agency – individuals are actively engaged
  – Order – patterning experiences to provide meaning
  – Self – focus is on personal identity
  – Social-symbolic relatedness – how you see yourself within the world
  – Lifespan development – ongoing interaction
Career paths are increasingly personal to the individual

Climbing frames
Multiple job families or role types – if in doubt think about functions within a sector

Ladders or bits of ladder
Where can you move sideways?

Zig-zags & outspiralling

Bricks in an experience wall – what's essential? At what stage can you access it?

(Adapted from Hirsh)
Developing practice

One to One  Many
Career Management Skills

“Career Management Skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers”.

(Adapted from ELGPN, 2012)
Career Management Skills Frameworks

• There have been a number of attempts to define a list of career management skills
• The Blueprints
  – USA
  – Canada
  – Australia
  – Scotland
  – England

These attempt to provide a set of career learning outcomes which can be focused upon at different times
Career Management Skills Framework

Self

- These competencies enable individuals to develop their sense of self within 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.

Horizons

These competencies enable individuals to visualise, plan and realise their career aspirations throughout life:

- 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.

Strengths

These competencies enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities:

- 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.

Networks

These competencies enable individuals to develop relationships and networks of support:

- 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.
The Blueprint for Careers - England

Blueprint learning objectives

Understanding and developing myself

• I know who I am and what I am good at
• I interact confidently and effectively with others
• I change, develop and adapt throughout my life

Exploring life, learning and work

• I learn throughout my life
• I find and utilise information and the support of others
• I understand how changes in society, politics and the economy relate to my life, learning and work
• I understand how life, learning and work roles change over time

• Developing and managing my career

• I make effective decisions relating to my life, learning and work
• I find, create and keep work
• I maintain a balance in my life, learning and work that is right for me
• I plan, develop and manage my life, learning and work

The Blueprint for Careers: a brief guide for users
Career Management Skills - some examples

Scotland – “The CMS approach is embedded throughout the SDS services. As well as delivering it through our own centres and My World of Work, we work in partnership with other organisations to deliver CMS in schools and colleges across Scotland”

Wales – “People in Wales will become effective in the use of career management skills and competencies and in the management of their careers throughout their lives”

England - National Careers Service CMS are a customer outcome linked to funding model
Integrating CMS throughout life

Career Management Skills
Challenges and Opportunities

### Challenges

- Getting ‘buy in’ across the life course
- Developing consistent approaches for integration with existing models
- Developing career management pedagogy
- Funding for implementation

### Opportunities

- Recognition of need for career support – The Strategy
- Increased focus on career education through Gatsby and QICS
- Recognition that career is a fluid and subjective concept
- Focus on productivity, skills development and lifelong learning
References


https://www.ted.com/talks/david_lee_why Jobs Of The Future Won't Feel Like Work/transcript#t-27038

