Exploration of Career Management Skills
A Brief Workshop for High School Students

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Career guidance in the 21st century

- The Council of the European Union (2004)

  « A range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used »

- Critical aspects

  ❑ Changing people living in a changing world

  ❑ Lifelong career guidance and career education

  ❑ Role of public career services

Career management skills (CMS)

- Sultana (2012, p. 229)

    « Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyze, synthesize and organize self, educational and occupational information, as well as the skills to make and implement decisions and transitions. »

- Critical aspects

    ❑ A broad combination of knowledge, skills, attitudes

    ❑ Needs for contextualization

CMS Framework

Australian Blueprint for Career Development (2010) – Area C

AREA C: CAREER BUILDING									
7.	Secure/create and maintain work	7.1	Explore effective ways of working	7.2	Develop qualities to seek and obtain/create work	7.3	Develop abilities to seek, obtain/create and maintain work	7.4	Improve on abilities to seek, obtain/create and maintain work
8.	Make career-enhancing decisions	8.1	Explore and improve decision making	8.2	Link decision making to career building	8.3	Engage in career decision making	8.4	Incorporate realism into your career decision making
9.	Maintain balanced life and work roles	9.1	Explore and understand the interrelationship of life roles	9.2	Explore and understand the interrelationship between life and work roles	9.3	Link lifestyles and life stages to career building	9.4	Incorporate life/work balance into the career-building process
10.	Understand the changing nature of life and work roles	10.1	Discover the nature of gendered life and work roles	10.2	Explore non-traditional life and work options	10.3	Understand and learn to overcome stereotypes in your career building	10.4	Seek to eliminate gender bias and stereotypes in your career building
11.	Understand, engage in and manage the career building process	11.1	Explore the underlying concepts of the career-building process	11.2	Understand and experience the career-building process	11.3	Take charge of your career-building process	11.4	Manage your career-building process

Theoretical Models

<p align="center">Decades of theoretical debates on CMS
(Sovet, Zenasni, & Guégan, 2021)</p>

- Few examples

  - ❑ *Career maturity* (Super, 1957)

  - ❑ *Career decision self-efficacy* (Betz et al., 1996)

  - ❑ *Career preparation* (Marciniak et al., 2022)

  - ❑ *Career competencies* (Akkermans et al., 2013)

Theoretical Models

Challenges and limitations

- Rationale and principles

  - ❑ Mapping knowledge, skills, attitudes

  - ❑ Mostly based on self-assessment

  - ❑ Mostly based on factor analysis

  - ❑ Specific populations

- Issues and challenges

  - ❑ How to define career management skills?

  - ❑ How to build an exhaustive and scientifically founded CMS framework?

  - ❑ How to take into account the dynamic and contextual aspects of CMS?

What can we expect from a theoretical model?
(Sovet, Zenasni, & Guegan, 2021)

■ Various features

❑ Multidimensionality

❑ Developmental view

❑ Individual differences

❑ Cultural aspects

❑ Dynamic aspects

Building a CMS framework

A few elements of context ...

- Initial shared reflections with the ONISEP

  - ❑ Promoting CMS and competency-based career education

  - ❑ Building and improving career activities and career education practices

  - ❑ Fostering school-community collaboration

- Participatory action research and iterative approach

  - ❑ Gathering and comparing several sources of information

  - ❑ Engaging school-community (e.g., teachers, career counselors, principals)

- National project on career education in France (2021-2030)

Building a CMS framework

A process in two main phases

- Phase 1: Research

  - Survey with open-ended questions among 147 high school students (Grade 10)

  - Semi-structured interviews among 61 representatives from school-community

  - *Purpose*: Identification of CMS and clusters of CMS

- Phase 2: Co-designing and co-writing

  - World Café method

  - Activities implemented with the students and school-community

  - Approach extended to a very large part of the national territory

Building a CMS framework

Phase 2: Co-designing and co-writing

- Main steps

  1. Identification of the main CMS

  2. Operationalization of the labels and consideration of specificities

  3. Opérationnalisation et understanding of definitions

  4. Identification of each stage

  5. Identification of clusters

  6. Consultancies with strategic partners and points of attention

  7. Drafting of sheets for each CMS

Building a CMS framework

An overview

- In a few numbers …

  ❑ 3 team members with the occasional help of 4 interns

  ❑ More than 200 interventions and meetings since December 2020

  ❑ 70 interventions between January and May 2022 in schools

  ❑ 14 academic regions out of 18

  ❑ 58 high schools, 4 career counselor centers, 4 educational headquarters

  ❑ 2,180 students and more than 360 representatives from school-community

  ❑ 15 CMS organized into 3 clusters

Link: https://avenirs.onisep.fr/referentiel-des-competences-a-s-orienter-au-lycee

Presentation of the CMS framework

Cluster A
Get and understand information in the information society

- Five main CMS

  1. Search and process information

  2. Know, identify and consult the people, places and resources

  3. Explore and understand degrees and training courses

  4. Explore and understand occupations and world of work

  5. Questioning and deconstructing representations

Presentation of the CMS framework

Cluster B
Discovering yourself and cultivating your aspirations

- Five main CMS

    1. Getting to know yourself

    2. Link the elements of knowledge about oneself and one's aspirations

    3. Allowing yourself to dream

    4. Know how to present yourself and control your image

    5. Translate personal, academic and professional experiences into skills

Cluster C
Building and projecting oneself in a changing world

- Five main CMS

  1. Accept the unexpected and seize opportunities

  2. Build, develop and use your networks

  3. Manage and anticipe transitions

  4. Identify and take into account your assets and obstacles to achieve your goals

  5. Project yourself and understand the implications of your choices

Assessing CMS

Main methods
(Sovet & Jacquin, 2021)

- Performance test
- Self-assessement
- Role-playing scenarios
- Portfolio
- Self-reflection

Using self-assessment scales

- Main characteristics

  ❑ Based on the principle that the individual is an expert in evaluating their own abilities

  ❑ Allow to take into account the subjective dimensions

  ❑ Scoring is generally straightforward and quick.

- Main biases

  ❑ *Biases related to scale appropriation*: Response style, tendency to agree with statements (acquiescence bias)

  ❑ *Contextual biases*: Social desirability bias (the tendency to respond in a way that is viewed favorably by others)

  ❑ *Cognitive biases*: Underestimating or overestimating one's abilities (e.g., Dunning-Kruger effect).

Practical activities

Card sorting activity: Collective reflections on CMS

- Step 1: Make a group of 3 to 4 participants

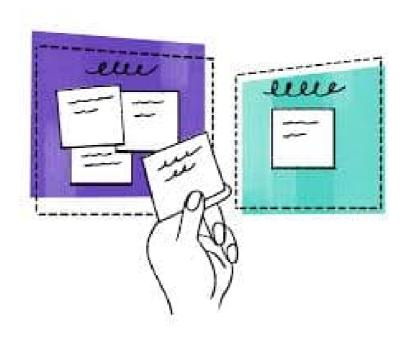 Icebreaker exercise: Find the most unique commonality you share

Card sorting activity: Collective reflections on CMS

- Step 2: Organize the 15 cards into three groups.

    Tips: On the front of the card is the title, and on the back is the definition.

Card sorting activity: Collective reflections on CMS

- Step 3: For each card, discuss your experiences that demonstrate your level of mastery.

  Tips: On the front of the card is the title, and on the back is the definition.

Share your insights with us!

Overview

A one-hour workshop for high school students

- Aim of the workshop: Increase awareness of CMS

  1. Introduction (3-5 min)

  2. Collective debate about career learning (5-10 min)

  3. Card sorting activity with small groups with 2-3 students (20-25 min)

  4. Discussion about each CMS (10-15 min)

  5. Collective conclusion (5-10 min)

- After the workshop: Self-assessment of CMS

Thank you for your attention!
Merci de votre attention !
Dank u voor uw aandacht!

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