

Chapter 1

Proactive Career Management



Path for Career

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Chapter 1

PROACTIVE CAREER MANAGEMENT

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About PATH for CAREER Project: Bridging the Education and Employment in Europe

Modern development trends in the labour market have been an increasingly important political and economic issue not only domestically but also on the European level. Supported by the Erasmus+ program of the European Commission, Path for Career project aims to address the objective of the Europe 2020 strategy for the workforce is to ensure a 75% employment rate for people aged 20-64.

Various risk groups of job candidates emerge among the youngest unemployed. The demand for labour decreased while the number of candidates increased. In recent years, fresh graduates under the age of 25 have been regarded as a high risk group. Despite the increasing level of education among young people, their unemployment has been worsening in many European countries.

Lászlo Andor, the Hungarian E.U. Commissioner for Employment, Social Affairs and Inclusion, warns that unemployed young people could become a destabilizing social factor. They are already called “the lost generation” (The Economist, 2013). According to estimates, the economic loss related to young unemployed people in Europe reached 150 billion EUR.

Young graduates have rarely had it easy in the labour market; however, today their situation is even worse. Despite the fact that European labour market is increasingly short of technically-oriented experts, future graduates are mostly interested in people-oriented professions, especially in business management positions. Modern information technologies and mass media also have significant influence on the ideas of young people regarding their future professional career.

In connection with the labour market mismatch, European researchers often talk about over or under education. Most literature is focused on the educational mismatch and only a small percentage on the skill mismatch. Far less attention is paid to job-mismatches referring to the field of education obtained. European researchers identify three reasons of the job-mismatch:

1. School-leavers have to compete for the available jobs with those who have already gained a position on the labour market.
2. Relatively large number of school-leavers end up in jobs that do not match their educational qualification. These job-mismatches can be the result of incomplete

information about the abilities of school-leavers and the characteristics of jobs offered by employers.

3. Imbalance of use of gained abilities and qualification (Marsíková & Urbánek, 2015; Sloane, 2003).

This generation is well accustomed to modern technologies which they use for their own benefit and they are willing and able to work from anywhere. European research points out that while the graduates believe that the degrees obtained in completing their studies are sufficient, recent studies show that employers are looking for skilled people but with excellent soft skills such as complex problem solving, critical thinking, creativity, human resource management, coordination skills, emotional intelligence skills, analysis and decision-making, negotiation, flexibility of thinking as well as a relevant professional internship experience.

In order to stabilize the transition from formal education to the labour market, the young graduates should be prepared for the requirements and needs of future employers, and their knowledge, abilities and skills (competences) should meet the expectations of their potential employers.

According to the research project REFLEX 2013, a considerable part of graduates are not prepared to offer soft skills knowledge at a level required by the employers. Especially the ability to communicate with people and the ability to manage stressful situations and obstacles are competencies that are problematic for a large part of graduates because they don't have skills on this level what is required from employer's side. What is also required are skill identify and solve problems, ability to make decisions independently, ability to take responsibility and ability to adapt to changed circumstances. For example, 35% and more of graduates are expected (required in their work), to have a high level of competence and ability to take responsibility and skills to communicate and negotiate with people. One third of graduates with high level of ability handle stressful situations and obstacles. 29% and more of graduates are expected high level of skills to make decisions independently to identify and solve problems. The quarter of graduates are expected high level of ability to adapt to changed circumstances, skills of flexible and creative thinking and skills to work with information

Seeking to respond to these emerging training needs, the project offers a series of international and local trainings for trainers integrating on:

- Soft Personal Skills
- Career Planning and Career Management

- Opportunities for Professional Internships

PATH for CAREER project consortium is both transnational and cross-sectoral because the identified problem is common to all Europeans. The Project partners from six European countries, representing different sectors of economy work in a joint effort to contribute to bridging the gap between education and employment by empowering career counsellors and educators with the necessary competencies to address the needs of the young graduates in search for employment.

About the Guide

Studying on the obstacles that proactive career management faces in Romania, Spain, Italy, France, Malta and Great Britain, the Manual seeks to offer a theoretical framework and a practical guidance in search for an adult education intervention, fostering labour market inclusion of young disadvantaged graduates in all project partner countries.

The Proactive Career Management is specifically designed to support European career specialists, trainers and educators in non-formal learning settings, who are engaged or planning to get engaged with the active promotion of innovative proactive career management approaches.

A. THEORETICAL FRAMEWORK

1. INTRODUCTION

Nowadays European are facing increasingly complex challenges to their career development, facing a need to manage their careers, and make numerous decisions concerning education, training and employment – decisions, which seriously impact their futures and their wellbeing. To prepare citizens for these challenges, and to support them in their professional progress, competent career practitioners are needed, ensuring that they receive an adequate quality training.

The Network for Innovation in Career Guidance and Counselling in Europe (NICE) is working on that, having introduced in 2016 a set of common European competence standards for the academic training of career practitioners in Europe, together with some proposals and examples, of how to implement and establish such competence standards in practice. More than 200 experts from all across Europe have contributed to the development of these shared standards that are already being used in many countries for the development of formal education degree programmes. Despite the efforts of all those experts and practitioners, there is a lack of coherence, when it comes to non-formal educational programs, especially when proactive career management is concerned.

Proactive Career Management is a relatively new term which has gained popularity and recognition within the last few years. Because of its breadth, it is often misinterpreted and its evolving terminology is not always clear.

While career management is a unifying term that refers to a broad range of services, programs, resources and courses offered by many jurisdictions which relate to career, learning and work; proactive career management is generally conceptualized using a self-regulatory perspective. Self-regulated individuals are considered to be self-motivated, well planned, self-aware of performance outcomes, environmentally and socially sensitive and resourceful.

The emerging concept of “Permanent Beta” offers a new view to the individual professionals, as an ongoing project, a constant “work in progress”. When approaching life in the framework of

permanent beta, failure is not considered something that needs to be avoided but is rather seen as a part of the process. This constructive approach to risk, failure and setback doesn't see the later as an indictment on our capability and potential but simply as an evaluation of our progress.

The European Competence Standards for Career Practitioners (ECSCP) were recently developed by the Network for Innovation in Career Guidance and Counselling in Europe (NICE), which represents more than 40 higher education institutions offering degree programmes and promoting academic training in career guidance and counselling from 29 European countries.

The ECSCP represent significant movements, contributing definitions of core and specialty competencies for practice as well as a framework of career development learning outcomes toward such a shared understanding. They seek to establish career guidance and counselling as a recognized profession around Europe; a common professional identity of career professionals. Those Standards aim to assure the competence of career professionals around Europe, including people in supportive roles, as well as the quality of (initial + further) training.

ECSCP support the mutual recognition of qualifications and the recognition of prior learning in the field of career guidance and counselling, and improve basis for international cooperation and mobility in training and practice.

NICE points out that the European Criteria for the competence standards have to be “fit for purpose”:

- ☐ Defining the need for a comprehensive and concise statement about the core tasks of career professionals, which can be communicated well to lay-persons - what should people be able to expect from every person called a “career guidance counsellor”?
- ☐ Discussing a system which can offer a sensible differentiation between fully dedicated “career counsellors”, people dealing with career-related questions as part of other roles, and people in “specialist positions”.
- ☐ Offering a transparent and coherent framework of measurable and comparative competence levels.
- ☐ Outlining that the European Career Service Competences need to be meaningful in relation to the most central professional challenges related to the career profession and centre on performance in dealing with such challenges.

As the need for self-managed careers and the demand for quality services increase, it becomes increasingly important for service to develop a shared understanding of the scope and structure of the field and its terminology.

The chapter, Proactive Career Management, seeks to address of the European search for quality education, focusing on the provision of adequate quality training materials for all career practitioners, addressing the career training needs of the young fresh graduates, but also those of all groups of individuals at the verge of career transition across Europe.

The chapter offers a Glossary of Proactive Career Management Terms is intended to contribute toward clear terminology and common language for career development practice. The glossary is also geared to helping practitioners differentiate and explain concepts they know instinctively but have not had clearly defined for practical purposes, including communications with management, policy makers and the public. The Glossary organization and the terms are based on research documents and on input from EU and international career development professionals and experts. This Glossary is a preliminary resource to be refined, improved and built upon by experts in this field, those who work on the front-line supporting the young disadvantaged graduates in their smooth transition from education to the EU workforce.

2. European Framework of Career Services Provision

The provision of career services is a public interest that transcends education, training, employment and social inclusion at the national and EU level. However, in the lack of binding legislation or national quality frameworks in most of the countries, it is difficult for individual practitioners to orient oneself to existing parallel competence frameworks and make one's own decision about pursuing further training or education.

The European Lifelong Guidance Policy Network (2015) has agreed that the professionalization of services and tools remains one of the key operational principles for lifelong guidance provision in the future.

Cedefop (2011) suggested, that in the future, guidance practitioner qualifications should be placed in national qualification frameworks and be based on learning outcomes to improve the transparency of Yoon, H., Hutchison, B., Maze, M., Pritchard, C., Reiss, A. (2017). Citizens need to have confidence that the services are offered by staff who have the required professional knowledge, competence and qualifications.

In addition, European Union put a special emphasis in the quality of provision of lifelong guidance in order to ensure that the minimum standards of learning can be achieved.

Formally Established in Padua On October 5, 2017, the Network for Innovation in Career Guidance and Counselling in Europe (NICE) represents more than 40 higher education institutions offering degree programmes and promoting academic training in career guidance and counselling from 29 European countries, who have been working together since 2009 with financial support from the European Commission.

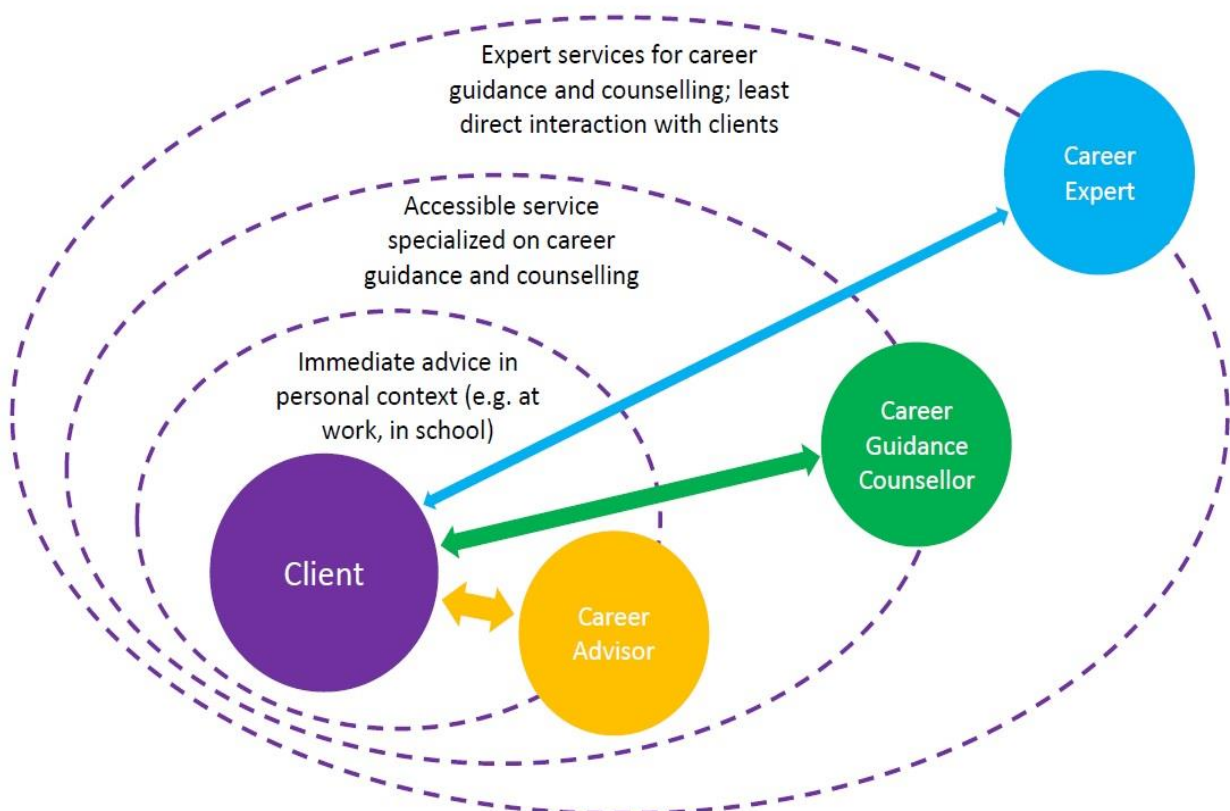
NICE articulates the need for European Competence Standards for the qualification of three types of career practitioners:

1. **Career Advisors** are important sources of basic information and support for people facing career-related challenges. Career Advisors are teachers, placement managers, psychologists, social workers or public administrators (among others). ***They are not Career Professionals, but professionals in another field, who offer some career support in addition to their primary roles and tasks.*** Often they are the first persons to whom people come for advice. They should be able to offer basic support and advice at a reliable level of quality and immediately understand when a person would benefit from professional career services, which is why we also define competence standards for them.

2. **Career Professionals** are dedicated to CGC and see it as their vocation to support people in dealing with complex career-related challenges. *They include career counsellors, employment counsellors, career coaches, school counsellors, personnel developers, educational or guidance counsellors (among others).* In addition to the basic support offered by Career Advisors, Career Professionals need to be ready to support people who are facing uncertainty, multi-faceted problems and unpredictable situations, knowing that their career decisions could have a heavy impact on their lives. They support the development of strategic approaches, offer access to highly specialized knowledge, and help clients in facing stressful phases of transition and projects of personal change.

3. **Career Specialists** are specialised in one (or more) of the five NICE Professional Roles and work towards the advancement of CGC in different ways. Some of them concentrate on practical matters, e.g. the management of career services, policy-making or the supervision of career practitioners. Others primarily engage in research and development or academic training in CGC. In addition to their ability to practice as Career Professionals, Career Specialists need to demonstrate substantial authority, scholarly and professional integrity in a particular area of career guidance and counselling.

EU Standards on the Relation of the Three Types of Career Professionals to Clients (NICE` 2017)

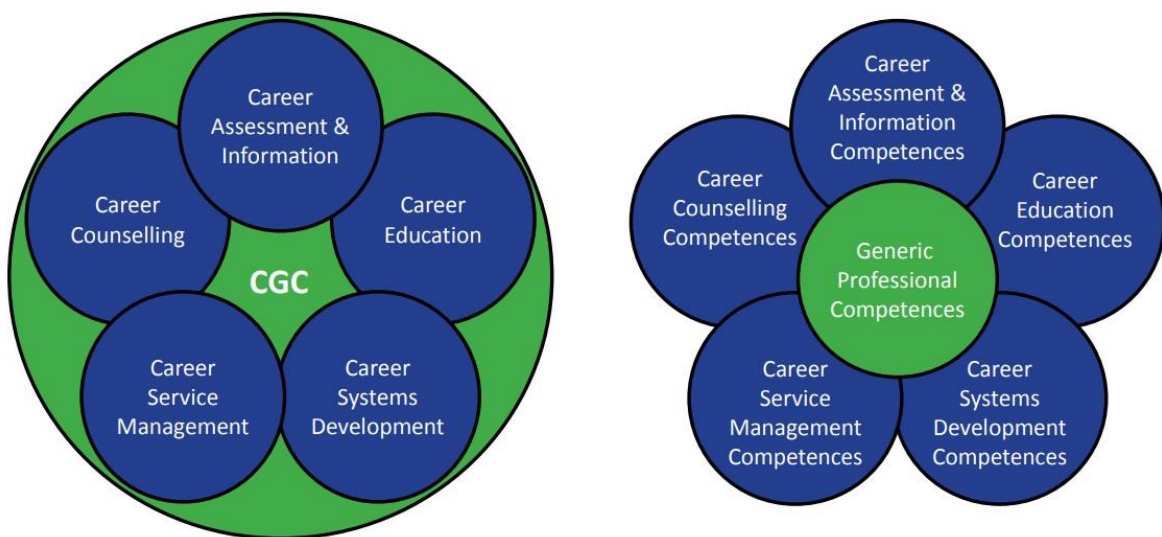


From the perspective of NICE, increasingly high levels of competence are necessary for people to fulfil the professional tasks of these three groups. For this reason, NICE formulates competence standards at these three consecutive levels of practice in career guidance and counselling.

NICE provides a basic Framework of Competences of European Career Service Providers (NICE, 2017):

We distinguish between two aspects in our basic framework:

5 Professional Roles which Career Professionals work in: ↔ 6 Core Competences** which Career Professionals need for this:



**The Professional Roles together represent the central activities of career services and career professionals*



***Core Competences should be understood as fields of competence; not as measurable competences.*

NETWORK FOR INNOVATION IN CAREER GUIDANCE & COUNSELLING IN EUROPE

NICE stresses the need for each of these groups to engage in specialized academic training as an entry requirement for their type of practice in career guidance and counselling.

Due to the high level of autonomy and responsibility required for the practice of each of these three groups, demonstrated by the complexity of their tasks and functions, NICE also pronounces their ***need to engage in continuous professional development and lifelong learning***, which is the exact scope of work of PATH for CAREER project.

3. Glossary of productive career management terms

Understanding the key terms related to proactive career management is understanding the most important terms, related work, education/training and the labour market makes it easier to search for, gather and assess the information critical to the formation of career knowledge and personal career development.

The following are common terms that may be relevant to those involved in career development and career management work.

3.1. General terms

❖ **Career.** Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

Career refers to the interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education.

A career includes all types of employment ranging from semi-skilled through skilled, and semi professional to professional.

Careers have often been restricted to an employment commitment to a single trade skill, profession or business firm for the entire working life of a person.

In recent years, however, a career now includes changes or modifications in employment during the foreseeable future.

NOTE:

The main issue is whether a 'career' definition focuses exclusively on employment; employment and training; or adopts the broadest of all conceptions to include non-work activities. There are a large number of definitions of 'career' in the European and global academic literature. For example:

- *The evolving sequence of a person's work experience over time (Arthur et al., 1989);*
- *The sequence of employment-related positions, roles, activities and experiences encountered by a person (Arnold, 1997);*
- *Career is viewed broadly to stress life roles and lifestyles, occupation being considered only one part of career (Hansen & Gysbers, 1975);*

- *A career is defined as the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, 'career' includes life roles, leisure activities, learning and work (University of Sydney Careers Centre).*
- *Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles (Canadian Career Development Foundation, 2002).*
- *Career is the individual's lifelong progression in learning and work (Watts, 1998).*

❖ **Portfolio Careers.** The term “Portfolio Career” is attributed to the British management expert Charles Handy who predicted that the model of having a full-time job working for one employer would not endure. Instead, he envisioned a model in which an individual works for multiple employers, sometimes simultaneously, performing a series of short-term assignments. In this new model, everyone would be self-employed and responsible for planning and managing his/her own career.

Portfolio careers are a non-traditional approach to jobs, the job market, and career management, usually built around a collection of skills and interests, though the only consistent theme is one of career self-management. With a portfolio career you no longer have one job and one employer, but multiple jobs and employers within one or more professions.

❖ **Career Orientation.** Career orientation referred to the overall design or pattern of one's career, shaped by particular goals and interests and identifiable by particular positions that embody these goals and interests.

❖ **Career Guidance .** A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful 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.

NOTE:

- *Career guidance is defined in the same way as lifelong guidance.*
- *Guidance is provided in a range of settings: education, training, employment, community, and private.*
- *Career or vocational guidance is often just called guidance by practitioners.*
- *Guidance is in fact an umbrella that encompasses counselling as well as activities such as informing, coaching, teaching, assessment and advocacy. It is treated as a synonym of guidance and vocational guidance. Educational guidance, however, has been treated as a more specific term. (Council of the European Union, 2008).*

❖ **Career Development.** Career Development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future. The following classification system with minor variations is widely used:

- Development of overall goals and objectives,
- Development of a strategy (a general means to accomplish the selected goals/objectives),
- Development of the specific means (policies, rules, procedures and activities) to implement the strategy, and
- Systematic evaluation of the progress toward the achievement of the selected goals/objectives to modify the strategy, if necessary.

NOTE:

Career development is also used to describe the outcome of this process. Other definitions include:

- *The total constellation of economic, sociological, psychological, educational, physical and chance factors that combine to shape one's career (Sears, 1982).*

- *The continuous planning carried out to advance a person's career based on experience and on any training undertaken to upgrade qualifications or to acquire new ones (Career Guidance and Counselling Glossary and Canadian Career Development Foundation, (2002).*

❖ **Career Decision-making.** The process of making a choice between particular career alternatives. However, this definition does not set out to describe the nature of the process (e.g. rational, logical, etc) by which a career decision has been made or what aspects (e.g. individual, job characteristics, etc) have been considered. An alternative definition of career decision that emphasises these elements is:

The choice of a particular option as the result of a logical series of steps used to identify and match individual aims and organisational development/labour market needs (Career Guidance and Counselling Glossary).

❖ **Career Strategy.** Career strategy pertains to the individual's general approach to the realization of career goals, and to the specificity of the goals themselves.

- Two general strategy approaches are adaptive and planned.
- Career tactics are actions to maintain oneself in a satisfactory employment situation. Tactics may be more or less assertive, with assertiveness in the work situation referring to actions taken to advance one's career interests or to exercise one's legitimate rights while respecting the rights of others.

❖ **Career Success.** Career success is conceptualised in a number of ways in the literature. Baruch (2004) described individual career success as a set of desired outcomes that are associated with personal, professional or organizational domains and how far those outcomes are accomplished. He conceptualizes five dimensions of career outcomes:

- Advancement: hierarchy, power, professionalism, reputation (status), but also autonomy, entrepreneurship and self-control.
- Learning: gaining new skills, abilities and competencies.
- Physiological and survival: money making (buying power), security and employability.
- Psychological: satisfaction, recognition, self-esteem and self-actualization.
- Quality of life and work-life balance.

Baruch's categorization of career success outcomes is consistent with the distinction made between objective and subjective career success that are utilized in the majority of career studies. Objective career success focuses on external criteria that are defined by one's profession, one's peers, culture or society.

Subjective career success reflects on individual's perception of the career experience. It is based on more internal criteria and will be influenced by an individual's personal preferences for development, personal needs and values. Individuals' definitions of both objective and subjective career success will vary according to circumstances and 58 perceptions (Baruch, 2004).

The meanings that individuals attach to career success will influence the proactive behaviours they use to manage their career progression.

❖ **Career Risk.** Career risk is the probability of a negative outcome in your career due to action or inaction. Negative outcomes may include a loss of income, failure to meet goals or a decline in your quality of life. There is a relationship between risk taking and opportunity such that risk also has rewards.

The following are common types of career risk:

1. Career Change: Changing jobs, even within the same company, always involves some degree of uncertainty and risk. For example, there is a risk that you simply won't find a new position fulfilling leading to boreout.

2. Passive Risk: The risk of inaction. Generally speaking, employees who regularly develop new skills, take on challenging work assignments, push for promotions, evaluate their goals and improve face less risk than employees who cling to a role and try to avoid change.

3. Calculated Risk: A risk that is identified, analyzed and treated. For example, changing employers after thoroughly investigating your new role and employer.

4. Uncalculated Risk: A risk that is taken without any analysis or mitigation such as suddenly quitting your job without much of a plan.

5. Inherent Risk: The risk that an employer will misrepresent a job or their firm. For example, switching employers to find that your new employer is unreliable with salary payments.

6. Culture Fit: The risk that you will find the organizational culture surrounding a new job to be unacceptable. For example, attempting to transition from a friendly and supportive culture to an antagonistic environment.

7. Working Conditions: The risk that working conditions in a new job will be unacceptable to you.

8. Performance: The risk that your performance will be viewed as low such that you will face consequences such as dismissal.

9. Creative Risk: Taking creative risks in your work such as proposing an innovative approach to a process.

10. Political Risk: Risks related to office politics such as a battle that you find overly stressful. In some cases, intensive office politics lead to dismissals.

11. Reputational Risk: The risk of damage to your reputation. For example, a CEO with a good reputation who is fired for poor behaviour or results.

12. Investment Risk: Risk related to investments in your career such as education can be viewed as investment risks. This can include opportunity costs.

13. Entrepreneurial Risk: Generally speaking, founding a new company has far more risk than working for an employer. This represents a shift from career risk to business risk. Start-ups and new small businesses can represent high risk investments of time and capital.

14. Positive Risk: The risk of too much of a good thing. For example, the risk that your employer will view your performance as high and try to push you into a promotion that you don't want. Positive risks can often be dealt with as opportunities such as an employee who successfully negotiates a position crafted for them.

15. Health & Safety: The risk that your career will damage your health.

16. Quality of Life: Risks to your well-being and happiness such as taking on a position with poor work-life balance in exchange for higher remuneration only to find yourself dissatisfied with life.

❖ **Risk Management.** Risk management is the identification, evaluation, and prioritization of risks, defined in ISO 31000 (International Organization for Standardization) as the effect of

uncertainty on objectives, followed by coordinated and economical application of resources to minimize, monitor, and control the probability or impact of unfortunate events or to maximize the realization of opportunities.

Risks can come from various sources including uncertainty in financial markets, threats from project failures (at any phase in design, development, production, or sustainment life-cycles), legal liabilities, credit risk, accidents, natural causes and disasters, deliberate attack from an adversary, or events of uncertain or unpredictable root-cause. There are two types of events i.e. negative events can be classified as risks while positive events are classified as opportunities. Several risk management standards have been developed. Methods, definitions and goals vary widely according to whether the risk management method is in the context of project management, security, engineering, industrial processes, financial portfolios, actuarial assessments, or public health and safety.

Strategies to manage threats (uncertainties with negative consequences) typically include avoiding the threat, reducing the negative effect or probability of the threat, transferring all or part of the threat to another party, and even retaining some or all of the potential or actual consequences of a particular threat, and the opposites for opportunities (uncertain future states with benefits).

7 Reasons Why Risk-Taking is Essential to Career Success

1. **Great, otherwise unforeseen opportunities often come from risk-taking.** We tend to view risk-taking negatively, often regarding it as dangerous and even unwise. But while some risks certainly don't pay off, it's important to remember that some do. Risk is an opportunity to succeed rather than a path to failure.

2. **Taking risks shows confidence and helps you stand out.** Taking a risk is a great opportunity to stand out and to present yourself as a leader, not a follower satisfied with the status quo.

3. **We learn from risks — and those lessons may lead us on an important, new path.** But beyond the external opportunities and recognition risk-taking can bring, it also provides an opportunity for internal growth.

4. Bottom of Form

5. **Success won't fall in your lap — you have to pursue it.** Beyond being personally or professionally beneficial, taking risks may be a necessary step in actively pursuing success. You have to be comfortable that you don't know exactly how you are going to get to the results that you want to see. There is going to be experimentation along the way. And you have to be

comfortable that you can think your way through and actually execute your way through to the desired outcome.

6. **You don't achieve your dreams by playing it safe.** Risk-taking won't only potentially benefit the career-path you're already on — it may actually open you up to a world of possibilities you have yet to consider. For all professionals, and especially young adults, the world outside our comfort zone can be huge and scary. Until we are willing to put ourselves out there and take a risk, we will never be able to achieve professional success and realize our potential.

7. **Embracing risk-taking helps you overcome a fear of failure.** Failure isn't the end of one's journey to success, but usually the beginning. Failure is not the opposite of success but a stepping stone to success.

8. **Taking a risk doesn't mean doing so haphazardly.** While risk taking can clearly be personally and professionally beneficial, it doesn't occur in a vacuum, either. People don't benefit from risks without preparing to take them and educating themselves on the possible fall-out.

❖ **Career Management.** Career management is the combination of structured planning and the active management choice of one's own professional career.

Career management was first defined in a social work doctoral thesis by Mary Valentich as the implementation of a career strategy through application of career tactics in relation to chosen career orientation. Valentich and Gripton defined success as managing one's career effectively through the attainment of desired positions and other rewards (Valentich & Gripton, 1978).

Career management may be horizontal (increased job security, longer vocations) or hierarchical (promotion, different job title).

The outcome of successful career management should include personal fulfilment, work/life balance, goal achievement and financial security.

❖ **Proactive Career Management.** Broadening focus towards career management needs changes in attitudes: the career needs to be *managed proactively*. It is a big challenge in terms of knowledge as well as psychological preparation.

Majority of employees become accustomed to an orderly sequential linear career development in hierarchical structures since human resource management professionals are responsible for their career. Leaving stable hierarchical structures, middle-aged employees enter the open international

labour market in which organizational systems are in the process of constant changes and dynamics; therefore, their careers are unpredictable and multidimensional.

It cannot be claimed that all organizations work surrounded by major changes, but even those that are able to consistently implement long-term strategies, gradually change the psychological contract with their employees, reducing their obligations to them.

Career prospects in organizations are limited as organizational structures are becoming flat; a career is more often vertical than horizontal.

At the same time, it should be noted that the result of career success for the person remains the same: higher achievements (implemented ambitious ideas and greater salary) and psychological wellbeing (higher status and greater influence).

❖ **Soft Skills.** “Soft skills” is an umbrella term that encompasses everything from social skills to communication skills to emotional intelligence and personal character traits.

➤ A sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.

➤ Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

➤ Soft skills are personal attributes, typically linked to how you work and interact with others, which are necessary for success and your career development. Soft skills make it easier to form relationships with other people which makes you visible for the right reasons, consequently unlocking more career-related opportunities for you.

3.2. Proactive career management terms

Employability

Combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers.

Employability of individuals depends on:

- personal attributes (including adequacy of knowledge and skills);
- how these personal attributes are presented on the labour market;
- environmental and social contexts (incentives and opportunities offered to update and validate their knowledge and skills); and
- the economic context. (Cedefop, 2008, The Institute for Employment Studies, 2007).

Proactivity

Proactivity refers to the idea that individuals initiate action and make constructive changes in their environment. As careers have become more fluid and self-structured, the concept of proactivity has become increasingly relevant to career management.

One approach is to view proactivity as an individual disposition and examine individual differences in the extent to which people engage in proactive behaviours.

In the past several years, researchers have defined the concept in terms of dispositional tendencies to act proactively, cognitive processes that lead to initiating action, and the behavioural manifestations of proactive people.

Proactive Personality

In recent years, career success research identified several personality factors that affect objective (i.e., salary, promotions) and subjective (i.e., career satisfaction) career success (Ng, Eby, Sorensen, & Feldman, 2005). Besides the Big Five also proactive personality, which is considered a stable disposition to take personal-initiative in a broad range of activities and situations, has been in the focus of personality and career researchers (McCrae & Costa, 1987; Seibert, Crant, & Kraimer, 1999).

A meta-analysis by Ng and colleagues (2005) showed that proactive personality is positively related to salary, promotions and career satisfaction.

Proactive personality is a construct that captures a behavioural tendency toward enacting and changing one's environment. The prototypic proactive personality is described as someone who is relatively unconstrained by situational forces, and who takes charge for environmental change. Furthermore, proactive people can be characterized as seeking out new and different opportunities, showing initiative, and persevering to bring about meaningful change (Bateman & Crant, 1999). In contrast to proactive people, passive individuals are more affected by environmental forces and show more reactive coping styles.

Proactive personality has been defined as a stable disposition to take initiative in a broad range of situations and environments. The role of proactive personality in shaping one's work environment is consistent with the interactional perspective in which situations are viewed as much of a function of people as vice versa.

People high on proactive personality can thus be characterized as people who are relatively unconstrained by situational forces, identify opportunities and act on them, and persevere until they bring about meaningful change.

Proactive personality has been shown to be distinct from other personality traits such as extraversion, agreeableness, and conscientiousness; related to a number of employee outcomes, including job performance, leadership effectiveness, participation at work, tolerance for stress, entrepreneurship, and career success.

Concerning career development, a proactive personality is particularly important as the responsibility for managing one's career falls increasingly on employees. Highly proactive individuals create situations that enhance their likelihood of success and maximize their own job and career satisfaction. Empirical research has shown that individuals rated high on the proactive personality trait had achieved higher salaries, more promotions over their lifetime, and were more satisfied with their careers. In a large sample of managerial and technical workers, proactive personality had a positive effect on all three career outcomes after controlling for a number of demographic, human capital, motivation, and industry variables.

NOTE:

- *A greater understanding could be achieved by integrating the three perspectives on proactivity to provide practical advice to career strategists.*
- *Individuals, especially those low on proactive personality, may need to incorporate proactive career behaviours and the concepts of personal initiative in managing their own careers.*
- *At the same time, organizations can offer employees opportunities and learning experiences that encourage the kinds of goal-directed behaviours consistent with action-oriented personal initiative.*

Proactive Career Behaviours

The concept of proactive behaviour is generally conceptualized using a self-regulatory perspective (King, 2004; Abele & Wiese, 2008). Managers demonstrate proactive career behaviours through assuming responsibility for managing career goals and performance.

Self-regulation involves meta-cognitive, motivational and behavioural components. Managers generate thoughts, feelings and actions that are systematically oriented towards achieving their goals. Self-regulated individuals are considered to be self-motivated, well planned, self-aware of performance outcomes, environmentally and socially sensitive and resourceful (Fay & Freese, 2001).

Individual career management represents an important cognitive component of proactive career behaviour (Eby, Butts & Lockwood, 2003; Kuipers & Scheerens, 2006).

Orpen (1994) proposed a model of individual career management that consists of two components: individual career planning and the selection of individual career tactics. Individual career planning focuses on the identification of career goals, strengths, weaknesses and the making of career decisions.

Proactive individual career tactics concentrate on the use of strategies to implement career plans. These include CV preparation, investment in training, networking and personal development activities. Those two activities represent intentions on the part of the individual to manage his/her career in a systematic way.

Applying the extensive research on proactive behaviours during organizational socialization to the boundary less career concept, researchers have identified four proactive career behaviours:

1. Career planning refers to setting goals, exploring career options, and formulating plans.
2. Skill development refers to mastering important competencies for one's occupation. This includes building one's reputation through work experiences and increasing relevant knowledge, skills, and abilities. Career planning and skill development help employees develop and implement career goals consistent with the concept of personal initiative.
3. Consultative behaviours include information seeking, advice giving and help giving and receiving. Through consultation, individuals establish relationships with supervisors and colleagues that can benefit their careers.
4. Networking behaviours build interpersonal relationships that can be used as learning systems. Networking behaviours help one navigate organizational politics and provide access to resources and information, both of which benefit one's career. Career development programs need to encourage all employees, especially those low on proactive personality, to engage in the proactive behaviours identified above.

“Permanent Beta” and "The Startup of You"

Reid Hoffman, the founder of LinkedIn, in his book, *The Start-Up of You*, urges people to be in a state of “Permanent Beta”. As “beta” refers to the final stage of software development just before the product is launched to the marketplace, typically highly functional and being used by a community of “beta users” to test it out and provide feedback before the product is finalized, the concept of “Permanent Beta” refers to the idea that everyone is a work in progress, never finished.

So finally the concept “Permanent Beta” much rather refers to concepts such “growth”, “hustle”, and “an endless quest” rather than to “unfinished “, “imperfect “or “flawed “.

This mindset is key to success in today's competitive global business environment, according to Reid Hoffman and Ben Casnocha. They see the world of entrepreneurship holistically, referencing Muhammad Yunus’s quote, “All humans are entrepreneurs.” Even if you never start your own company, you’re still the entrepreneur of your own life.

“Keeping your career in permanent beta forces you to acknowledge that you have bugs, that there’s new development to do on yourself, that you will need to adapt and evolve. But it’s still a mind-set brimming with optimism because it celebrates the fact that you have the power to improve yourself and, as important, improve the world around you. (Reid Hoffman, „Startup Of You”)

"The Startup of You" introduces an important equation for success, which essentially suggests that an individual’s success is directly tied to the strength of his or her network. The study identifies three steps to take to expand one’s skill set and strategies in this new world of entrepreneurship:

- Plan to adopt
- Nurture networks and relationships
- Take intelligent risks.

The 12 P’s of Proactive Career Management (Rania Anderson, 2016)

1. **Passion** — Get clear about where your passions lie. If you don't know what they are, identify where you can make the greatest impact. Without passion or making a difference you won't have stamina for the journey and it won’t be fun or fulfilling.

2. **Potential** - Assess yourself: What's your potential? What are your greatest strengths? How much risk are you willing to take? How undeterred are you - are you willing to persevere in spite of the inevitable rejection and difficulties?

3. **Possibilities** — Explore the range of career possibilities that emanate from your passion and require your strengths. Intentionally set a specific goal for where you want to be.

4. **Proactive** — You are responsible for your own career and advancement. Don't wait for someone to identify opportunities or to come up with a professional development plan for you.

5. **Plan** —Map out a plan. Make sure the steps you identify actually lead **all the way** to where you want to be. Ask a mentor, or someone succeeding in the type of role you aspire to what they did. Look at people's LinkedIn profiles and see if you can identify some patterns or ideas.

6. **Paths** - Many positions and getting to senior/executive management requires you to have been in specific types of jobs and have had specific experiences. Identify them for the role you'd like to be in. It's very rare to get to an executive level role without having profit and loss, significant large scope responsibilities and many different types of jobs to acquire the knowledge, skill and experiences needed to lead from the top. Take challenging and stretch assignments where signs of risk, success and failure are clearly evident.

7. **Prioritize** — Make your career advancement a priority. Be persistent, identify and ask for what you want.

8. **Perform** — Exceed performance expectations. Be unexpected. Deliver the results that are the most valued. Both the results you deliver and *how* you work matter. Are you adding value where it counts and doing what it takes to get noticed? Be remarkable.

9. **Professional Development** — With your specific goal in mind, take and create opportunities for learning. You will learn the most by: fixing a problem, issue, or business; a job change; starting something from scratch; making a line to staff or staff to line change; doing something new and outside your comfort zone; and/or an overseas assignment. While certainly helpful and encouraged the least effective development activity is attending training programs. You will learn the most when you are focused on a specific skill or competency versus when you focus generally on learning.

10. **People** — Develop, nurture, and maintain a 360 degree network.

11. **Presence** - Present yourself and in a manner that is consistent with the type of role you seek. This includes how you speak, act and look. Understand what it takes to work with both genders and with all types of people.

12. **Promote Yourself** - Of all the things that women can do to get ahead what makes the greatest difference is making their achievements and aspirations known.

Behavioural Interviewing

A type of job (including internship) interviewing that consists of behavior-based questions that require using past accomplishments as examples.

Behavioral interview questions are questions about how you have behaved in the past. Specifically, they are about how you have handled certain work situations. Behavioral interview questions typically begin with phrases such as “Tell me about a time when...”, “Describe a situation where...” or “Give me an example of...”. Interviewees answer these types of questions citing a specific experience and using the STAR model.

Employers using this technique analyse jobs and define the skills and qualities that high-level performers have exhibited in that job.

STAR Model

The model used to structure answers to behavioral interview questions.

STAR is an acronym for four key concepts. Each concept is a step the job candidate can utilize to answer a behavioural interview question. By employing all four steps, the job candidate thereby provides a comprehensive answer. The concepts in the acronym comprise the following:

- **Situation:** Describe the context within which you performed a job or faced a challenge at work. For example, perhaps you were working on a group project, or you had a conflict with a co-worker. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.
- **Task:** Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a co-worker, or hit a sales target.
- **Action:** You then describe how you completed the task or endeavoured to meet the challenge. Focus on what you did, rather than what your team, boss, or co-worker did. (Tip: Instead of saying, "We did xyx," say "I did xyz.")
- **Result:** Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what you accomplished, or what you learned.

Case Interviewing

A type of job (including internship) interviewing that involves problem-solving, innovation, and strategic thinking about a business case and providing recommendations to the interviewer. Commonly used by consulting firms and adapted by other companies such as Amazon and Microsoft in a modified form that uses actual business problems encountered in their organizations.

Mock Interview

A practice interview. A simulation of an actual job interview. It provides you with an opportunity to practice for an interview and receive feedback. A typical mock interview is a practice job interview held with a professional career counselor.

Informational Interviewing

A meeting conducted with the purpose of collecting information about a career field, industry, company, job or function and an opportunity to develop a professional connection.

Strategic Interviewing

The process of preparing a core message that includes one's positioning statement and objectives and ensuring that core message is communicated to interviewers and that one's objectives are met. Objectives usually include being able to effectively articulate one's value and fit to the interviewer's organization.

Elevator Pitch

A 15-45 second self-introduction that highlights one's strengths and accomplishments,. An elevator pitch (which is also called an elevator speech) is a quick synopsis of job applicant's background and experience.

The reason it's called an elevator speech is that the applicant should be able to present it during a brief elevator ride.

Done right, this short speech helps you introduce yourself to career connections in a compelling way.

Recruiter

An individual whose job is to find the right people to fit a job position. Often the first person to interview candidates for a job.

Recruiting

The employer's process of posting a job opening, collecting and reviewing resumes and cover letters, selecting interview candidates, interviewing, extending and negotiating job offers.

Hiring Manager

The person whose job is to ultimately decide who to hire for a particular role that they will be supervising. Usually interviews the candidate after the recruiter, but in some companies is the initial interviewer.

Career Information

Information (print, electronic, personal contacts and other resources) that assists the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work.

Career information is information related to the world of work that can be useful in the process of career development, including educational, occupational and psycho-social information related to working (e.g., availability of training, the nature of work, the status of workers in different occupations, etc.). It is used to support all areas of the career development process.

The terms “career information,” “occupational information,” and “labour market information” overlap. Broadly defined, these terms encompass the full range of information about labour market conditions and trends, including employment and unemployment, industry and occupational employment and wages, labour market projections, individual workers or jobseekers, and providers of education and training. Also included is information about specific industries, occupations, and careers, such as qualifications, job duties, educational requirements, working conditions and work settings, compensation, employers, and current job vacancies.

CV

A CV (Curriculum Vitæ, which means course of life in Latin) is an in-depth document that can be laid out over two or more pages and it contains a high level of detail about your achievements, a great deal more than just a career biography. The CV covers your education as well as any other accomplishments like publications, awards, honours etc.

The document tends to be organised chronologically and should make it easy to get an overview of an individual’s full working career. A CV is static and doesn’t change for different positions, the difference would be in the cover letter.

Resume

A resume, or résumé, is a concise document typically not longer than one page as the intended the reader will not dwell on your document for very long.

The goal of a resume is to make an individual stand out from the competition.

The job seeker should adapt the resume to every position they apply for. It is in the applicant’s interest to change the resume from one job application to another and to tailor it to the needs of the specific post.

A resume doesn't have to be ordered chronologically, doesn't have to cover your whole career like and is a highly customisable document

Recruiters use the resume as a screening tool to find out if the candidate is appropriate for the job and should be interviewed. The resume should be customized with the most relevant skills for a particular employer and job whenever possible.

Differences between a CV and resume

While a resume is a brief summary of one's skills and experience over one or two pages, a CV is more detailed and can stretch well beyond two pages. The resume will be tailored to each position whereas the CV will stay put and any changes will be in the cover letter.

A CV has a clear chronological order listing the whole career of the individual whereas a resume's information can be shuffled around to best suit the applicant. The main difference between a resume and a CV is that a CV is intended to be a full record of your career history and a resume is a brief, targeted list of skills and achievements.

There are three major differences between CVs and resumes:

- the length,
- the purpose and
- the layout.

CV – long, covers your entire career, static

Resume – short, no particular format rule, highly customisable

Usage around the world

A resume is the preferred application document in the US and Canada. Americans and Canadians would only use a CV when applying for a job abroad or if searching for an academic or research oriented position.

In the UK, Ireland and New Zealand, a CV is used in all contexts and resumes aren't used at all.

The CV prevails in mainland Europe and there is even a European Union CV format available for download here: <https://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions/templates/doc>

In Germany, the CV is more commonly known as a Lebenslauf (true to the Latin origins) and is only one of many application documents the poor German job seekers must produce to get an interview.

In Australia, India and South Africa, the terms resume and CV are used interchangeably. The term resume is used more for jobs in the private sector and CV is more commonplace when applying for public service positions.

Cover Letter

Applicants are often asked to submit a letter as a way of introducing themselves to potential employers and explaining their suitability for the position.

A cover letter is a written document submitted with a job application explaining the applicant's credentials and interest in the open position. Since a cover letter is often one of only two documents sent to a potential employer, a well- or poorly-written letter (or email) can impact whether the applicant will be called for an interview.

A good cover letter complements a resume by expanding on resume items relevant to the job, and in essence, makes a sales pitch for why the applicant is the best person for the position. Career experts advise job seekers to spend time customizing each cover letter for the particular position, rather than using a generic missive. Although this requires extra effort, it can be very helpful in allowing an applicant to stand out above the competition.

EuroPass Documents

Portfolio of five documents helping citizens to better communicate their skills and qualifications when applying for job or study in Europe.

The Europass CV and the Language Passport are completed by citizens themselves; the other three documents can be issued to citizens who achieve a mobility experience in another European country (Europass mobility) or who complete a formal programme of vocational education or training (Certificate supplement) or of higher education (Diploma supplement).

Europass promotes an adequate appreciation of learning outcomes acquired in formal, non-formal or informal settings.

Validation

Validation is similar to mattering. The practitioner ensures that clients feel that they are important to the process and that their experiences, thoughts, and feelings are valued by the practitioner.

Networking

Networking is a process in which the client develops long-term relationships with others for mutual benefit. Building and maintaining connections and mutually beneficial relationships to positively impact career development.

In a larger sense, networking (including social networking) can include almost anything we do or say to someone who might be able to help us in our career, or who might know someone who can. This includes connecting to online communities or professional networks as well as to people we find through our existing connections and even articles we read in the newspaper or online.

Networking represents another behavioural component of proactive career behaviour (King, 2004; Forret & Dougherty, 2004).

Networking behaviour is defined as the process of building up and maintaining informal, cooperative relationships with individuals other than an employee's immediate supervisor or subordinates in the expectation that this networking will assist job performance and career (Van Emmerik, Euwema, Geschiere & Schouten, 2006).

Networking behaviours fulfil a variety of functions in the context of careers including the provision of emotional support, information seeking, career advice and sponsorship or advocacy for promotion (Wolff & Moser, 2009). Information seeking is highlighted as particularly important in facilitating career clarity, career planning and job and promotion opportunities (Eby et al., 2003).

3.3. Terms, related to provision of career management services

3.3.1. Domains of expertise in career management services

Direct service providers possess expertise in one or more of the following specializations:

Assessment

Assessment is a process involving gathering information, identifying issues, needs, and clarifying personal and environmental resources in relation to the issues and needs. Assessment helps individuals to increase self-awareness; understand their career issues; establish work, learning,

and/or life balance goals; and provides a foundation for taking action and an indicator of ongoing progress.

Assessment refers to processes, tools and procedures used in career development with the objective of increasing clarity and understanding of an individual's current and preferred future status with respect to specific work, learning and/or life-balance goals. The results of assessments provide a basis for taking action toward intended goals.

Assessment may take many forms. Assessment may be provided through clarifying and problem solving with individuals or groups via the use of formal, informal, and/or standardized assessment instruments. Assessment may also be self-directed, computer-assisted or professionally administered and interpreted.

Assessment can be done in an individual or group context.

Assessment methods may include a variety of formal and informal techniques such as standardized and non-standardized instruments, interviews, personality measures, questionnaires, checklists, behavioural observations, and reports by significant others.

Some examples of the scope of self-information covered by an assessment process are personal interests, achievements, motivations, skills, values, attitudes, abilities, goals, barriers, needs, strengths and support systems.

Areas of Specialisation

Additional skills, knowledge, and attitudes that may be required depending on the type of work setting and the client groups that are being served.

Career Counselling

Career Counselling refers to an individual or group process that emphasizes self-awareness and understanding, and facilitates persons to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as to manage responses to changing work and learning environments over the lifespan.

Community Capacity Building

Community Capacity Building refers to the processes and procedures whereby long-term strategies are developed and implemented which connect community, career and economic development in the interests of unemployment reduction and economic growth at the community

level. The keys to effective community capacity building include building on the strengths of people, physical and natural resources and infrastructures in the community, as well as ownership by community partners.

Employment Counselling

Employment Counselling addresses one or more of the following domains: career/ occupational decision-making, skill enhancement, job search and employment maintenance. Activities include assessment, development and implementation of an action plan, follow-up and evaluation. The outcome of Employment Counselling is to help clients improve their employability and self-sufficiency in the labour market.

Facilitated Individual and Group Learning

Facilitated Individual and Group Learning refers to applying principles of learning to develop, adapt and deliver activities to meet divergent career development learning needs of individuals and groups. Learning activities may occur in one-on-one interview meetings; in classrooms; in supervised work experience; and/or electronically. Learning activities are usually described by Objectives, Activities, Processes and Outcomes and provide opportunities for individuals and groups to learn specific knowledge, skills, attitudes and applications which assist them in becoming self-directed in managing learning, work and transitions.

Information and Resource Management

Information and Resource Management refers to developing and maintaining an information and resource base related to work, learning and life-balance opportunities across the lifespan. The keys to effective Information and Resource Management are the currency of the information and resources, the degree to which they meet the needs of individuals and communities in which they are located and the support services available which coach/assist individuals and communities to research, use and manage information in ways which support their needs and goals.

Work Development

Work Development refers to the processes and procedures whereby workplace and employment opportunities with employers are negotiated on behalf of individuals and/or groups of clients. The objectives of Work Development are long-term attachment to the labour market for workers and employer satisfaction through increased access to workers who meet their workforce needs and expectations.

NOTE:

There are additional domains of expertise in which career development is a non-central, albeit important, component. Two examples are Corrections and Rehabilitation Counselling and Clinical Social Work. Domains such as these are not included in this glossary.

Code of ethics

A practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve

3.3.2. Practitioners, offering career development services

Career practitioners, or career development practitioners, facilitate the ability of clients to take charge of their own career development by assisting them in the process of identifying and accessing resources, planning, and managing for their career-life development. It is used as an umbrella term that refers to any direct service provider in the career development field.

Based on International academic literature and practice, we offer a set of definitions covering the various providers, categorized as indirect or direct career service providers.

NOTE:

As a collective, career practitioners represent a richness and diversity of talent. However, as individuals, many practitioners have no career-specific qualifications or training. Rather they bring with them skills and knowledge from related fields.

DIRECT SERVICE PROVIDERS

Direct Service Providers as Career Development Practitioners who spend most of their time providing direct services to students, graduates and other clients.

Career Development Practitioner

A Career Development Practitioner is an umbrella term that refers to any direct service provider in the career development field. Career development practitioner Any direct service provider who plays a part in facilitating learning that fosters career development and career management.

Career Counsellor

Career Counsellor activities centre around educational, career and personal domains. A Career Counsellor assists individuals to achieve greater self-awareness, develop a life/work direction, increase understanding of learning and work opportunities and become self-directed in managing learning, work and transitions. Career Counselling facilitates the identification of existing and learning of new “skills, interests, work habits, and personal qualities to enable each participant to

create a satisfying life in a constantly changing work environment.” The career counselling process is “focused on helping individuals not to choose a career but to construct it.”

While requirements vary, most Career Counsellors have graduate training in counselling (generally, as part of a degree in education, psychology, social work or rehabilitation) and work in a wide range of settings including public and private.

Career Development Specialist

Career Development Specialist — internal career development specialist usually in high tech companies (at this time) to ensure employee retention by facilitating employee development within the organization. This includes assessment, career development plans, coaching — all focussed on linking employee needs with corporate needs.

Career Educator

A Career Educator works with individuals or groups of students in educational settings to assist them to acquire knowledge of career development skills and career planning applications. Career educators help youth and adult learners to construct their careers through acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life-roles.

Most Career Educators have undergraduate or graduate training in education and career development and may work in elementary, secondary or post-secondary institutions.

NOTE:

There is a distinction between career educator described above and the provision of professional training for career counsellors and career educators in university and college faculties. This professional training is considered an Indirect Service.

Career Information Specialist

A Career Information Specialist (CIS) helps clients develop skills to access relevant information needed for their career decision making process. The CIS show clients how to identify, secure, manage and interpret career information. This includes national and international labour market, education, occupation and job search resources. Most CIS's have undergraduate or graduate education or training and work in information resource centres

Career Management Coach

Coaching involves the use of a series of questions that facilitate personal reflection, exploration and goal setting. Career Management Coaches are hired by companies to assist them with

retention issues. Examples would be individual coaching with a non-performing or plateaued employee, team building etc. Coaches are also retained by individuals who are interested in taking charge of their careers.

Career Management Consultant

A Career Management Consultant is retained by profit and non-profit organizations to assist terminated professional, managerial and executive employees with their career transition. This includes meeting the employee on termination day to help the employee deal with their emotions to ensure they leave the organization with dignity; referring the employees for financial counselling or employment lawyers to help them deal with their severance packages in a practical and business-like manner. The focus is on individual counselling that includes assessment, goal setting, self-marketing, networking and negotiation.

Employment Counsellor

An Employment Counsellor works collaboratively with individuals to assess needs related to pre-employability, decision-making, job search skills, training, and employment maintenance. S/he assists clients to evaluate their employment needs, set goals and develop an action plan that includes activities to improve their employability.

Education requirements vary. Employment Counsellors tend to be employed with federal or provincial Human Resources Centres, community-based agencies, or direct service providing agencies contracted by government.

Guidance Counsellor

A Guidance Counsellor is employed with a school board, elementary or secondary school. Key activities include providing guidance to students on personal and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

A Guidance Counsellor coordinates the provision of counselling services and career information services and referrals to external professional services on behalf of students. S/he may administer and interpret standardized career assessment instruments including intelligence, aptitude and interest tests.

Guidance Counsellors generally require a bachelor's degree in education and a teacher's certificate and often have completed graduate courses in counselling. Some EU countries offer Masters

training and require Master's degrees and other countries are in the process of introducing this same requirement.

Human Resource Professional

A Human Resource Professional (HRP) covers a wide range of specializations such as personnel, labour relations, advertising and payroll. HRPs research, analyze and advise on human resource strategies, managerial methods and organizational strategies. HRPs with a specialization in personnel may plan, develop and implement recruitment programs.

Although requirements vary, HRPs often possess a post-secondary degree in social sciences and/or business studies. They may work in government and private sector firms, management consulting firms, or they may be self-employed consultants.

Life Skills Coach

A Life Skills Coach helps individuals to enhance personal and daily living skills in communications, human relations and problem solving. A Life Skills Coach designs and facilitates learning experiences aimed at maintaining and strengthening relationships and in addressing issues related to self, family, work, career, community and leisure. Requirements generally include specialized training in life skills coaching. A Life Skills Coach usually works in a social service agency.

Organizational Career Development

The outcomes of interaction between individual career planning and organizational career management process.

INDIRECT SERVICE PROVIDERS

There are important areas of work associated with the provision of quality career development services which do not involve direct contact with clients. Examples are Administrators of Programs and Services; Developers of Programs, Services and Resources; Developers of Web Sites; Economists and Statisticians; Labour Market Information Analysts; and Researchers and Evaluators.

3.3.3. Focus and scope of career development services

The focus and scope of career development services vary significantly across jurisdictions (i.e., education/ government) and delivery settings (in schools/community agencies/private practice

settings). Organizations frequently have specialized mandates which control the nature of services and the people served. In addition, the professional preparation of the career development practitioner controls the services they are qualified to deliver. The international research points out that nature/content of career development services fit “broadly” into the following:

Information-Based

Information-Based Services provide information related to learning and work and are delivered largely through self-instruction, either electronic or print-based. Information is a necessary basis for research, exploration and career decision-making. Information-Based Services focus on the provision of data and knowledge. (Examples: Information Kiosks; Career Information Web Sites; Information and Resource Management)

Learning and Skills-Based

Learning and Skills-Based Services include information, but with a focus on learning to apply and evaluate information in personally relevant ways and develop skills to research and manage learning and work decisions and transitions over the lifespan. (Examples: Work Development Services; Career Education; Educational Counselling)

Identity-Based

Identity-Based Services include and emphasize the importance of self-awareness and understanding as a basis for learning and work decisions and the seeking of purposeful and meaningful ways in which each individual wants to contribute over the lifespan. (Example: Career Counselling (Individual and/or Group))

Change-Based

Change-Based Services include a problem solving focus on resolving issues/barriers, either personal or systemic, which are interfering with an individual or group’s capacity to effectively and optimally manage learning and work over the lifespan. (Examples: Career Counselling, Community Capacity Building)

NOTE:

The planned learning outcomes for which Career Development Services are accountable differ dramatically depending on the nature of services provided. Information services increase knowledge but do not directly foster personal insight or skill acquisition. Career education services are accountable for skill development outcomes but not for resolving personal issues/barriers related to work and learning.

Each service demands and requires different specialized competencies from service providers. Each service also varies in duration and the level of professional assistance and support usually required to achieve different outcomes. It is also to be noted that services are not discrete, that is, agencies may provide any number of the above services.

Services are often delivered with the aid of curriculum-based, Internet-based, or workshop-based resources in electronic or print format.

3.3.4. Career practitioner`s functions

Advising

Advising involves recommending options that are considered best suited to the individual's needs. Practitioners help individuals to examine such options and to make thoughtful decisions.

Advocating

Advocating is negotiating directly with institutions, employers or agencies on behalf of individuals or groups for whom there may be additional barriers to access opportunities. For example, an Employment Consultant may advocate with an employer on behalf of a hearing-impaired client to negotiate for use of a customized headphone on-the-job.

Assessing/Assessment

Assessing involves gathering information, identifying issues and clarifying personal and environmental resources in relation to the issues. Assessing helps individuals to increase self-awareness, understand their career development, establish work, learning and/or life balance goals, and provides a foundation for taking action. Informal Assessment is the initial step of information gathering and needs determination. It may be followed with formal assessment by certified professionals using norm-referenced assessment tools.

Counselling

Counselling involves helping individuals to discover, clarify, assess and understand their own experience, to identify their strengths, motivations and preferred life/work directions, to explore alternatives and their possible implementation. It is a collaborative process aimed at increasing self-awareness, identifying needs and directions, goal setting, developing and implementing action plans to achieve desired goals. Counselling is a purposeful activity deliberately entered into by counsellor and client, usually involving a series of regular contacts.

Enabling

Enabling is providing clients with tools, strategies and support to implement their choices. It increases client self-sufficiency in meeting demands of the workplace or education, such as teaching them job search, study or negotiating skills. Enabling gives learners more independence in dealing with agencies providing or influencing learning/employment opportunities.

Information Giving

Information Giving is providing objective and factual information on options available.

Mentoring

Mentoring is a learning-based relationship between an experienced and competent individual and a learner who wants to acquire some similar experience and competence. This relationship of support, encouragement, information and advice can be initiated by either the mentor or the learner. Mentoring can be privately negotiated or co-ordinated by a supervisor or instructor.

Teaching

Teaching involves providing a planned and systematic progression of learning-based activities to enable individuals to acquire knowledge, skills and competencies related to personal, educational and career development.

3.3.5. Career education & training-related terms

Assumed under the umbrella of career terms are learning-related terms which refer to the many different types of learning that may be accessed as life-long learning (see definition) which is necessary for the successful management of career development. Knowledge of these terms makes it easier to plan on an individual basis or on a more global general policy-making basis.

Access To Education

Conditions, circumstances or requirements (such as and training qualifications, education level, competences or work experience) governing admittance to and participation in educational institutions or programmes. (UNESCO, 1995).

Career Education

Programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway. These include accessing and making effective use of career information and guidance.

Other definitions include:

- The systematic cooperation of educational institutions, parents and society in assisting young people and adults to acquire knowledge and skills that will enable them to make rational vocational decisions (Career Guidance and Counselling Glossary, 2017).
- The development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life (Australian Ministerial Council for Employment, Education, Training and Youth Affairs, 1998).

Career Educator

A career educator works with individuals or groups in educational settings to assist them to learn career development knowledge, skills and applications. Career educators help youth and adult learners to construct their careers through acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life-roles.

Learning

Learning is a holistic process involving thinking, feeling, perceiving, and behaving as individuals relate with past experience and ongoing interaction with the world throughout their lives (Patton & McMahon, 1999).

Learning by Doing

Learning acquired by repeated practice of a task, with or without prior instruction. or learning acquired by transforming one's mental assets through confrontation with reality, resulting in new knowledge and skills. Learning by doing is also referred to as experiential learning.

Experiential learning

The process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve students reflecting on their product.

Lifelong Learning

Lifelong Learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge skills and competence (Community of the European Communities, 2000) The process

of acquiring knowledge or skills throughout life via education, training, work and general life experience.

It is a process whereby individuals, institutions and organizations all have a means to plan and support continuous learning through an interconnected web of different kinds of education and training that serve both life and work goals.

In a lifelong learning model:

- Individuals access learning necessary to maintain current and active participation in work, both paid and unpaid over their workspan;
- Organizations provide learning opportunities over the span of a worker's career in order to retain current, active and valuable workers;
- Governments at all levels allocate resources that support continuous learning across a lifespan.

European Qualifications Framework for Lifelong Learning (EQF)

A reference tool for describing and comparing qualification levels framework for in qualifications systems developed at national, international or lifelong learning (EQF) sectoral levels. Comment: the EQFs main components are a set of eight reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation.

The eight levels cover the entire span of qualifications from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic, professional and vocational education and training. EQF is a translation device for qualification systems. (European Parliament and Council of the European Union, 2008)

European Quality Reference Framework

Designed to help EU member States and assurance in vocational participating countries develop, improve, guide and assess the education and training quality of their own vocational education and training systems. (EQAVET). The methodology proposed by the framework is based on:

- a cycle consisting of four phases (planning, implementation, assessment and review) described for VeT providers/systems;
- quality criteria and indicative descriptors for each phase of the cycle;
- common indicators for assessing targets, methods, procedures and training results – some indicators are based on statistical data, others are of a qualitative nature. (Cedefop, based on European Parliament and Council of the European Union, 2009(b)).

Adult Education

Adult education is general or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:

- provide general education for adults in topics of particular interest to them (e. g. in open universities);
- provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
- give access to qualifications not gained, for various reasons, in the initial education and training system;
- acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.

NOTE:

Adult education is close to, but not synonymous with continuing education and training (European Training Foundation 1997; Cedefop, 2004).

Adult Basic Education

Adult Basic Education usually refers to bringing adults who did not complete high school to a functioning level in reading, arithmetic and science. It is often referred to as upgrading.

Adult Education may be available through night school or day school programs offered by local boards of education or by community agencies/institutions, libraries, or community colleges.

Adult Education is also offered through distance modes of delivery by boards of education. Many companies, industry councils, employers and/or unions have made basic/literacy training available to their production workers at the job site, in classrooms or on computer programs.

Formal Education

Within EU policy debates a common differentiation has been made between different forms of educational provision. Informal, nonformal, and formal programmes have been viewed as very different.

Formal education is the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic

studies, a variety of specialised programmes and institutions for full-time technical and professional training.

Nonformal Education

Nonformal education is any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.

While by many researchers non-formal education is seen as the “ideal” form of education, far better in all respects than formal education, by others it’s still seen as a sub-system of education, certainly not superior and by some as considerably inferior as formal schooling. By some non formal education could be described as a temporary “necessary evil in situation of crisis until formal schooling could be restored.

Nonformal education became part of the international discourse on education policy in the late 1960s and early 1970s, seen as related to the concepts of recurrent and lifelong learning (Tight, 1996), ‘acknowledging the importance of education, learning and training which takes place outside recognized educational institutions’. Other definitions (Fordham, 1993) suggests that in the 1970s, four characteristics came be associated with non-formal education:

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

Informal Education

The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media. This learning is not usually given recognition in the form of credentials from institutions.

Validation Of Non-Formal And Informal Education

- A process of confirmation by an authorised body that an individual has acquired learning outcomes against a relevant standard.
- It consists of four distinct phases:
- identification – through dialogue – of particular experiences made by an individual;

- documentation – to make visible the individual experiences;
- a formal assessment of these experiences; and
- recognition leading to a certification, e.g. a partial or full qualification.
- This process is often linked to specialised guidance activities. An intention is to enhance ‘the role of guidance in relation to accreditation of prior experiential learning and to learning in the workplace including formal, non-formal and informal learning’ (Lifelong Guidance Policy Development: a European Resource Kit 2012).

Post-Secondary Education

Formal Post-Secondary educational programs are most often associated with formal educational institutions such as colleges, universities; technical institutions private education/training institutions.

Prior Learning Assessment and Recognition

Prior Learning Assessment is a systematic process that involves the identification, documentation, assessment and recognition of competencies (skills, knowledge) that have been developed through many means of formal and informal study (e.g., work experience, training, independent study, volunteer activities, travelling and hobbies.) The recognition can be used toward the requirements of an academic or training program, occupational certification or labour market entry.

Distance Education

Distance Education includes studies offered by correspondence, television program, video or audio cassette, at an off-campus location such as the local high school, or on the Internet. Many universities, colleges and professional associations offer courses or even complete degree or certificate programs by Distance Education.

Co-op Education

Co-op Education refers to co-operative education, a program that integrates work experience in a student's field with academic studies. The term reflects the co-operative relationship between students, schools and employers that allows students to alternate periods of study with periods of employment.

Vocational Education and Training (VET)

Education designed to develop occupational skills. In some countries it is called Career and Technical Education.

VET is a key element of lifelong learning systems equipping people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. It responds to the needs of the economy but also provides learners with skills for personal development and active citizenship. VET contributes to enterprise performance, competitiveness, research and innovation and is central to employment and social policy.

VET systems in Europe can rely on a well-developed network of VET providers. They are based on governance structures with the involvement of social partners (employers, trade unions) in different bodies (chambers, committees, councils, etc.). VET systems consist of initial and continuing VET:

- **Initial vocational education and training (I-VET)** is usually carried out at upper secondary level, before entering working life. It takes place either in a school-based environment (with the majority of learning taking place in a class-room) or in a work-based setting, organised as close as possible to real-life experience (either in schools, training centres or companies, with apprenticeships schemes as the most typical example). This depends very much on the education and training system in each country, but also on the structure of its economy.
- **Continuing VET (C-VET)** takes place after the initial education and training, or after entry into working life. It aims to improve or upgrade knowledge and/or abilities, acquire new skills, retrain for a career move, or to continue personal and professional development. C-VET is largely work-based with the majority of learning taking place in a workplace.

Alternance Training

Education or training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis, depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration. The German ‘dual system’ is an example of alternance training. (Cedefop, 2008).

Training Program

A set of education and training activities designed to achieve a specific vocational outcome, e.g., a course, module (subject), on-the-job training.

Accreditation

A process of quality assurance through which a programme of an education or training is officially recognised and approved by or training programme the relevant legislative or professional authorities following assessment against predetermined standards.

Compensatory Learning

Learning intended to fill the gaps accumulated by individuals during education or training, mainly to enable them to take part in training.

Work-based Learning

Refers to education experiences that occur in cooperation with business/industry and other community partners. Work-based learning is defined as a coherent sequence of career awareness, exploration, job training and experience activities that are coordinated with school-based learning activities. There are work-based learning activities appropriate for every grade level.

e-Learning

Learning supported by information and communication technologies (ICT).

e-Learning is not limited to 'digital literacy' (acquiring ICT skills). it may encompass multiple formats and hybrid methods: using software, internet, online learning or any other electronic or interactive media;

e-Learning can be used as a tool for distance education and training but also to support face-to-face learning. (Cedefop, 2008).

Flexible Learning

The provision of a range of learning modes or methods, giving learners greater choice of when, where, and how they learn.

Flexible delivery

A range of approaches to providing education and training, giving learners greater choices of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning etc.

Transition adviser

Transition advisers organise resources and offer assistance so that individuals can make successful transitions through school to work or further education and training.

Curriculum

The specifications for a course or subject (module) which describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

Transition program

A program, class or course designed to prepare people for the transfer from one level of education to the next, or from education to the workforce.

School-to-work transition

The process of moving from education or training to employment, covering the period in which the change takes place.

NOTE:

Many guidance activities are designed to support people making this transition. Transition between education and employment (integration path, type of employment – with regard to level and status – and duration) is complex.

Integration depends on many factors (gender, age, qualification, employment policy, guidance and counselling provision, etc.). (Cedefop (2008a).

Apprenticeship

Apprenticeship is a system of training that combines on-the-job learning under the supervision of a journeyman with short periods of formal classroom instruction. Apprenticeship leads to certification or licensing in the trades. The apprentice is contractually linked to the employer and apprenticeship receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

NOTE:

In French, the term ‘apprentissage’ relates to both apprenticeship and the process of learning (see ‘learning’). The German ‘dual system’ is an example of apprenticeship. (Cedefop, 2004).

Internship/Externship

Internship/Externship is a temporary, project-oriented, supervised, on-the-job learning experience in which the intern has specific learning goals; may be paid or unpaid.

Prior Learning Assessment And Recognition

A systematic process that involves the identification, documentation, assessment and recognition of competencies (knowledge, skills and attitudes) that have been developed through many formal and informal means (e.g., work experience, training, independent study, volunteer activities,

travelling and hobbies). The recognition can be used toward the requirements of an academic or training program, occupational certification or labour market entry.

Further Education (Abbreviation FE)

Post-secondary education, including higher education, adult education, and vocational education and training.

Job Shadowing

Job Shadowing is a career exploration activity in which a student shadows an employed worker to learn more about his/her job. This non-credit activity is often integrated into curricular learning.

Job shadowing is a model of experiential learning and a career exploration activity that gives someone a first-hand look at a work environment within a chosen field. It offers the opportunity to spend time observing the day-to-day activities of a professional currently working in a person's career field of interest, thus offering a chance to see what it's actually like working in a specific job.

A job shadow can extend from a simple hour-long visit with one person to an extended week-long stay allowing interaction with numerous staff and observation of a variety of activities. This activity can be integrated into curricular learning, but is not only for students: new or less experienced workers can also benefit from it.

On-the-Job Training

On-the-Job Training refers to human resource development or ongoing training for workers on the job. It includes ongoing staff development in business and can cover everything from literacy training to management training. Businesses sometimes join with unions to sponsor training for employees or with universities and colleges to provide adult training courses. Most training programs fit into one of the following general types of training activity: technical skills training; organizational skills training; basic skills training.

Learning Mobility

On one hand mobility is defined as the ability of a worker to move from one job to another without experiencing an extended period of unemployment. Mobility can refer to movement from position to position or from one geographical location to another.

There are two main forms of mobility, interoccupational and intraoccupational.

- *Interoccupational Mobility* - the ability of workers to move from one job to another outside of their occupational family (e.g., English teacher to television scriptwriter or office administrator to Web site developer).
- *Intraoccupational Mobility* - the ability of workers to move from one job to another within an occupational family, (e.g., auto mechanic to truck mechanic or carpenter to cabinetmaker.)

Learning mobility on the other hand, a term widely used within the European Commission's educational programs such as Erasmus+, refers to workers' mobility for professional learning purposes. Learning mobilities could be both a short-term (5 to 30 days) or a long-term one (one to 12 months).

Skill

An ability to perform a particular mental or physical activity which may be developed by training or practice.

Basic Skills

The skills needed to live in contemporary society, such as listening, speaking, reading, writing and mathematics.

Portable Skill

A skill or competency that can be transferred from one work context to another.

Entry-level skill

A skill required to commence employment in an organisation or more generally, to gain entry to the workforce.

Employability skills

Generic skills and attributes that are required to gain employment and may be transferred from one situation to another (Miles Morgan Australia, 2003).

Skill Formation

The development of skills or competencies which are relevant to the workforce.

Skill Recognition

The recognition or acknowledgement of the validity of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organisations.

Skills Transfer

The transfer of skills or competencies from one work context to another

Upskilling

Improving skills, e.g., by further education and training

Competence

The ability to perform tasks and duties to the standard expected in employment.

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). or ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

NOTE:

Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values (Cedefop; European Parliament and council of the European union, 2008).

Core Competence

The skills, knowledge, and attitudes that all career development practitioners require regardless of their employment setting.

Key Competence

Sum of skills (basic and new basic skills) needed to live in key competences contemporary knowledge society.

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce.

Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

The Finn Report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology.

In its recommendation on key competences for lifelong learning, the European Commission sets out eight key competences:

- communication in the mother tongue;
- communication in foreign languages;
- competences in maths, science and technology;
- digital competence;
- learning to learn;
- interpersonal, intercultural and social competences, and civic competence;
- entrepreneurship;
- cultural expression. (European Parliament and Council of the European Union, 2006).

Minimum Competence

An essential skill for a given age, grade, or level of performance.

Competence-based Assessment (abbreviation CBA)

The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.

Competence-based Training (abbreviation CBT)

Training which develops the skills, knowledge and attitudes required to achieve competency standards.

Competence Standard

An industry-determined specification of performance which sets out the skills, knowledge and attitudes to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of quality standards, quality practice, quality outcomes elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

Continuing professional development

The ongoing maintenance and growth of professional excellence through participation in learning activities which are planned and implemented to achieve excellence for the benefits of participants, clients and the community.

Performance Criteria

The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent

Credit

The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency either through previous study (credit transfer) or through work or life experience (recognition or prior learning). The granting of credit exempts the student from that part of the course.

Credit Transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation

Credential

Formal certification issued for successful achievement of a defined set of outcomes, e.g., successful completion of a course in recognition of having achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship.

Recognition of Prior Learning (abbreviation RPL)

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.

Qualifications Framework

Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (using descriptors) applicable to specified levels of learning outcomes. or instrument for classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate qualifications subsystems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

A qualification framework can be used to:

- establish national standards of knowledge, skills and competences;

- promote quality of education;
 - provide a system of coordination and/or integration of qualifications and enable comparison of qualifications by relating qualifications to one another;
 - promote access to learning, transfer of learning outcomes and progression in learning.
- (Cedefop, 2008; European Parliament)

Quality

The level of satisfaction with and effectiveness of vocational education and training organisations, their products and services, established through conformity with the requirements set by clients and stakeholders.

Quality Standards

Carefully defined targets for separate aspects of service delivery or professional practice, in a form that allows performance to be assessed. The systems and procedures developed by career practitioners and stakeholders in the career industry that:

- define the career industry, its membership and its services
- recognise the diverse skills and knowledge of career practitioners
- guide practitioner entry into the industry
- provide a foundation for designing career practitioner training
- provide quality assurance to the public and other stakeholders in the industry
- create an agreed terminology for the industry.

Quality Assurance

The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved.

A procedure by which a service is monitored against specified quality standards (the degree of excellence of the service) and if it does not conform with those, some sanctions are in place that requires the service to improve

Activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that guidance activities (content of programmes, design, assessment and validation of outcomes, etc.) meet the quality requirements expected by stakeholders.

NOTE:

Quality assurance for guidance typically involves ensuring that all staff understand what is required of them, that the necessary resources (including sufficiently trained staff) for effective delivery are available, and that performance is reviewed regularly and systematically to identify

areas for improvement. A number of independently accredited quality standards (i.e. necessary training of staff) exist that have been developed to support organisational quality assurance.

Quality Guidelines

Statements or other indications of policy or procedure for service delivery or professional practice, intended to help a service or practitioner determine a course of action and reflect on the quality of their work (Henderson, Hignett, Sadler, Hawthorn, Plant, 2003)

Quality System

A management system designed to ensure that an organisation's products and services always meet or exceed defined quality standards and are subject to continuous improvement.

Self-assessment

A process in which learners or organisations assess their own performance against particular standards or criteria; (in competency-based training) a process in which learners assess their own performance against competency standards; (in quality endorsement) a process in which an organisation assesses the extent to which it satisfies the criteria for quality endorsement, identifying opportunities for improvement.

Evaluation

The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in vocational education or training may be applied to organisations, programs, policies, courses, etc.

3.3.6. Learning outcomes of career training

Career Development Readiness:

Readiness to engage in a career development process.

Learning indicators include the ability to:

- identify past accomplishments and describe possible personal contributions to community
- set personal goals and believe in own capacity to achieve them
- identify strategies and take steps to overcome personal barriers to work and learning
- make connections between own behaviour, self-concept and opportunity

Self-Awareness:

Awareness of personal characteristics and ability to connect these to a life/work direction.

Learning indicators include the ability to:

- identify accurately own strengths (abilities, skills, knowledge, interests, values, imagination and creativity)
- make connections between personal qualities, work/learning/leisure experiences, achievements, opportunities and life/work direction
- identify and appreciate external assets (personal relationships, networks, finances and goods)

Opportunity Awareness:

Knowledge of learning, work and lifestyle options and how to research and evaluate them.

Learning indicators include the ability to:

- undertake research to gather a range of information (from people, mentors, electronic/print media and community/organizational resources) and effectively use it to identify opportunities for learning and work
- distinguish useful, current, relevant and accurate information from inappropriate, out-of-date, misleading, incorrect information
- understand the range of work alternatives (including non-traditional roles and options) and recognize their relative advantages and disadvantages
- identify a range of opportunities for volunteering, learning, technical & academic training, apprenticeship, work and entrepreneurship
- identify a range of organizations and specific opportunities for available work
- analyze requirements (skills, knowledge, attitudes, education and experience) for various work roles

Work Readiness (same as Employability and Essential Skills):

Demonstration of employability skills needed to get, keep and/or create work, work with others and achieve results.

Learning indicators include the ability to:

- demonstrate positive work and learning attitudes and behaviours
- demonstrate effective interpersonal skills for working with others (e.g., give and receive feedback; develop constructive employer/employee (client/contractor) relationships)
- transfer work-related skills developed through volunteer experiences, co-op placements, internships, part-time work, education and leisure to the workplace

- identify gaps in skills, knowledge and experience needed to pursue selected work and learning options

Decision Making, Career Building and Career Planning:

Demonstration of skills to set goals, make and manage choices and take independent action.

Learning indicators include the ability to:

- set effective and realistic work and learning goals based on strengths and assets
- identify internal (personal) and external (environmental) conditions that may affect work and learning decisions
- identify short and long term consequences of decisions on self and others
- evaluate/assess available opportunities and choose option(s) that best support achievement of goals and preferred future
- make work/learning choices that are in line with personal characteristics, assets, experience, labour market opportunities and preferred future
- describe skills/aptitudes and knowledge needed to qualify for desired education/training and/or work options

Work Search and Work Development:

Demonstration of skills to network, conduct effective work search and/or initiate work opportunities.

Learning indicators include the ability to:

- draw on personal characteristics, resources and experience to seek out opportunities for work
- identify and access people, networks, resources and services that can assist in seeking out opportunities
- access information related to specific employers and entrepreneurial opportunities (including hiring practices)
- produce effective support tools (such as résumés, applications, cover letters, proposals and business plans) to help in the pursuit of work opportunities
- prepare for and participate in successful work interviews, self-marketing or business plan presentation

Work, Learning and Life/Balance:

Demonstration of efforts to balance demands of work, family, friends, community responsibilities, formal and informal learning opportunities and leisure interests.

Learning indicators include the ability to:

- appreciate the importance of work, relationships and leisure to a balanced and productive life
- demonstrate efforts to balance demands of work, family, friends, community responsibilities, learning and leisure interests
- identify and participate in activities that help maintain good physical and mental health
- recognize stress factors that affect life and happiness and take constructive steps to manage stress

Career and Change Management:

Demonstration of skills to manage work and learning transitions, planned and unplanned.

Learning indicators include the ability to:

- anticipate, prepare for and cope with work and employment transitions
- participate in formal and informal learning in order to remain current
- take independent steps to manage own career development
- build and make use of a network of contacts and support and be a support to others
- identify skills, knowledge and attitudes needed to switch from one kind of work to another.

NOTE:

Learning Outcomes contribute to longer-term socio-economic outcomes. Finding agreement on these outcomes and developing appropriate operational ways of measuring them and reporting on them are very important current challenges in career development research and practice.

Career Development Outcomes in Education

- improved academic performance
- reduced need for discipline
- reduced drop-out rates
- increased numbers entering post-secondary education
- reduced “in progress” changes in post-secondary options
- increased career maturity

Career Development Outcomes for Employers

- reduction in recruitment costs
- increased retention
- increased participation in training programs and effective succession planning
- increased employee adaptability to a changing business environment

- maximized employee productivity

3.3.7. Labour market information terms

Efficient matching of the demands of the labour market with employee/ worker needs often creates measurable economic and personal benefits in the form of retention and recruitment outcomes. Understanding labour market terms can help all parties involved know how LMI can be applied in the matching process

Work

Work is a set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment, but to meaningful and satisfying activities, (e.g., volunteer work, hobbies), and therefore is a major building block of career development.

Work Roles

Work roles are the fluid, evolving set of tasks required to produce specified outcomes.

Required skills for Work Roles are in constant flux and the learning of the worker is continuous.

The Work Roles being filled by many workers today, especially in the knowledge work, often encompass duties and tasks that no longer fit the more static occupational title once assigned to that position in the organization. The term is skills-based and replaces the term Job Title or Occupation where either of these terms is static and does not allow for the rapid evolution of the position.

Job

Job is a paid position requiring a group of specific attributes enabling a person to perform a configuration of tasks in an organization part time or full time, short or long duration.

Occupation

Occupation is defined as a group of similar jobs found in different industries or organizations.

Profession

A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by the public as possessing special knowledge and skills in a

widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others.

Career Information

Career Information is information related to the world of work that can be useful in the process of career development, including educational, occupational and psycho-social information related to working (e.g., job search, availability of training, the nature of work, the status of workers in different occupations).

Career Path

From the worker perspective, Career Path refers to the series of any combination of work roles, occupations, or jobs that a person moves through by design and coincidence as their career unfolds. From the company or industry perspective, Career Path is a route that may be taken by workers within a matrix of positions that are connected by increased and new acquisition of skills and knowledge.

Labour Market Information

Labour Market Information is information concerning conditions in, or the operation of, the labour market such as data on employment, wages, standards and qualifications, job openings, working conditions. Information may be historical, current or projected; formally or informally collected; based in skills, occupations or industries.

Occupational Information

Occupational Information applies labour market data to specific occupations or occupational groups. It includes categorization of occupations into groups, description of duties, skill levels, aptitudes, interests, physical activities, environmental conditions, educational/training requirements, data and statistics on wages, job openings, industry employers, all in relation to the work roles in demand in the labour market.

Projections/Forecasts

Projections/Forecasts provide a quantitatively based view of the future economy derived through the use of historical data, computer models, expert knowledge and consultations. Workers can use targeted strategies from information on the future labour market conditions in an occupational group and the sources of growth in labour requirements.

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B. PRACTICAL LEARNING ACTIVITIES

1. PLAN YOUR CAREER

Researching and implementing a career development strategy is crucial. This can help you manage your career path, as well as further develop the working skills and knowledge that you need. Having the right strategy will help you to come up with different ways on how to achieve your goals.

Planning your career starts during school, and keeps on going throughout your life. It doesn't end when finding a job, as you'll need to continuously find solutions to the obstacles that you'll face along the way. Such obstacles include, for instance, trying to get a promotion or finding a new job. Managing your career means thinking about what really matters to you, and taking control of your life.

The career development strategy depends on what type of person you are. It may need to be very structured, or it may only consist of making a few retouches to your life here and there. The type of strategy you should have depends on your knowledge, skills and strengths, what you enjoy doing and the type of job that you are interested in finding.

Perhaps you are wondering why you should manage your career when so many people can't be bothered to do so. Here are a few ways in which planning your career can make a difference to your life:

- **You'll be more self-confident.**
- **You'll be able to find more employment opportunities.**
- **You'll learn how to deal with the changes in your life.**

No one else except you is in control of getting the career of your dreams! All you have to do is plan well and then implement your strategy, which will lead to you getting the job, promotion or career project that you set your heart on.

The main factor that strengthens your opportunities, and brings you closer to your dream career, is the formation of a clear career plan that will help you reach your full potential. People who plan out their career are prone to enjoy a long-lasting success.

Before starting to elaborate on your career plan, you should look closely at your current situation, ask yourself whether you really want to find a job, and look for answers to a few questions:

1. You should take a look at the current situation, and evaluate the potential future:

- Who am I?
- Where am I at this moment?
- Where do I want to go? Which are my current resources (strengths, knowledge, skills) that I can count on?

2. You should explore alternatives:

- **What** are the available action paths? How many alternatives are there?
- What am I going to find at the end of the path?
- How much will it cost me (time, effort) to follow out these alternatives?
- What knowledge and skills will I need?
- What are the struggles that I will encounter?
- Who is encouraging me?
- Which is my first and foremost preferred path of action?

3. You should think about what is needed to take a decision and formulate an action plan:

- What is my objective?
- What can I do to reach my objective?
- What do I need?
- What struggles should I expect?
- What can I do to prevent or minimize these struggles?
- What are the actual steps that I have to take?
- What will I do if my plan fails?

This research contributes in systemizing the ideas related to your career, and provides you with guidance in order to achieve success. After attending the following 3 workshops you'll be

able to find answers to the questions above and will feel ready to start building more concrete career plans.

Workshop I. SELF-ASSESSMENT

1. Set your goal and objectives
2. Get to know yourself
3. Know your competitive advantage

Workshop II. OPTIONS AND OPPORTUNITIES

1. **Discover** career development opportunities
2. Expand your professional network and engage it with your career
3. Manage career risks

Workshop III. ELABORATE CAREER PLANS

1. Your Permanent Beta attitude, your response to VUCA

2. Workshop I: SELF-ASSESSMENT

Duration: 2 sequences of 80 minutes each with a 20-minute break

Location: indoors

Coordinator: the trainer

Resources: video-projector, flip chart, highlighter, work sheets

Methods: ["A letter to myself"](#), [The "Step by step" Method](#), ["Imagine"](#),

Contents:

1. Set your goal and objectives
2. Get to know yourself
3. Know your competitive advantage

2.1. Set your goal and objectives

The career management process starts with setting a goal or objective. A career objective should be expressed following the **SMART** pattern. This task can be quite challenging when the individual hasn't identified any career opportunities and/or isn't fully aware of their strengths and skills. However, the whole career management process is based on setting definite/specific objectives, whether these are generalized or not. Having career objectives is a key tool in identifying those career opportunities that resonate with each different person. Assessing these objectives is of the essence. Career assessments may vary from being quick and informal, to being done in a remote manner. No matter what type of assessment is being done, assessing objectives is always very important.

The allocated time frame for reaching the selected goals (whether these are short term, medium or long term goals) will greatly influence their success.

✓ **Short term objectives** are usually specific, easier to draft, and restricted to a particular scope. Make sure that these are achievable, and have an impact on long-term career objectives.

✓ **Medium term objectives** tend to be less specific and more open than the short-term ones. These objectives are more laborious than the short-term ones, as there will be many unknown variables with regards to the future.

✓ **Long term objectives** are the most fluid out of all of them. Lacking the life experiences and knowledge about potential opportunities and traps, may result in difficulty when setting up

these objectives. Nevertheless, long term objectives may be easily adjusted by following information updates, and this prevents there from being a serious loss in career efforts.

What are SMART objectives?

SMART is an acronym of all the features that are considered essential when setting objectives, with these being: **specific, measurable, accessible, relevant and time framed**.

Using **SMART** objectives when writing down a business plan is meant to help you keep your business plan as short, clear and focused on your general goal as possible. Moreover, when correctly drawn up, these have the role of providing constant benchmarks that can be used later on in order to assess your achieved results.

➤ **Specific** – The plan should provide information on the specific features of a certain objective. The objective should outline exactly what is to be achieved, and leave no room for misinterpretations. To verify whether an objective is specific or not, use questions such as:

- Who is involved?
- What exactly do we wish to achieve?
- Where is it achieved?
- What are the requirements and the limitations?
- Why do we need to do this

An objective doesn't need to answer all the above questions at the same time.

➤ **Measurable** – It presents the quantitative and qualitative aspects of an objective that can be measured using familiar measurement tools. An objective that can't be measured is like a football match where no one's keeping score: everybody runs, but no one knows who's won. Numbers are a major part of a plan and attaching concrete figures to objectives allows you to monitor the progress of their achievement.

In order to verify whether an objective is measurable or not, use questions such as:

- How much? How many?
- When will I know it's been achieved?

➤ **Accessible** – This means an objective can only be truly achieved based on the available capacity and resources. Many times, especially when it comes to their lack of experience, young people are carried away by their enthusiasm and end up setting unrealistic objectives, either because of reasons related to cost, time or management skills. Setting unrealistic objectives risks demotivating the person who set them.

➤ **Relevant** – This deals with the fact that any objectives that are achieved should play an essential role in reaching greater and more general goals. The objective's relevance is measured by assessing the impact it will have on the more general objective (the goal). Taking this to stride, the objective should contribute to making the final goal more achievable.

➤ **Time framed** – This refers to a particular and well-defined time frame that is established according to the level of the objective's achievement. If your goal is to develop your English language skills up to the B2 level, it is imperatively necessary that you set a time frame in order to reach this objective.

To verify whether an objective has a timeframe or not, use questions such as:

- When does it start?
- Until when?

2.2. Get to know yourself

The essential key to acquiring a job you enjoy is

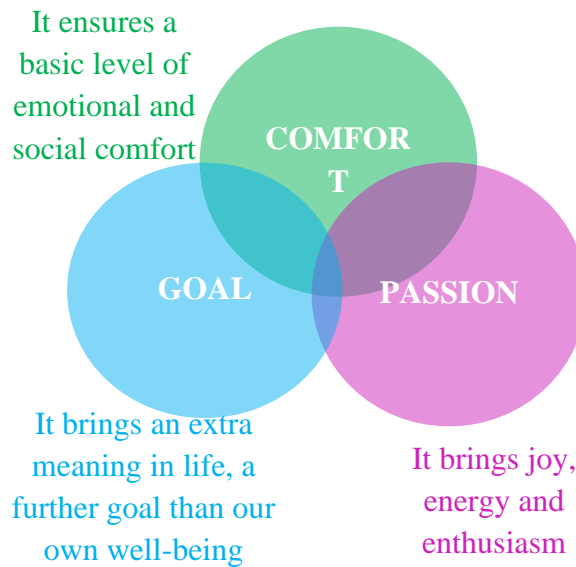
TO DETERMINE WHAT YOU ARE GENUINELY

Unless you can identify the activities that you **PERFORM WELL**, your career choices will frustrate you. Many people live their lives without having a clear understanding of their basic strengths, and this comes at a price of disillusionment and job frustration.

The Greek philosopher Socrates once said "**KNOW YOURSELF**", and these words are just as important nowadays as they used to be 2500 years ago. We need to know where we are going, and what we are after. If **you know yourself**, you know which route you want to take, and you are aware of your principles and values. You also become self-confident, and know when to say "Yes" and when to say "No". Thus you can understand what is good for you, and you'll be able to make the best choices for you, and for your career in the long run. You'll be appreciated at work as a competent and capable person. Why? Because there will be synchronisation between your innate skills and the person that you want to become in life.

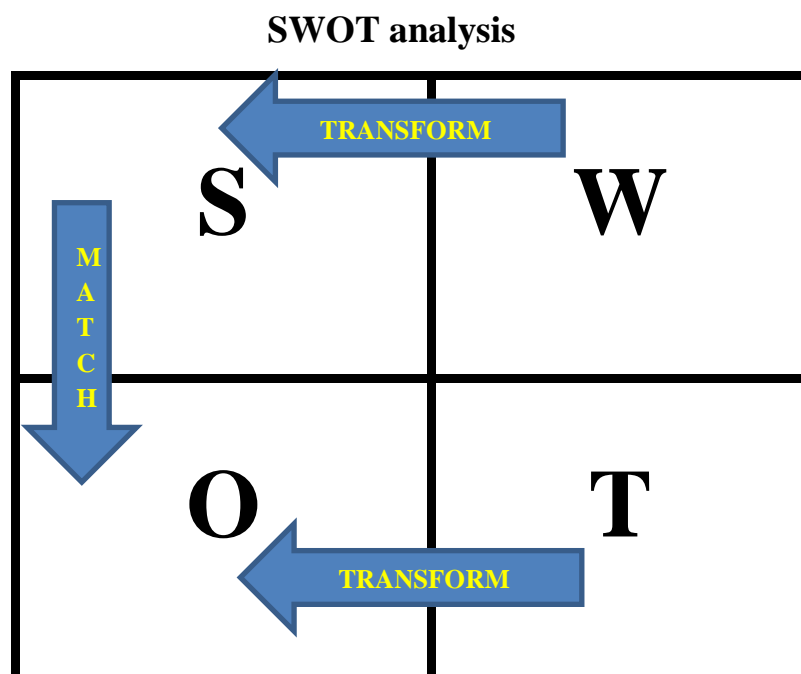
The most productive and appreciated employees are those that perform tasks that play to their strengths, and those that take pleasure in the work that they do. Research shows that one's co-workers' and managers' appreciation determines one's feeling of happiness. This happiness and satisfaction will then be transmitted into the family, to personal life.

People feel happy and fulfilled when they've found a place that combines passion with comfort, and when they succeed in giving a meaning to their lives:



Once you've set your professional aspirations and objectives, your next step is knowing how to better place yourself within the labour market. You can do this by performing the SWOT analysis that will provide you with information on your strengths, weaknesses, as well as on opportunities and external risks.

It is very important that when filling in your personal SWOT analysis, you regard your career as a business, and yourself as a competitive product.



The personal SWOT analysis is a very efficient technique that helps you make important decisions concerning your career. Based on this analysis you'll be able to identify those strengths that you can take advantage of, and also the aspects on which you need to improve. Therefore you'll have a clearer image of the level that you are currently at in your career, and this way you'll be able to get to know yourself better.

STRENGTHS

Your strengths are what distinguish you from other people, and they represent your competitive advantage. If you'd like to work in PR simply because you possess exceptional communication skills, you should take into account that this is not a strength, but a requirement. All your competitors will also be great at communicating.

Questions that you should answer in order to identify your strengths

- Which are the professional qualifications/certifications that you possess and that other usual candidates don't?
- Can your experience in certain fields make a change in the organization that you are after?
- What projects have you successfully accomplished?
- Do you have reliable contacts that could support you? How many?
- What are you very good at right now?
- What abilities/moral values distinguish you from others?
- What do people appreciate in you?

WEAKNESSES

Think about the areas in which you are weaker compared to the others that you are competing against, and don't be afraid to admit your own weaknesses. A weakness must be regarded as an opportunity for growth. Once you've identified your weaknesses, you should start improving on them in order to increase your chances of succeeding in your career.

Questions you should answer in order to identify your weaknesses

- What competencies/qualifications are you missing in order to be successful?
- What are your bad habits at work?

- What can you improve in order to be more efficient?
- What do the others think of your weaknesses? What is the most negative feedback you've ever received at work?

OPPORTUNITIES

Identify the external factors that can help you in your path towards career success. Analyse both your strengths and weaknesses, and pay attention that if by eliminating or acknowledging any of these, you might be creating a new opportunity that you hadn't noticed before.

Questions you should answer in order to identify your opportunities

- Are there any major changes in the field you are focused on that you can benefit from?
- What are the current tendencies on the labour market?
- Is there a demand for the things you can do?
- Which are the greatest opportunities in the field at this moment?
- Is there any chance that you can take advantage of your competitors' mistakes that they've failed to notice?
- Is there a new job opening within your company that better suits your skills?
- Is there any new project about to start that you can work on and that could benefit your career?

THREATS

Consider all factors that are jeopardising your efforts in achieving your goals. Try and compare yourself to those that you are competing against for a position that you want. Identify the risks and find ways to overcome them.

Questions you should answer in order to identify your threats

- Is the industry you work in shifting direction?
- Is there fierce competition in your field?
- Do your weaknesses prevent you from being promoted in the company/accessing the job you want?

- Which is the worst danger you could face?
- Are there any standards regarding your position or your work that you don't currently meet?

Invest in yourself!

Things you can do now

Do your personal SWOT analysis.

What you can do in 24 hours

Create pairs: strengths-opportunities and weaknesses-threats

What you can do in the next month

Identify 1 weakness and transform it into a strength

Transform a threat into an opportunity

2.3. Know your competitive advantage

Our professional life is like a puzzle that consists of 3 different elements that determines our competitive **advantage**. These elements can be combined together in different ways, and therefore lead to different results. The 3 pieces of the puzzle are:

A. The assets (the goods)

- *hard assets*: money, material resources
- *soft assets*: aptitudes and knowledge; connections and networks

What assets are important for your career? Money and material resources clearly play an extremely important role at the beginning of one's career, when viewing this on a short term scale. When looking at medium to long term scenarios, soft assets prove to be more relevant and they can provide you with a real competitive advantage. Your aptitude and knowledge, your connections, and your network are those factors that will ensure your career success. The synergy between your knowledge and connections can make a huge difference in your career.

B. Your aspirations and values act as the stars that will guide you in life:

- the things you are interested in
- your mission and your vision of the world
- your ideas and goals

C. **The real market** is the premises in which you'll be living and operating in. To be able to succeed in your career, you must firstly identify the skills that people are willing to pay for.

You must embrace the fact that you will change over the course of your life and that your career will change. Not only so, but your assets will also change, your aspirations will change, your values will change, and the reality of the market will change too. A single piece of the puzzle is useless without the other two and we are doomed to forever having to assemble the 3 pieces together, always hoping to obtain new combinations that can ensure our career success.

It's for this reason that we must adopt a Permanent Beta attitude. The Beta attitude has to be analysed together with the Alpha attitude. While Alpha is based on stability, Beta is based on the idea of experimenting. This approach is inspired from web marketing and it's adjustable to our everyday life.

In virtual reality, in order to test a new web platform before its official launch, a Beta version is created. The Beta version is considered to be a completed version of the product that isn't yet ready to be launched on the market for its customers, due to the lack of real life testing. The purpose of this version is to identify any issues that may cause errors.

In every newly established company, the Beta version of a start-up represents that moment in which founders test the capacity and the usefulness of the new company. A real company can never be completed (Alpha), however it will keep continuously evolving.

The same thing happens throughout our life and career, and this is the reason why we should embrace this approach, especially during periods of uncertainty. We should see life as being in a state of permanent launch.

Invest in yourself!

What can you do in the next 24 hours?

- If you have an account, update your LinkedIn profile: describe your skills in the summary box, that are very useful in your professional niche.

What can you do in the next week?

- Identify 3 people with similar aspirations and observe how they try to differentiate. How did they get their positions?
- Take a look on LinkedIn and search for those companies you consider of interest and analyse them.
- Ask 3 friends or colleagues (your most trustworthy ones) what are your main strengths. In what area would they seek your advice?
- Identify the 3 elements of a competitive advantage and put them together.

What can you do in the next month?

- Analyse the way you spend your leisure time, what you do during weekends. Find time for your real interests and for your aspirations.
- Identify a market niche that you can be competitive on

3. Workshop II: OPTIONS AND OPPORTUNITIES

Duration: 2 sequences of 80 minutes each with a 20-minute break

Location: indoors

Coordinator: the trainer

Resources: video-projector, flip chart, highlighter, work sheets

Methods: ["A letter to myself"](#), [The "Step by step" Method](#), ["Imagine"](#),

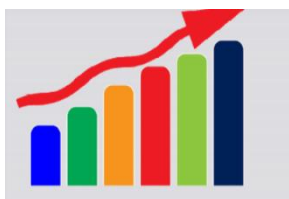
Contents:

1. Career development opportunities
2. Developing your the professional network, and the role it plays in achieving a successful career
3. Career risks management

3.1. Career development opportunities

A successful career depends largely on capitalizing on opportunities. Career opportunities are not offered to you, and neither they do not come to you. You have to be continuously on the go if you want to come across new opportunities that you can capitalize on. Opportunities are the resources that enable us to activate a new Plan B.

A successful career is not a continuously ascendant curve, as we can imagine. Life and career are continuously sprinkled with changes, adjustments, turning points and different B plans. If you thought this theory was valid only for entrepreneurs, it actually applies to every worker and employee, regardless of their age or the professional sector in which they operate.



As We Imagine



As It Is In Reality

Our career can never have a single direction, because our lives are continuously affected by changes that influence our fields of interest, and require the development of new goals.



A SUCCESSFUL CAREER = TO BE CURIOUS + TO BE PROACTIVE + CONNECTED

Curiosity can help you develop a special outlook towards life, and reinforce within your mind the correct approach towards life. It increases your chances of being in the right place, at the right time.

How can you increase the level of [*serendipity*](#) into your life? Simply be active, and perform actions and create situations where you are continuously in contact with new people and ideas in a variety of different ways.

"People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them."

(George Bernard Shaw)

Opportunities that can be exploited

❖ **VOLUNTEERING** is an activity that you sign up for out of your own initiative - for the benefit of a person, a community or the environment. You can choose to volunteer in various fields, such as social assistance and services, human rights protection, health, education, culture, philanthropy, sport, environment, etc. The satisfaction that is generated through volunteering is a powerful motivational factor. You may think that volunteering is only done by young people, or those people who do not have a job. In reality, many people with full-time jobs engage in this type of work because volunteering increases both the self-esteem and self-confidence of the person who has taken such an initiative.

Why volunteer?

- In order to develop skills that you may not be practising in your current job, or which you do get the chance to experience much of during school (communication, interpersonal, leadership, etc.)
- Volunteering experiences will be proof for your current or future employer that you are a responsible and involved person.
- This is a plus to your resume, that can open unexpected doors within your professional career
- It provides opportunities to develop your network, and to create beneficial professional relationships.

❖ You may get to try out a "**JOB SHADOWING**" experience, where you spend time shadowing a valuable employee, by following his or her normal workday routine. Job shadowing visits last between a few hours, and a couple of days. During such meetings, you will have the chance to see your favourite specialists in action, observe their work environment, the team, and the people that they interact with. You will also have the opportunity to ask questions about the skills needed to gain success in that job / profession. Job shadowing is also a good opportunity for networking - you are expanding your network of contacts that can be of great help in finding a job in the future. If you are interested in a wider professional area, and the job shadowing opportunity is a short-term activity, you can participate in a larger number of similar experiences and explore several career options, which will result in facilitating your final choice.

❖ Sign up for a **STAGE OF PRACTICE**. For a new graduate, internships are the safest way to get a full-time job in the near future. An internship is an opportunity offered by an employer to potential employees to work within the company for a specified period. This theme will be addressed in detail in Module III of the PATH FOR CAREER Guide.

❖ Take on a **PART-TIME JOB**. You can work at least 2 hours a day and enjoy the same rights as a full-time employee! When you're young, flexibility is a word of the day for you. A part-time job offers you the flexibility that you desire. Part-time jobs are available within a wide range of areas such as sales, customer relations, market research, retail, accounting, secretarial services, health care, language teaching, etc. A part-time job comes with several advantages:

- A constant stream of income that allows you to fund other training courses, and pay off any debts that you may have faster, therefore avoiding the financial stress that often happens after graduation.
- Acquire important experience and skills for the job you want to find in the future, such as time management, organization, communication, team spirit, customer relationship, leadership skills, etc.

❖ Choose a **PROJECT JOB**. In order to set up the project team, employers need the most appropriate people for that project, and sometimes they appeal to people outside of the company. YOU can be this person! Do you think that young people lack the experience or expertise needed to tackle a project within a company? Think again: you are the IT generation. Nowadays, a lot of companies need a website, right? Therefore, if you are a good web designer, you can work on this task. You are also part of a multicultural generation, and knowing exotic languages and having certain linguistic abilities, means that you can easily get a translation contract. Project-based jobs

are also available in other areas, such as marketing or content creation in terms of advertising (such as brochures, logos, and adverts), writing texts (such as web content, and speeches), market research (customer statistics), and accounting. Even if a project-based job is a short-term option, in time, you will be able to build a solid portfolio that will guide your way towards a successful career.

3.2. Developing your professional network, and the role it plays in achieving a successful career

When it comes to having a Permanent Beta attitude, simply developing a competitive advantage over others, and planning to be adaptable during the duration of your life, will not lead to achieving a successful career. To guarantee your success, you need a team / network to support your actions.

A successful career is strongly based on cooperation, teamwork and joint efforts.

Invest in yourself!

What can you do in the next 24 hours?

- Search on the Internet at least 3 local organizations where you can volunteer and write down details of their activities.

What can you do in the next week?

- Try to find an opportunity to get involved in a project job: you can find it in the faculty you graduated and who is likely to develop projects on familiar topics, studying job advertisements on the Internet European projects.

What can you do in the next few months?

- Participate in at least one volunteer activity.
- Sign up for a course to develop your transferable skills (it can also be online because it saves time and you can fit it more easily into your program).

In schools, the development of social skills and of professional networking is rarely taught- the main focus is normally placed on building strategies which help you invest in yourself (the myth of the self-made man).

Personal qualities, abilities and values are important assets, but having a personal, and especially professional network is relevant and brings about added value. People you know are considered to be a part of your personal company.

You must try to build authentic relationships. However this is not easy to accomplish when you don't have the native skills that are needed to build teams. Building authentic groups means developing specific social skills, that are independent of results and goals.

A false networker is an opportunist who builds and maintains relationships only for personal profit, or only when he needs something.

A true networker is a team builder whose first action is to support others and take care of them whenever possible.

A team builder meets new people thanks to people he personally knows. This person tries to put himself in other people's shoes before starting a new relationship. A team builder thinks about cooperating with new people in order to get partnerships with mutual benefit, based on an equal balance of offering and receiving. Finally, a team builder forms new relationships as a result of fun and spontaneous activities.

The personal network is made up of people that we spend time with, in an informal context, such as families, friends, old colleagues... We keep in touch through Facebook, Instagram, etc.

The professional network is made up of people we spend time with within formal and professional environments, such as colleagues, clients, consultants... We keep in touch with our professional network through LinkedIn and other professional social media websites. Both types of networks are important in order to grow our personal start-up, but professional networks may be more relevant, especially as they do not provide any potential loyalty conflicts. Networks are in fact alliances, which can either be strong or weak.

A strong ally is a person that you often consult with when you need advice. Within this relationship, you offer trust and support to each other, have similar interests, and move in the same direction.

Weak connections are people that you know and meet up with, either in a general or in a professional context: these are people that are active in your sector or field of interest. Poor connections are important, because they act as a connection to other worlds and opportunities.

It is important to keep a balance between strong alliances and weak links; strong allies provide cohesion and trust, while weak links ensure creativity, information, and innovation.

How can one create a professional network? By making the connections of degree I, II, III.

- **First-degree connections** are people that you know and meet directly. These can involve both powerful allies, and weak links.
- **Second-degree connections** are people that you do not know directly, but that are direct connections to your I-grade connections.
- **Third degree ties** are direct connections of your second-degree ties, they are the first-degree links of your second-degree ties.

Some helpful suggestions to become a true networker

- Probably the fastest way to reach second or third-degree connections is to try and contact them directly. A true networker asks a direct connection to present him/her to the unknown link.
- Gather more information about the real needs of your target connection before deciding to offer your support.
- Offer small gifts; this can be something that the person does not know, or does not have.
- Work on bridging network members together, and ask your network to do the same for you.
- Keep in touch with your network, as if you do not take care of it, it will die out.
- Update your status frequently if you are registered and active on the web platforms or social media but do not exclude face-to-face meetings. Sometimes meeting for a coffee break or going out to dinner is more impactful than an email or an online conversation.
- Put the needs of target connections as your top priorities if these have a status that is relevant to you.
- Try to create a small financial fund that can be used to meet interesting people, especially if you live far away.

Invest in your network!

What can you do in the next 24 hours?

- Examine your agenda and analyze the activities of the last 6 months; so identify 5 people with whom you spent more time: Are you satisfied with their influence on your life or not?

What can you do in the next week?

- Give references about or make a presentation between 2 people you know to enhance their professional opportunities.
- In case of failure of your plan A, think about 10 people to whom you can ask for help or assistance? Consolidate your current relationship with them.

What can you do in the next months?

- Choose a member of your weak links and try to turn this contact into a strong relationship: invest a few months in such a task.
- Expand the network by, for example, organizing a happy hour; ask friends or allies to invite some of their friends or allies.

3.3. Career risk management

The risk lies in "the effect of uncertainty over the objectives." Uncertainty includes incidents (which may or may not occur) and uncertainties caused by ambiguity, or lack of information. It also includes analysing the negative and positive effects that these can have on objectives. (International Organization for Standardization (ISO).

Risks are phenomenon that you will encounter in your everyday life, and it is therefore important to view them as something normal and not as the enemy. Being aware of risks forces us all to make permanent B plans and take care of our Z plan!

Both taking actions, as well as the inability to take actions, produces an outcome which may have either positive or negative effects on your life. However, constant activity and decision making is

the essence of human life. Therefore, where others might view risk as something negative, you can look at it as a window of opportunity. Risk is always dynamic: it depends on people and situations. What might be considered as a risk today, might not be so tomorrow, and what is considered as a risk to you, might not be a risk to others.

1. The criteria of happiness. Your career success is determined not only by tangible indicators (salary, function, reputation), but also by the fact that you enjoy what you are doing. From the outside, you may appear to have a brilliant career, while in reality you are unhappy, or else you may not have a successful career in terms of the listed tangible indicators, but are still happier than someone that does.

2. The Attitude factor. Your ability to continuously learn and to adapt to people and situations in order to gain maximum profit, is a factor that can boost your career. While most people can describe their career in a very logical manner, most careers are in fact unpredictable. This is because they are influenced by people, by moments of imbalance and by unique opportunities. Therefore, it is essential to have the necessary attitude in order to view surprises as something welcoming, and use them as a leverage in your career.

The happiness and attitude aspects within a career are two factors that must be treated differently. These should not just be seen as parts of the model that help you in evaluating and reducing your risk. Before taking any decisions related to your career you should not start by assessing the risks involved, but rather develop a list of priority criteria for your happiness or issues, that will be essential to your long-term satisfaction. After doing this, you should think well about which of these criteria are non-negotiable, and which would force you - if you compromise on them - to sacrifice things that would amplify the level of risk in another area of your life.

Rachel, who has been leading the leader product division of a fast-growing IT firm, has been asked after many years, to become the head of the company's largest division. Although this new position clearly could conduct her in top of the company, she refused it because it would mean moving away from her extended family and being too far away from her children - factors that for her were criteria of non-negotiable happiness. As a result, Rachel preferred a job that offered the other colleagues information and counselling, with fewer responsibilities and less impressive status, but a job that passed the test of happiness.

The fact that you put your happiness first does not mean that you have to make sudden decisions that will affect your career negatively. This is why it is important to maintain the right attitude. If you focus on what is really important for your long-term satisfaction, the challenge is taking

advantage of other opportunities that would otherwise sound risky, or even to a certain extent, crazy. Rachel, for example, has used her job to reinvent herself as a leader in promoting innovation, and managed to help the company build a process model that is easy to replicate for open businesses in new areas. Her success within this area has opened up new opportunities for her, that would never have appeared if she had not taken on the job.

Risk management is essential when making business decisions, however when it comes to making career decisions, avoiding risks may do more harm than good. In fact, if you want to develop your career, you may have to do the exact opposite to what risk managers do, and instead of focusing on reducing risk, you may need to accept them and even look into amplifying them.

The key point here is that career success is not about reducing risks. Rather, it is about making sure that you have as much happiness as you can, that will allow you to overcome surprises and have the courage to enter new territories. In order to do this, you cannot avoid the risks, but must instead take some even bigger risks sometimes.

What are the most serious mistakes that you can make when analysing a risk?

- You exaggerate the risk.
- You underestimate the opportunities offered by a risk
- You underestimate your resources

Suggestions for risk management

Remember: Probably a risk is not as dangerous and difficult as you think it is now. Mark Twain said: *"I've been worried about many things in my lifetime and most of them have not even happened ever"*

- Ask yourself if the worst-case scenario is acceptable to you or not. Sometimes you're tempted to overstate the consequences.
- Do not expect to be in a state of 100% certainty before acting. The best opportunities often result from actions which had a certain level of uncertainty tied to them.
- Watch for opportunities when others are only thinking about the risks!!
- Evaluate your time in order to give yourself the opportunity to correct any mistakes you might make.

Useful actions

- When you are young you have the chance to choose a job with a lower salary, but which might provide you with greater development opportunities.
- Assessing part-time solutions is a good way to develop relationships, and form different plan Bs.
- Do not be afraid of failure: many opportunities are often hidden behind an alleged failure.
- Be strong! Probably the current generation sees unimaginable events with more iterations than past generations. A "black swan" is a figure of speech for unthinkable events and disasters.

Despite job stability, both private and public sector employees are not prepared to manage a "black swan" when it hits. Generally, freelancers are better equipped at managing a "black swan" because they are accustomed to living and working in the presence of risks and uncertainty. This does not mean that we all have to become freelancers or entrepreneurs in order to be more resilient! It simply means that if you want to strengthen your resistance and your ability to adapt to change, you should enter a low dose of variability into your professional career.

Learning to manage small and controlled fires today, can help prevent having to deal with a big fire tomorrow. At the same time, small and controlled degrees of volatility in our life and career can help us increase our ability in managing unexpected events.

Do not be afraid of the risks! Consider them rationally and act without fear!

Invest in yourself!

What can you do in the next 24 hours?

- Evaluate the current risks of your life, classify the life and work projects you have been involved in, starting from a risky project to a less risky project or activity. Then look at them taking into account the previous useful inspiration.

What can you do in the next week?

- Identify the risks that would be acceptable for you and try to manage them.

What can you do in the next month?

- Evaluate Current Plan Z: Is it sufficient to support your taking risk or not?
Discuss the alleged risks with your allies, help each other to take the right actions.

4. WORKSHOP III: THE A, B ... Z DEVELOPMENT PLANS

Duration: 2 sequences of 80 minutes each with a 20-minute break

Location: indoors

Coordinator: the trainer

Resources: video-projector, flip chart, highlighter, work sheets

Methods: ["A letter to myself"](#), [The "Step by step" Method](#), ["Imagine"](#),

Contents: The Permanent Beta Attitude- Your answer to VUCA

4.1. The Permanent Beta Attitude - Your answer to VUCA

The traditional career model based on multi-year planning, was developed within the context of a static world, when changes were slow and, to a large extent, rather predictable.

The world in which we today live and work in, is totally different from the one of 2-3 decades ago. It can be described by using four words: volatile, uncertain, complex and ambiguous. These four adjectives shape the VUCA concept that was first used by the US Army to describe the situation in Iraq and Afghanistan. Presently, this concept is used to describe the current socio-economic market, which includes within it the world labour market.

❖ **A volatile world** is a one that is changing extremely fast, and in an unpredictable manner. In volatile systematic environments, the only safe option is change. In this situation, strategies should include the ability to evolve from resilience to adaptability.

❖ **An uncertain world** is one in which it is impossible to know everything. This uncertainty is determined by the large number of factors that evolve in anon-linear manner, and their ability to adapt to local events when evolving together. The winners in this world will be those who are able to operate with multiple results in different contexts.

❖ **A complex world** is one that functions as a system with many interconnected and interdependent parts. Traditionally, we would try to decrease complexity in order to get centralized control of our activities. Individuals need to start focusing on understanding this complexity, and use it to their advantage in order to achieve the desired results.

❖ **An ambiguous world** is one where actions and results are open to a wide range of different interpretations. The consequence of this is an unclear reality, which has a high potential for

misinterpretation. Solving ambiguity involves solving the context in which the event occurs. Systemic thinking is needed to see the links that exist between different areas, and to have different perspectives.

❖ **A complex labour market** is influenced by a multitude of economic, social, cultural, political, and military factors, etc. Complexity is influenced not only by the number of markets available but also by these markets' interdependence, which makes it extremely difficult to anticipate the effects. Changing any one of the factors that influence it can lead to unpredictable changes in the labour market.

❖ An **ambiguous labour market** is a result of the continuous change in the system of values to which we abide by. Ambiguity is in fact generated by volatility, uncertainty and complexity.

The solution to these problems could come from 4 support points and useful behaviours.

1. **Forming a vision to counterbalance volatility.** Through the formation of this vision we try to answer some questions: Where do I want to go? What's important now? What is the direction which I want to take?
2. **Gaining an understanding of the situation that will counterbalance uncertainty.** If the situation that you are in suddenly changes, then you must stop and analyse the situation, in order to understand the new playing field, and how its conditions will now affect you.
3. **Obtaining clarity that will counteract the complexity and lack of information you might have.** In VUCA situations, it is also important to have the ability to make assumptions in order to overcome situations that are dominated by a lack of information.
4. **Understanding that agility counteracts ambiguity.** While assumptions are useful, these should be validated. If the assumptions made turn out to be incorrect, these must be acted on, and corrected quickly.

These are the challenges that we face when deciding to develop a career plan. It is an extremely difficult challenge to set objectives, and plan and implement actions that will lead to achieving career goals. In the VUCA world, you are never sure if you have made a rational decision because everything that you thought about creating, or everything that you have built, might not remain valid by the time you reach the implementation stage.

In the current world, you will have to change constantly, with your aspirations and values adapting to the reality of an ever changing market. In other words, your career plan must be continually

adjusted to fit the current state and time. How can you be permanently prepared to meet the VUCA challenges? You can do this by adopting a Permanent Beta attitude.

A Permanent Beta's attitude requires you to manage your life and career in a way that constantly adapts you to the realities of the market. The Permanent Beta attitude is based on the ABZ Plan.

I. Plan A is what you are doing now and consists of the activity that takes up most of your time and that ensures your daily budget. Included in this is your current job, your projects, and your everyday interests.

II. Plan B is a possible way out if Plan A no longer meets your wishes and aspirations, or when you need to change something for some reason or another: your family situation, your health, a change in your home, the progression of your company, a promotion at work, legislative changes, crises or an economic boom. Many people with a successful career find themselves following their Plan B when faced with a situation that requires change. In order to keep being successful, they had devised a plan that they could fall back on, and therefore were able to keep moving forward at a steady pace. Hence, come up with a Plan B! When will you need to activate your Plan B? There is no standard answer. It is preferable to start formulating Plan B while you are still actively involved in Plan A, in order to be fully prepared for the moment that the market forces you to make a change. While you are still involved in Plan A, you have to spend time, effort and resources on continuously learning how to develop a personal brand that is different from that of your organization. Even if it is not a mandatory condition, it is preferable that Plan B be done within a professional niche that is not totally different from the field of activity in which you operate. When you get to the point where you have to activate Plan B, it then becomes Plan A.

III. Plan Z is your personal "lifeboat". This plan is activated when Plan B proves to be unrealistic. Here you are kicking into basic survival mode, and this must be activated for a short period of time, in the case of exceptional circumstances. It requires you to turn to family, relatives, friends, and your financial savings.

Invest in yourself!

What can you do in the next 24 hours?

- Analyze Plan A. Does it correspond to your aspirations meet? Think about the problems and blur of your career. Is it time to leave Plan A for Plan B or not?

What can you do in the next week?

- Design a special plan to acquire some transferable skills, useful for your job and also for other sectors of activity: managing experiences, social skills, international skills, language skills

What can you do in the next month?

- Develop an independent identity, for example editing a personal business card.
- Launch an experimental project during some weekends, if it's possible, in partnership with some member of your community.
- Invite to a coffee break 5 people you know and that are active in a professional area connected with yours, then compare your plans: maintain these relationships for a long time, supporting each other.

5. METHODOLOGICAL SUGGESTIONS

5.1. Letter to myself

The situation:

- *The method provides alternative support for future plans.*

Purpose:

- *Clarifying the goals and the path to be followed in your career*

Description:

- *Define a goal or theme about that participants will write (example: "I'll have my own hotel business."*
- *Defining a target time period. (over 1 year, 5 years, 10 years) "Over 5 years I will have my own hotel business".*
- *We start writing the letter to the future our self. An example for introduction formula: " My dear I from the future"*
- *Description of the self of the future: what surrounds me, what do I feel, what I do, where I am, etc.? (narrated in the present time)*
- *A description of how the ego in the future has managed to achieve its purpose, what difficulties he encountered, what obstacles he defeated, what he felt after the achievement, when it was the hardest and easiest. (told in the past)*
- *Ending formula to be positive, to be proud of achievements and to us we express that! If we do the group exercise, reading the letters in public is optional.*

Recommended number of participants:

- *1-15 people*

Ideal location:

- *A closed and quiet space.*

Time required:

- *20-60 minutes*

Required equipment:

- *Paper and pen for each participant.*

Evaluation aspects:

- *It's not necessary. Only involvement and participation must be recognized.*

Developed skills and key competences:

- *creativity*
- *communication in the mother tongue*
- *initiative spirit*
- *adaptation*
- *reflection*
- *assertiveness*
- *planning*
- *self-knowledge*
- *confidence*
- *self-criticism*

Special Instructions (*Social Limits, Age Limits, Elements not recommended / extreme potential, risks, traps, tips, lessons*):

- *If we do the group exercise, make sure that the participants do not judge each other, but be tolerant.*

5.2.The "Step by step" Method

Situation:

- *The method is used in the planning stage but can be successfully adapted.*

Purpose:

- *Transparency of the process and coherence of the steps: correct order and links between activities.*

Description:

- *We start with the digital or physical drawing of some steps. Above the steps we will write the name of the step (activity), and underneath we will pass the necessary resources (human, material, financial) to accomplish that step.*

Recommended number of participants:

- *1-20 people*

Ideal location:

- *A quiet space.*

Time required:

- *It may vary from one hour to several days.*

Required equipment:

- *Paper, pen, marker, pencil or computer / digital equipment*

Evaluation aspects:

- *It's not necessary*

Developed skills and key competences:

- *planning and strategic thinking*
- *critical thinking*
- *creativity*
- *logical thinking*
- *overview*
- *communication in the mother tongue*
- *initiative spirit*
- *teamwork*

5.3.Imagine!

The situation:

- *The method is recommended after the completion of the planning step and can be even individually.*

Goal:

- *Viewing the proposed objectives and the way forward, thus facilitating their realization for a successful career*

Description:

The steps to be followed in the group:

- *The eyes must be closed.*
- *Participants will imagine their involvement in achieving the goal linked with their future career.*
- *After opening the eyes, the group members will discuss presenting the imagined ones.*

If we apply the individual method, it is important to remain focused on the goal, not to "wander", possibly to keep up with an agenda. For example: If one of our goals is to pass an exam, we need to imagine the examination situation, how we draw the preferred subject and present it decisively to the teacher. Let us take a closer look at the environment, the surrounding objects, our outfits, our behaviour, etc. The more exercises we do, the clearer we will see the purpose

Recommended number of participants:

- *1-20 people*

Ideal location:

- *A closed and quiet space.*

Time required:

- *20-60 minutes*

Required equipment:

- *Chairs*

Evaluation aspects:

After the exercise, we need time for discussion. Suggested Questions:

- *How was the experience?*
- *What did you see?*
- *Would you be able to act as planned?*

Developed skills and key competences:

- *creativity*
- *viewing*
- *involvement*
- *initiative spirit*
- *self-knowledge*

Special Instructions (Social Limits, Age Limits, Elements not recommended / extreme events, risks, traps, tips-lessons):

- *Do not apply in the group without careful and appropriate information about this method.*
- *It is important to design only positive ideas and a sense of success.*
- *Appropriately applied, the method can help dilute stress and achieve goals.*
- *Before we begin, make sure that all members of the group are mentally healthy, ie they do not suffer from schizophrenia, addictions, hallucinations, etc.*

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ANNEXES

CAREER DEVELOPMENT PLAN - For careers in design, visual design, and architecture

Long-term goals: Getting a career in interior design, visual design, architecture, or having the possibility of working in Germany

Short-term goals: Improving art skills, learning about interior design and architecture; gaining work experience, or improving your use of the German language

What do you want to achieve?	How do you want to achieve it?	What will you need to achieve it?	How will you evaluate your success?	Target date
Improving arts skills	By getting accepted into a university art program	Graduate from high school with a general average over 9	Get accepted into a good University	June 2025
Learning about interior design	By following an interior design course at University, or at a summer class during college	Obtain help in order to determine what is available and where	Find the course and register for it	June 2025
Learning about architecture	By following an architecture course at University or at a summer class during college	Obtain help in order to determine what is available and where	Find the course and register for it	June 2025
Gaining work experience	By finding a summer job preferably within an office environment	Get Resume and job search assistance	Successfully get a job and obtain work experience of 2-3 months	June 2024
Improving your use of the German language	By taking German lessons, or choosing to study German by yourself	Obtain access to German lessons, learning materials, or contact a native German speaker	Get a Goethe Certificate, level B1	April 2024

CAREER DEVELOPMENT PLAN – For an Information Technology Manager

Long-term goals: Obtaining a senior and executive position within the field of information technology

Short-term goals: **Developing** strategy plans, or learning more about information security, influence and leadership capabilities

What do you want to achieve?	How do you want to achieve it?	What will you need to achieve it?	How will you evaluate your success?	Target date
Obtaining an MBA	By getting accepted in a MBA program, that can be followed during weekends or	Attend tuition, and obtain flexibility with your working hours e.g. you might need to take leave depending on a strict schedule	Get accepted in a MBA program	Quarter I
Gaining CIO level experience Chief Information Officer(CIO)	By participating in CIO events and CIO internal level meetings	Be able to attend and pay for event fees, and get an invitation to the yearly CIO Conference in NY	Attend at least 3 CIO events or meetings	Quarter IV
Acquiring new knowledge in the field of information security	By attending conferences and networking events and gaining knowledge about current information security	Be able to attend and pay for event fees, and secure time away from office	Attend at least 2 CIO conferences	Quarter IV
Gaining work experience at a CIO level	By leading the project risk scoring for annual strategy planning and budget approvals	Get Resume and job search assistance	Obtain the authority to require all proposed projects to be submitted for a risk scoring process	Quarter IV

CAREER DEVELOPMENT PLAN – For a Project Manager

Long-term goals: Developing the capability to manage complex programs and projects with large budgets.

Short-term goals: Being able to certify as a professional project manager, and gain experience in managing increasingly complex projects. Improving public speaking and leadership skills in order to build up a strong base for project management capabilities.

What do you want to achieve?	How do you want to achieve it?	What do you need to achieve it?	How will you evaluate your success?	Target date
Becoming certified as a professional project manager	By completing professional project manager training in preparation for certification	Proper training	Successfully complete training	Quarter II
Becoming certified as a professional project manager	By completing the professional project manager certification process	Apply to get certified, and obtain references	Successfully obtain your certificate s	Quarter III
Gaining experience in managing increasingly complex projects	By successfully delivering 2 small, or one large project	Complete assignments on project management duties	Schedule variance, budget variance, and obtain feedback from stakeholders	Quarter IV
Improving public speaking and leadership skills	By preparing and delivering a minimum of 5 presentations	Get opportunities to represent projects with stakeholders	Successfully give presentations n and collect feedback from participants	Quarter IV

CAREER DEVELOPMENT PLAN – Customer Service (HOTEL)

Long-term goals: Obtaining a guest services manager role

Short-term goals: Improving customer services, coaching and management skills

What do you want to achieve?	How do you want to achieve it?	What do you need to achieve it?	How will you evaluate success?	Target date
Improving customer services	By working on improving customer service by remaining friendly, professional and diligent at all times. By listening carefully to customers and understanding their needs and preferences in order to provide superior service	Work in jobs in which you have to face customers, such as front desk jobs	Gather feedback from customers, and check customer scores in order to see the level of service interaction	ongoing measure in Quarter IV
Improving communication and coaching skills	By updating the training materials for new staff to reflect on changes that have been discussed in recent staff meetings	Work 15 hours of office work outside of regular shifts	Have the Human Resource and Customer Service Management certify the updated training material	End of Quarter I
Improving communication and coaching skills	By becoming certified in a coaching program and gaining recognition as coach during shifts	Obtain more authority and responsibility on shifts	Complete the training	Quarter IV
Improving management skills	By taking on more responsibility during shifts and handling relocation procedures, safe deposit box procedures, key control procedures and billing issues	Be assigned to project management duties	Obtain feedback from the shift and guest services managers	end of Quarter IV