

*Constructing careers:
skills for career development in
changing times*

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'Career' – a changing meaning

'Self' as -

- OBJECT
- SUBJECT
- PROJECT

'Self' as OBJECT

- Measurement of traits, capacities and abilities (differential psychology)
- Knowledge of job requirements
- 'True reason' to match person to job
- CAREER HELPER AS EXPERT

'Self' as SUBJECT

- Developmental psychology
- Life course stages of maturation
- Development of 'self concept' important
- CAREER HELPER AS SKILLED HELPER

'Self' as PROJECT

- Constructionist psychology
- Psychology and socio-cultural experience
- Narrating a self-story
- Creating a future story
- CAREER HELPER AS CO-CREATOR

Career management skills are understood ... to be the skills attributable to the individual which contribute to managing their own progression through the various stages of work, learning and voluntary activity which comprise their own personal career. Career is understood as subjectively constructed, as 'a personal pathway'

(Ball, 1997).

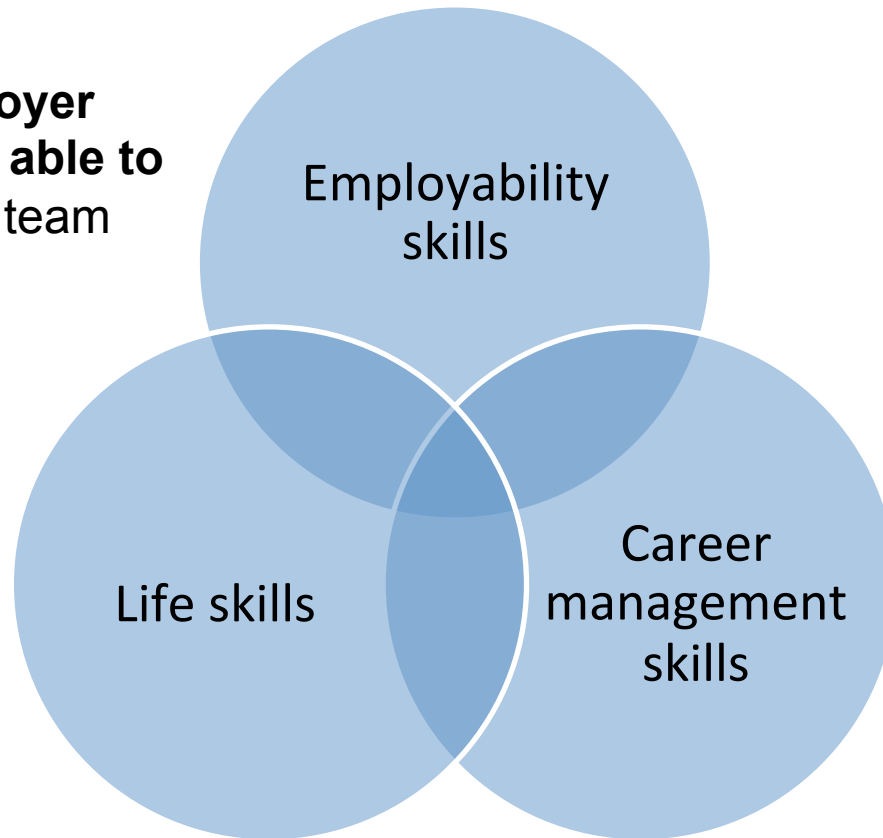
Career management skills

- Career management is a process of learning and development that goes on throughout life.
- Career management skills are how we describe these skills so that we can intervene in their development.
- Often this will be by viewing a career management skill as a learning outcome for a career development programme

What about 'employability skills', 'life skills' and other skills frameworks?

What your employer wants you to be able to do e.g. work in a team

What you need to be able to do to manage your life and relationships. e.g. make friends



What you need to be able to do to manage your learning and work as part of your life e.g. identify work options; make choices

Are these really skills?

- Answer – no!
- Career management skills are not just ‘skills’.
 - Skill e.g. CV writing
 - Knowledge e.g. what do employers in my field like in applicants.
 - Aptitudes e.g. being good at networking and inter-personal relations
 - Attitudes e.g. work ethic, resilience
- Can all of these be taught/developed?
- Can all of these be taught/developed through career development programmes?

USING THE... BLUEPRINT FOR LIFE/WORK DESIGNS

1

Competency and Level

The Blueprint is anchored by eleven competencies, which are broad goals for career development. Each competency is described at four ability levels. Select a competency. For example, take one for level two.

COMPETENCY 2.2
Develop abilities for building positive relationships in one's life (II)

2

Learning Stages

There are four stages of the Learning Process Taxonomy for Life/Work Designs. Identify the appropriate learning stage.

STAGE 1
ACQUISITION

STAGE 2
APPLICATION

STAGE 3
PERSONALIZATION

STAGE 4
ACTUALIZATION

3

Indicator

Indicators are general objectives that describe specific knowledge, skills and attitudes. There are several indicators for each competency and learning stage. Select an appropriate indicator.

INDICATOR 2.2.2
Explore intergenerational and group communication skills

INDICATOR 2.2.2
Explore the concepts of dependability and honesty towards others

INDICATOR 2.2.6
Demonstrate respect for the beliefs and beliefs of others

4

Local Standards

Local standards are means of measuring achievement. Develop local standards appropriate to your circumstances.

Participants will describe three positive outcomes that dependability and honesty can have in their relationships with adults

Participants will identify six work alternatives that require honesty and dependability

Participants will describe positive outcomes that dependability and honesty can have in their relationships with peers

Follow these four steps for any competency.

- 1 What competency is important?
- 2 Which learning stage is appropriate?
- 3 Which indicator is relevant?
- 4 What local standard will measure achievement?

COMPETENCIES BY AREA AND LEVEL				
COMPETENCIES	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
AREA A: PERSONAL MANAGEMENT				
1. BUILD AND MAINTAIN A POSITIVE SELF-IMAGE	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
2. INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS	2.1 Develop abilities for building positive relationships in one's life (I)	2.2 Develop abilities for building positive relationships in one's life (II)	2.3 Develop abilities for building positive relationships in one's life and work	2.4 Improve abilities for building positive relationships in one's life and work
3. CHANGE AND GROW THROUGHOUT ONE'S LIFE	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
AREA B: LEARNING AND WORK EXPLORATION				
4. PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS	4.1 Discover "lifelong learning" and its contributions to one's life and work	4.2 Link life-long learning to one's life/work scenarios, both present and future	4.3 Link life-long learning to one's career building process	4.4 Participate in continuous learning supportive of life/work goals
5. LOCATE AND EFFECTIVELY USE LIFE/WORK INFORMATION	5.1 Discover and understand life/work information	5.2 Locate, understand and use life/work information	5.3 Locate, interpret, evaluate and use life/work information	5.4 Locate, interpret, evaluate and use life/work information (II)
6. UNDERSTAND THE RELATIONSHIP BETWEEN WORK AND SOCIETY/ECONOMY	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
AREA C: LIFE/WORK BUILDING				
7. SECURE/CREATE AND MAINTAIN WORK	7.1 Explore effective work strategies	7.2 Develop abilities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. MAKE LIFE/WORK ENHANCING DECISIONS	8.1 Explore and improve decision making	8.2 Link decision making to life/work building	8.3 Engage in life/work decision making	8.4 Incorporate adult life reality into life/work decision making
9. MAINTAIN BALANCED LIFE AND WORK ROLES	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to life/work building	9.4 Incorporate the "balanced life/work" issue in life/work building
10. UNDERSTAND THE CHANGING NATURE OF LIFE/WORK ROLES	10.1 Discover the nature of life/work roles	10.2 Explore non-traditional life/work scenarios	10.3 Understand and learn to overcome stereotypes in life/work building (I)	10.4 Understand and learn to overcome stereotypes in life/work building (II)
11. UNDERSTAND, ENGAGE IN AND MANAGE ONE'S OWN LIFE/WORK BUILDING PROCESS	11.1 Explore the underlying concepts of the life/work building process	11.2 Understand and experience the process of life/work building	11.3 Recognize and take charge of one's life/work building process	11.4 Manage one's life/work building process



blueprint
www.lifework.ca



In Australia:

*Australian Blueprint
for Career Development*

A: Personal Management Competencies (1–3)

B: Learning and Work Exploration Competencies (4–6)

C: Career Building Competencies (7–11)

Four Developmental Phases
Each competency is expanded at four developmental phases throughout the lifespan

Performance Indicators
Performance indicators for each competency at each developmental phase follow a four-stage learning taxonomy

Local Standards
Local standards can then be developed from each performance indicator to suit local needs

Understanding and developing myself (English blueprint)

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

How do you develop these already?

How could you develop these further?

Exploring life, learning and work (English blueprint)

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

How do you develop these already?

How could you develop these further?

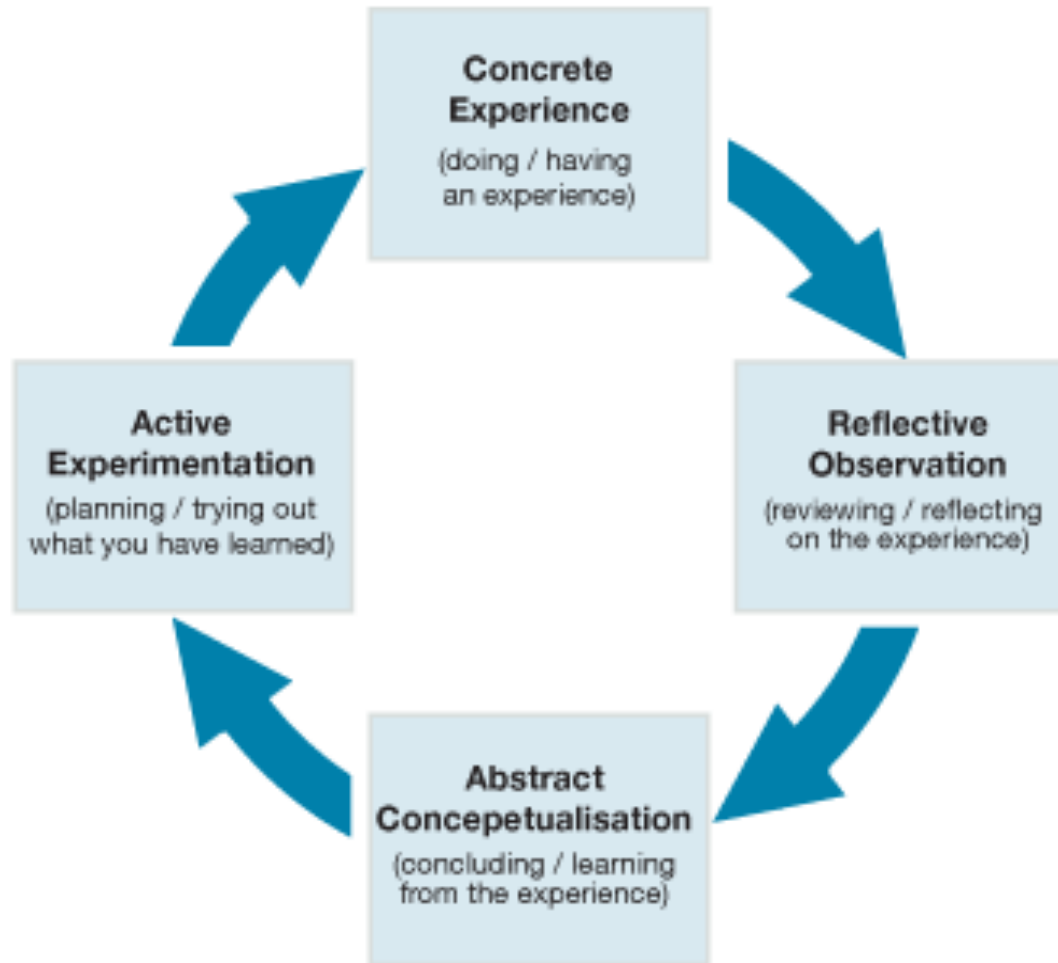
Developing and managing my career (English blueprint)

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

How do you develop these already?

How could you develop these further?

Kolb's learning cycle



‘The principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after’.

Dewey (1963, p.35)



Why have a framework?

- A framework offers a way of explaining career management skills to young people, parents etc.
- Career management skills can be integrated into wider learning
- A CMS framework offers a framework of learning objectives that can be aligned with other learning objectives
- It also provides a framework for different professional groups to work holistically.

Careers work and social justice: why it matters

**.... careers work is about who gets to
do what in society; and there is no
more important question in social
administration**

Bill Law

Websites

CANADA

<http://www.blueprint4life.ca>

AUSTRALIA

<https://education.gov.au/australian-blueprint-career-development>

ENGLAND

www.excellencegateway.org.uk

(search on 'blueprint' on this site – not as easy as others)