

CAREER MANAGEMENT SKILLS

**A new framework developed
as part of the CAREERS AROUND ME project**

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Chapter 1.

CAREERS AROUND ME: innovative technology in career guidance

The project

While the world is changing at a rapid pace, citizens' ability to handle complexity and to manage their own career development become crucial. CAREERS AROUND ME is a new policy reform initiative aimed to help guidance providers make their services more impactful. To do so, a team of experts from 6 European Countries is working on a social innovation experiment to develop resources and tools for promoting career management skills (CMS). More information can be found on the project website: <https://www.careersproject.eu/>

The project outputs

The project foresees four main outputs:

- *A Career Management Skills catalogue. A framework of methodological coordinates to help guidance providers to plan activities.*
- *A Career Management Skills library. A repository of relevant literature and training materials on career guidance and career management skills.*
- *Career Management Skills tools and resources. A collection of digital tools to support activities for different targets grouped by career management skills areas.*
- *A Career Management Skills policy planner toolkit. A set of useful resources to support policy makers and other stakeholder to plan and develop effective and impactful career guidance actions.*

Chapter 2. A focus on Career Management Skills

The role of Career Management Skills

Career Management Skills (CMS) are defined as a set of competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths¹. CMS represent a main challenge for all people as the rapid changes in technology and in the organisation of work will require a continuous adaptation of one's roles, tasks and professional skills. This concept brings a shift of the traditional paradigms, moving from the idea of choosing a career to the process of lifelong career learning and lifelong career building.

The concept of CMS is, in fact, foundational within the European lifelong guidance strategy and the role of CMS was presented in the Council Resolution of 21 November 2008 where they were introduced as one of the four priority areas as well as the main objective of lifelong guidance programs².

PRIORITY AREA 1: ENCOURAGE THE LIFELONG ACQUISITION OF CAREER MANAGEMENT SKILLS

Career management skills play a decisive role in empowering people to become involved in shaping their learning, training and integration pathways and their careers. Such skills, which should be maintained throughout life, are based on key competences, in particular 'learning to learn', social and civic competences — including intercultural competences — and a sense of initiative and

¹ ELGPN, *Guidelines for Policies and Systems Development for Lifelong Guidance – A reference framework for the EU and for the Commission*, Jyväskylä, 2015, p. 13, <http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance/>

² Council of the European Union, *Draft 2008 joint progress report of the Council and the Commission on the implementation of the Education & Training 2021 work programme "Delivering lifelong learning for knowledge, creativity and innovation"*, 31 January 2008, 5723/08 <https://register.consilium.europa.eu/doc/srv?l=EN&f=ST%205723%202008%20INIT>; Council of the European Union, *Council Resolution on better integrating lifelong learning strategies*, Council Meeting Bruxelles, 21 November 2008, https://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

entrepreneurship. Career management skills include the following, particularly during periods of transition:

- *learning about the economic environment, businesses and occupations,*
- *being able to evaluate oneself, knowing oneself and being able to describe the competences one has acquired in formal, informal, and non-formal education settings,*
- *understanding education, training, and qualifications systems.*

To make progress in this priority area, Member States should, depending on their specific situations, consider:

- *including teaching and learning activities which foster the development of career management skills in general, vocational and higher education programmes,*
- *preparing teachers and trainers to conduct such activities and support them in this task,*
- *encouraging parents to become involved in guidance issues,*
- *involving civil society organisations and the social partners more closely in this area,*
- *facilitating access to information about training opportunities and their links to the professions, and about the skills needs anticipated in a given locality,*
- *developing career management skills in adult training programmes,*
- *making guidance one of the objectives of schools, VET providers and higher education establishments. Integration into working life and the operation of the local, national and European labour markets are aspects, in particular, that should be taken into account.*

According to the Resolution, CMS are a crucial priority in European Policy to empower new generation for smart transitions, for social mobility and for career development in the complex and global society. The concept of CMS is also pivotal for the re-design and improvement of European Lifelong Guidance policies.

Despite the importance of CMS, a shared and tested framework at a European level is still missing and no guidance is provided when planning lifelong guidance programmes. A CMS methodological and pedagogical framework is needed for an effective design of all interventions, at any level and for different target groups of beneficiaries (as highlighted in the European Resolutions of 2004 and 2008 and ELGPN report in 2015).

A shared CMS framework is also strategic for the evaluation and benchmarking of services as it will allow the collection of comparable evidence based also on learning outcomes and career improvement indicators.

In light of these premises, the project CAREERS AROUND ME aims at supporting career services and at enabling them to respond to this transformation via sharing a common CMS methodological framework and embracing technology and web learning resources to enhance the effectiveness of interventions and the accessibility of services.

The development of a new proposal of CMS framework started with a preliminary and thorough desk research led by the Consortium which resulted in a library of content on CMS which is available on the project website. The desk research focused on a detailed review of the policy recommendations, on the review and comparison of existing CMS frameworks from all over the world, on a focus on evidence-based studies on this topic and on the study of different contextual factors related to the formulation of an effective CMS framework.

Starting from the desk research, the project then foresees to involve the “community” of career guidance providers and key stakeholders at local level to start participative processes of change and a common and shared re-design of career guidance services based on a communal methodological reference.

The participatory research foreseen in the project involves different actions:

- *1. A series of focus groups and a survey aimed at practitioners, experts and policy makers to discuss "what are the skills needed to manage professional careers today and in the future?"*
- *2. A number of working groups in the 6 countries involved in the project to develop tools and resources to respond to this question: "How and where can citizens learn the skills defined in the framework?"*
- *3. Social Innovation experiments in 6 contexts and Pilot Actions to test and collect evidence on the effectiveness and usability of each tool and resource. These will respond to the question "What learning models and tools do we have to provide people with the skills described in the framework? Which ones work best? How can we improve them and make them available to as many people as possible?"*

The CMS framework described below represents the result of the initial desk research which is now meant to be enriched and discussed via the focus groups and the survey.

At the end of the full process of participatory involvement, the framework will aim to become a reference tool for practitioners, educators and teachers to guide interventions and for policy makers in planning services and programmes to fund or promote.

Chapter 3.

The proposal for a new CMS framework

The framework

The framework proposed below presents a set of career management skills grouped into 6 learning areas. The comprehensive list of skills refers to the skills citizens need to master to be successful and self-reliant in planning and managing their careers in a rapidly changing, knowledge-driven world of the 21st century.

The CMS framework presents an approach to career development which is underpinned by a learning paradigm (Jarvis, 2003)³. Its advocates reject the idea that career is just about making vocational choices and argue that, in flexible and dynamic labour markets, individuals need the ability to actively manage their careers. Along with other existing CMS frameworks, this proposal thus represents an attempt to describe a set of learning outcomes which can be focused upon at different times during a life journey and to detail a developmental process through which these outcomes can be acquired⁴.

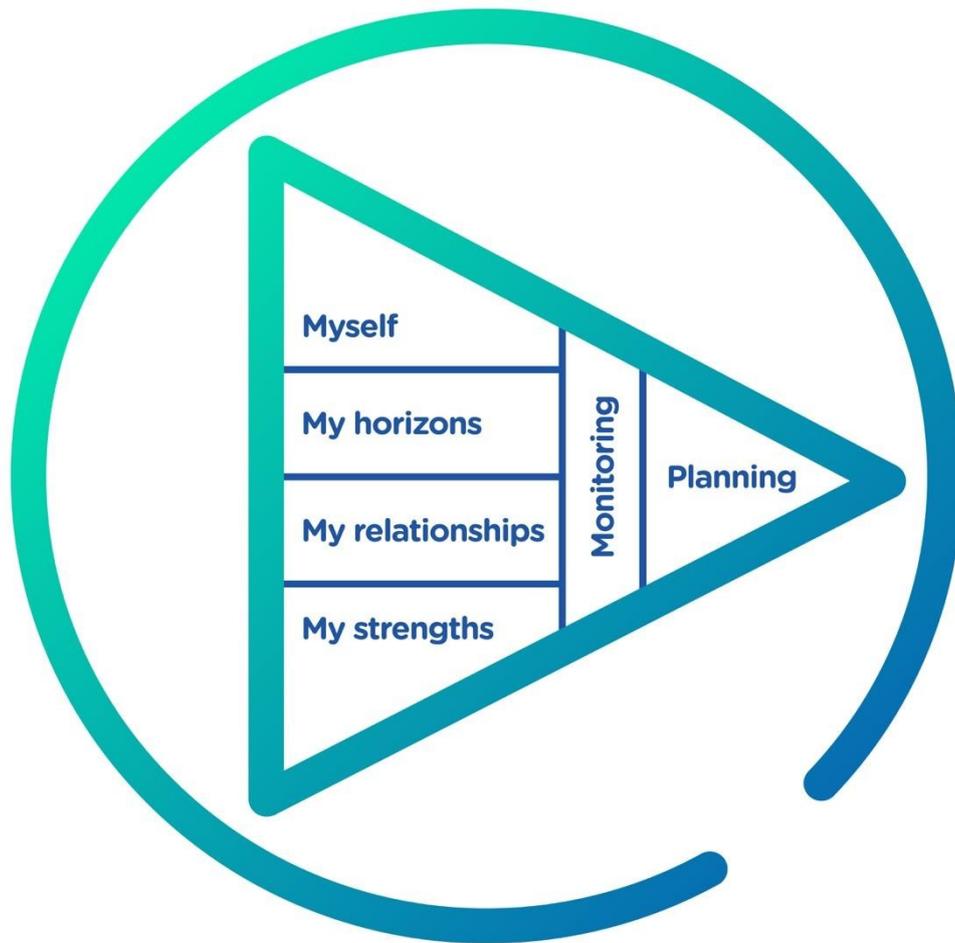
The framework defines these learning outcomes without any specification to different populations and/or age groups. Skills are meant to be transversal for different targets (no target-specific).

The CMS framework comprises three core elements:

- *The career learning areas which describe the skills, attributes, attitudes and knowledge that the framework seeks to develop in individuals.*
- *The levels of proficiencies which describe the stages of development that an individual goes through in and for each skill. The levels are directly related to the learning model adopted which refers to the understanding of learning and skills acquisition that underpins the framework.*
- *The levels of activation required to the individual. Levels of this grouping move from less to more action of the individual and is also related to the different level of support to be provided to the individual by practitioners/educators in learning the different career learning areas, the type of services to be provided, the competences of who delivers the services to be provided.*

³ Jarvis, P. S., & Keeley, E. S. (2003). From vocational decision making to career building: Blueprint, real games, and school counseling. *Professional School Counseling*, 6(4), 244-250.

⁴ Hooley, T., Watts, A. G., Sultana, R. G. and Neary, S. (2013). The 'blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance & Counselling*, 41(2): 117-131.



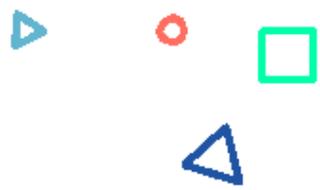
The 3 levels of activation

Career learning areas are divided into three levels which describe the level of activation required by the individual. The three groups move from less to more action of the individual. The rationale of this innovative grouping is related to the aim of helping career guidance and career education providers in setting up a learning pathway for individuals. The proposed grouping works in a hierarchical manner where, in the first level, foundational learning areas are found. In the second and third levels, learning areas require a more active engagement of the individual in the management of their career.

The first foundational level is defined as “Expanding career knowledge” and includes key knowledge and skills which are fundamental for expanding knowledge and awareness in relation to self, the individual’s strengths, relationships, and the world with special focus on the labour market.

The 4 main career management skills areas within this first level are:

1. Discovering myself;
2. Developing my strengths;

- 
3. Exploring new horizons;
 4. Building relationships.

This level includes a variety of career learning and career information activities (such as career information events, workshops on self-awareness, work-related learning, role model's interviews, etc.) which can be planned and run by different actors of the guidance community: teachers, educators (e.g. in regard to self-regulation skills); NGOs (e.g. in regard to skills related to ethical and sustainable thinking); etc. The learning objectives proposed in this level could partially be foreseen also in learning programmes which are not directly specific to career education, but the skills developed will need to be valued by the individual in a career development perspective. Moreover, some of the skills listed in this level might be the result of an informal learning of the individual.

To combat fragmentation, the career guidance national system should encourage practitioners to coordinate a "mapping exercise" to avoid unintended overlap and repetition as well as major gaps in knowledge, skills, dispositions that a coherent career programme should promote.

Even if the CMS model proposed here does not foresee a developmental progression of learning stages, this level includes skills and knowledge which represent the foundational aspects of a potential plan or programme of career learning activities within the education system (as in the case, for example, of Scotland, Ireland, Denmark, etc.). These skills areas develop throughout the lifespan and not only in a specific developmental stage.

It is also important to highlight that activities aimed at reaching the above-mentioned learning objectives should be tailored to the characteristics of the learner.

The second level is defined as "Monitoring and Reflecting" and includes the development of skills to support active engagement and monitoring of the individual's career development. This level refers to continuous activation of the individual throughout the learning and career journey with a special focus on the importance of continuous monitoring and self-assessment of personal resources and achievements.

This level becomes particularly relevant in a liquid society (Bauman, 2000) where each aspect of life can be artificially reshaped and does not have strict and unmodifiable boundaries. In a liquid society, also the world of work rapidly evolves towards directions which are often hard to predict.

For this reason, linear career pathways are less and less frequent and individuals need to acquire knowledge and skills to help them continuously evaluate the journey and to actively co-build learning and career pathways they are living. This represents a fundamental step to clarify their own achievements and to use them to identify opportunities and risks for continuous redefinition of life and professional goals.

In this regard, a solid and structured practice in many European countries refers to services for recognition of formal, non-formal and informal learning (mainly targeted to adults) which enable individuals to increase the visibility and value of their knowledge, skills and competences acquired inside and outside formal education and training: at work, at home or in voluntary activities.

The development of these skills is based on knowledge and awareness developed thanks to competences of level 1 of this model.

The competences foreseen in this second level are fundamental not only in adult age but during the entire lifespan as they can activate the individual to respond actively and dynamically to learning and work experiences. To accompany individuals in this process, skills professionals are required.

The third level is defined as “Planning my Career” and provides the skills needed to address the main steps and changes of the individual’s career. This level specifically refers to the ability to plan, design and make decision on the individual’s career pathway considering the complexity and the uncertainty of the contemporary society. This level becomes particularly salient during transition windows and requires a certain profile and skills set of the practitioner involved.

Knowledge and skills needed to manage the decision-making process refer to specific skills and knowledge which differ from the content and the elements of the decision-making process. Those elements refer to skills and knowledge located in level 1 and 2 of the model. Considering this, for an optimal decision-making, the individual needs both skills on the actual management of the decision-making process and the ability to use within that process all the elements developed in the other areas of competences foreseen in this model.

The activities foreseen in this level encompass career guidance and career counselling sessions aimed at improving complex skills on career planning, decision making, life design.

The career learning areas

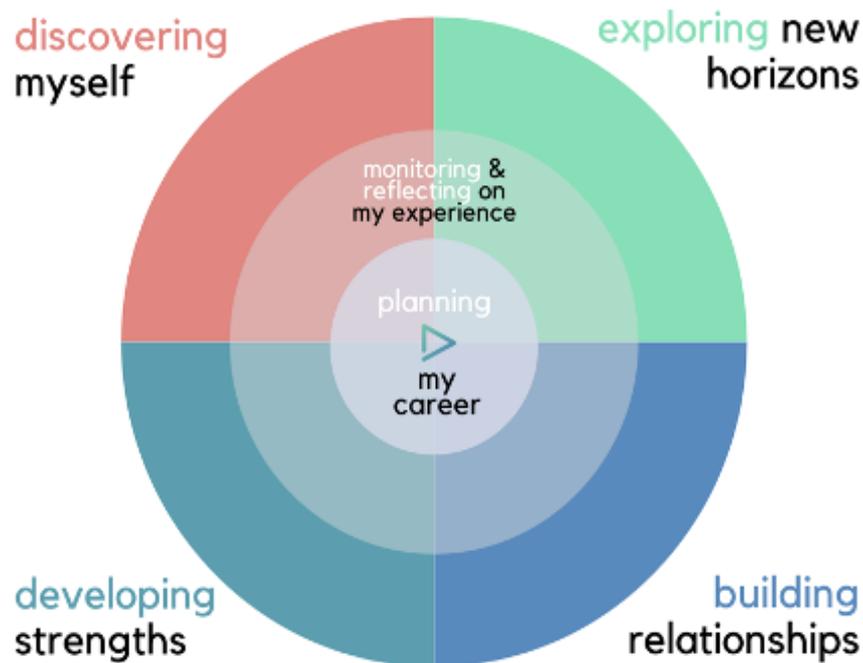
The framework groups career management skills into 6 thematic career learning areas. The grouping is the result of a comparative analysis of existing frameworks from all over the world and takes into account several aspects related to recent changes in the socio-economic and cultural environment specifically related to the main drivers of change in the European and international scenarios. The need for digital skills, the importance of sustainability at environmental, social and economic levels and the central aspect of democratic participation indeed played a role in shaping the framework and, in particular, the definition of the learning outcomes.

According to this, while the wording and the skills set of several learning areas strongly remind of those of existing CMS frameworks, other areas show specificities and innovative elements which aim to respond to recent major drivers of change and societal challenges.

As mentioned by Hooley and colleagues, in existing frameworks and blueprints, the choice of the areas often does not come from an empirical analysis of the process of career management and from empirical testing but in many cases combines a tradition of practices with the ideology of career development in the countries within which the different frameworks were created.

In this case, the Consortium attempted to provide scientific support to each career learning areas described, and the choice and formulation of the learning areas were compiled after a careful comparative analysis of existing CMS framework and other related competencies framework.

Here the 6 areas of career management skills graphically presented according to the levels of activation described in the previous section of the document:



The levels of proficiency

In the description of the learning outcomes, the CMS framework does not only set out what is to be learnt but it also conceptualises how learning is expected to happen. Each of the outcomes has been written according to the learning process and the learning model adopted by the Consortium. Learning outcomes are described following a taxonomy which conveys the developmental nature of the learning process for each competence. For each CMS, the learning outcomes at different levels of proficiency are described. The stages are not mapped to educational or developmental tasks, and it is recognised that learners will move through these learning stages many times. The learning model comes from adaptation of Bloom's taxonomy (1956) and the main reference which guided the Consortium in this work was the Canadian Blueprint (Jarvis & Joan, 2000)⁵.

Compared to other frameworks (e.g. the US Blueprint), the referred Canadian framework divides the learning stages into four with the idea that the learner ultimately needs not only to understand but also to act. This taxonomy goes along with the grouping based on the level of action required to the individual previously presented.

The four stages of learning adopted in the definition of the learning outcomes are:

1. Acquire (knowledge acquisition)
2. Apply (demonstration of knowledge)
3. Personalise (integration of learning and knowledge)
4. Act (knowledge transformation and creation)

The fourth stage (Act) is included only in the top two career learning areas (aligned with the two top levels of action).

⁵ <https://files.eric.ed.gov/fulltext/ED446296.pdf>



It is important to note that individuals may not progress through all four stages of the continuum nor do so in a linear fashion i.e. individuals will start at different points, progress at different stages and may need to revisit earlier stages throughout their life. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge and attitudes.



Chapter 4.

The CAREERS AROUND ME CMS framework

Area 1. Discovering myself



| Competence | Level of proficiency | Source |
|---|--|-------------------|
|  | Level 1. Acquire Be aware of your own personal interests, attitudes, values and abilities, qualities and aspirations. | Careers around me |
| | Level 2. Apply Identify how interests, attitudes, value and | Scotland Model |

| | | |
|----------------|---|-------------------|
| Self-awareness | aspirations are affected by social-economic context and stage of development/ life, personal vision of life, education and career. | revisited |
| | Level 3. Personalise Examine how self-concept/awareness has an impact on achieving my personal goals and decisions (e.g. social, educational, vocational or employment), how it influences my professional expectations. | Careers around me |

| Competence | Level of proficiency | Source |
|---|--|--|
|  Self-regulation (Awareness and management of emotions, thoughts and behaviour) | Level 1. Acquire Be aware and express personal emotions, thoughts, values, and behaviour. | Lifecomp |
| | Level 2. Apply Understand and regulate personal emotions, thoughts, and behaviour, including stress responses. | Lifecomp |
| | Level 3. Personalise Nurture optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action. | Lifecomp Niles, S. G., Amundson, N. E., & Neault, R. (2011). Career Flow: A Hope-Centered Approach to Career Development, 1e. |

| Competence | Level of proficiency | Source |
|---|--|-------------------|
|  Growth mindset (Belief in one's and others' potential to continuously learn and progress) | Level 1. Acquire Be aware and develop confidence in one's own and others' abilities to learn, improve and achieve with work and dedication. | Lifecomp |
| | Level 2. Apply Understand that learning is a lifelong process that requires openness, curiosity and determination. | Lifecomp |
| | Level 3. Personalise Explore the potential effects of a positive and growth-oriented mindset for your personal situation/life. | Careers around me |

Area 2. Exploring new horizons



| Competence | Level of proficiency | Source |
|---|---|--|
|  Understanding complexity Theoretical base: Counseling Chaos: Techniques for Practitioners March 2006 Journal of Employment Counseling (R. Pryor, J. Bright) | Level 1. Acquire Be aware of the multivariate range of potential and actual influences on individuals and the density of potential or actual interconnections between such influences and their effects. | Careers around me |
| | Level 2. Apply Understand the complex dynamics between education, work, society and the economy and life values, in general. | CAREERSKILLS, Labour Market Awareness revisited |
| | Level 3. Personalise Explore the effect of complexity on achieving my personal goals and decisions (e.g. social, educational, vocational or employment). | based on LEADER – “I understand how changes in society relate to my life, learning and work” |

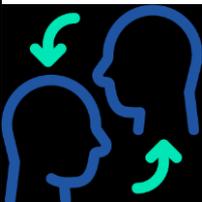
| Competence | Level of proficiency | Source |
|---|----------------------|---------|
|  | Level 1. Acquire | Careers |

| | | |
|---|---|---|
| Understanding careers and the labour market | Explore knowledge about different vocations and career opportunities in the labour market (information on occupations, education opportunities, economy, and employment). | around me; NCDG Framework, CM3 |
| | Level 2. Apply Understand how the labour market and careers change over time during lifespan, related to the dynamics of the communities. | based on LEADER - I understand how learning and work change over time |
| | Level 3. Personalise Understand how you can integrate information on occupations, education, economy, and employment into management of your career. | Careers around me; NCDG Framework, CM3 |

| Competence | Level of proficiency | Source |
|---|---|--------------------------|
|  <p>Ethical and sustainable thinking (EntreComp) Assess the consequences and impact of ideas, opportunities and actions</p> | Level 1. Acquire Understand that personal choices and behaviours have an impact within the community and the environment. | Careers around me |
| | Level 2. Apply Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. | EntreComp Framework 2016 |
| | Level 3. Personalise Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the labour market, society and the environment. | EntreComp Framework 2016 |

Area 3. Building relationships



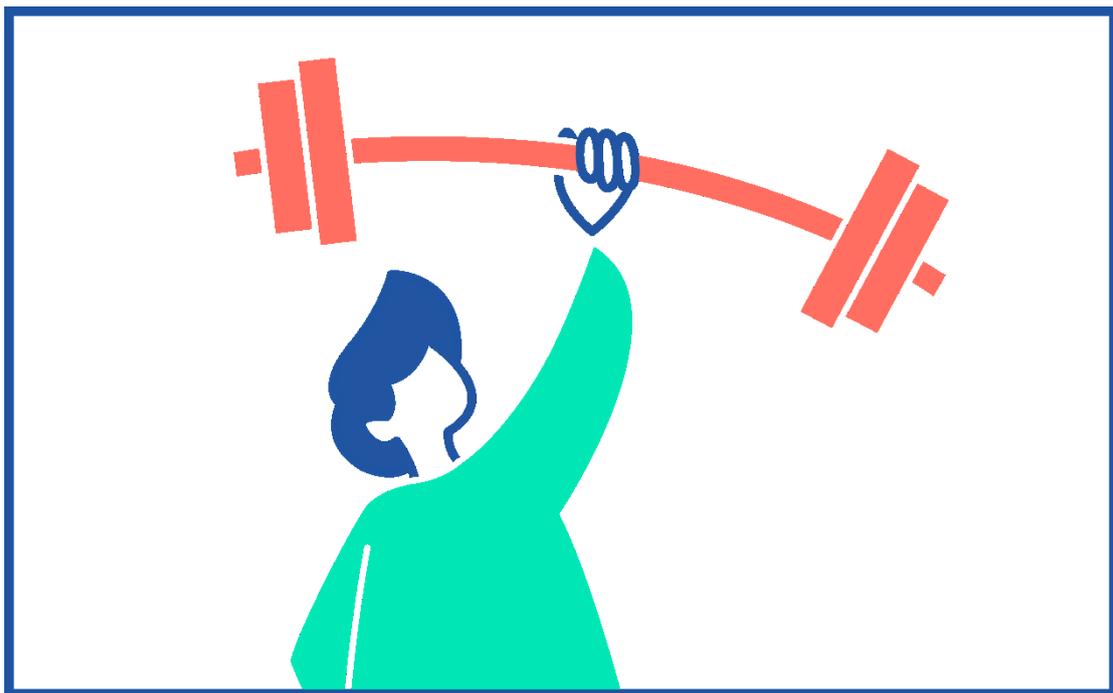
| Competence | Level of proficiency | Source |
|--|---|----------|
|  <p>Empathy The understanding of another person's emotions, experiences and values, and the provision of appropriate responses</p> | <p>Level 1. Acquire Become aware of another person's emotions, experiences and values.</p> | Lifecomp |
| | <p>Level 2. Apply Understand another person's emotions and experiences, and the ability to proactively take their perspective.</p> | Lifecomp |
| | <p>Level 3. Personalise Respond to another person's emotions and experiences, being conscious that group belonging influences one's attitude.</p> | Lifecomp |

| Competence | Level of proficiency | Source |
|---|--|----------|
|  <p>Communication Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content</p> | <p>Level 1. Acquire Become aware of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content.</p> | Lifecomp |
| | <p>Level 2. Apply Understand and manage interactions and conversation in different socio-cultural Contexts and domain-specific situations.</p> | Lifecomp |
| | <p>Level 3. Personalise Listen to others and engage in</p> | Lifecomp |

| | | |
|--|--|--|
| | conversation with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts. | |
|--|--|--|

| Competence | Level of proficiency | Source |
|--|--|----------|
|  <p>Collaboration Engagement in group activity and teamwork, acknowledging and respecting others</p> | <p>Level 1. Acquire Become aware that others may have different cultural affiliations, backgrounds, beliefs, values, opinions, or personal circumstances. Be willing to contribute to the common good.</p> | Lifecomp |
| | <p>Level 2. Apply Understand the importance of trust, respect for human dignity and equality, cope with conflicts and negotiate disagreements to build and sustain fair and respectful relationships.</p> | Lifecomp |
| | <p>Level 3. Personalise Fairly share tasks, resources, and responsibilities within a group considering its specific aim, eliciting expressions of different views and adopting a systemic approach.</p> | Lifecomp |

Area 4. Developing my strengths



| Competence | Level of proficiency | Source |
|--|--|---------|
|  <p>Digital mindset</p> | <p>Level 1. Acquire</p> <p>Browse, search and filter data, information and digital content.</p> <p>Articulate information needs, search for data, information and content in digital environments, access them and navigate between them.</p> <p>Create and update personal search strategies.</p> | Digcomp |
| | <p>Level 2. Apply</p> <p>Evaluate data, information and digital content. Interact through a variety of digital technologies and understand appropriate digital communication means for a given context.</p> | Digcomp |
| | <p>Level 3. Personalise</p> <p>Interact through digital technologies and develop digital content</p> <p>Interact through a variety of digital technologies and understand appropriate digital communication means for a given context.</p> <p>Create and edit digital content in different formats, express oneself through digital means.</p> | Digcomp |

| Competence | Level of proficiency | Source |
|--|---|--------------------|
|  <p>Critical thinking</p> <p>Assessment of information and arguments to support reasoned conclusions and develop innovative solutions</p> | <p>Level 1. Acquire</p> <p>Be aware of potential biases in the data and one's personal limitations (e.g. confirmation bias or belief bias), while collecting valid and reliable information and ideas from diverse and reputable sources.</p> | Lifecomp Revisited |
| | <p>Level 2. Apply</p> <p>Compare, analyse, assess, and synthesise data, information, ideas, and media messages in order to draw logical conclusions.</p> | Lifecomp |
| | <p>Level 3. Personalise</p> <p>Develop creative ideas, synthesise and combine concepts and information from different sources in view of solving problems.</p> | Lifecomp |

| Competence | Level of proficiency | Source |
|------------|----------------------|--------|
|------------|----------------------|--------|

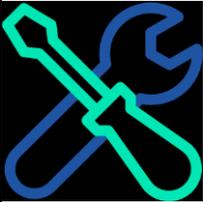
| | | |
|---|---|--------------------|
|  <p>Flexibility Ability to manage uncertainty, and to face challenges</p> <p>If you remain open-minded enough to change your attitude or beliefs in response to changing circumstances, you are more likely to be able to take advantage of a chance event when one does occur. https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance</p> | <p>Level 1. Acquire Be aware of the need and the possibilities to adapt to challenges and developments and to manage uncertainty actively.</p> | Careers around me |
| | <p>Level 2. Apply Be ready to review my own opinions and courses of action in the face of new evidence and to manage uncertainty (be open minded).</p> | Lifecomp revisited |
| | <p>Level 3. Personalise Adapt yourself to new ideas, approaches, tools, and actions in response to changing contexts.</p> | Lifecomp revisited |

| Competence | Level of proficiency | Source |
|---|---|-------------------|
|  <p>Risk-taking (Krumboltz)</p> <p>Sometimes you can't know everything about an opportunity before you decide to take action and pursue that opportunity. Each of us has a tolerance level to taking risks. If you find yourself not taking action to explore new opportunities or passing over opportunities because of your low risk tolerance, it may be time to reexamine your ability to take a risk" https://www.sciencemag.org/careers/2003/01/career-choices-importance-chance</p> | <p>Level 1. Acquire Be aware that sometimes acting (try something out) is the way to pursue an opportunity.</p> | Careers around me |
| | <p>Level 2. Apply Be ready to calculate and take risk if this is widening opportunities.</p> | Careers around me |
| | <p>Level 3. Personalise Reflect and integrate knowledge about yourself, your risk-taking style and the outcomes (reexamine your ability to take a risk).</p> | Careers around me |

| Competence | Level of proficiency | Source |
|--|---|-------------------|
|  <p>Persistence (Krumboltz)</p> <p>Persistence: When seeking new learning opportunities, some of your efforts may backfire or lead you nowhere. When feeling discouraged, be persistent. Persistence is also a useful skill for those of you who have not yet completed your graduate degree!</p> <p>Optimism: By maintaining a positive attitude, you believe that there are new opportunities are out there for you and that those</p> | <p>Level 1. Acquire Be aware of the relevance of optimism (maintaining a positive attitude) and persistence (to try relentlessly for a longer time) for career progress.</p> | Careers around me |
| | <p>Level 2. Apply Understand that optimism and persistence can help you to overcome setbacks and problems in your own career process.</p> | Careers around me |
| | <p>Level 3. Personalise Reflect and incorporate experience of how optimism and persistence have</p> | Careers around me |

| | | |
|---|--|--|
| opportunities are attainable. This attitude can help you remain persistent, even when you experience setbacks | helped you in different situations in your life. | |
|---|--|--|

| Competence | Level of proficiency | Source |
|---|---|-------------------|
|  <p>Resilience based on research on resilience and concepts of resilience training (Werner, 2013; Doll, 2013; Tough 2016).</p> | <p>Level 1. Acquire Be aware that resilience can be understood as a bundle of skills helping you to overcome difficult and stressful situations. It is linked to other resources like optimism, persistence, self-efficacy and planning the future.</p> | Careers around me |
| | <p>Level 2. Apply Understand that you develop resilience in interaction with important others, e.g. in family, peers, communities and in school, especially by investing in relations and experiencing strong and stable relations.</p> | Doll, 2013 |
| | <p>Level 3. Personalise Utilize resilience in difficult situations (e.g. related to adaptive coping capacity, problem solving skills, emotional self-regulation and social skills).</p> | Careers around me |

| Competence | Level of proficiency | Source |
|--|--|-------------------|
|  <p>Problem solving based on problem-solving theory, e.g. Dörner.</p> | <p>Level 1. Acquire Being aware of (career related) problems and the possibility to approach them actively.</p> | Careers around me |
| | <p>Level 2. Apply Understanding the relevant steps in approaching and solving a problem (target setting, situational analysis, planing, acting, reflecting).</p> | Careers around me |
| | <p>Level 3. Personalise Apply problem solving activities and reflect the effects, adjust problem solving strategies if appropriate.</p> | Careers around me |

Area 5. Monitoring and reflecting on my experience



| Competence | Level of proficiency | Source |
|--|---|--------------------|
|  <p>Monitoring lifelong learning achievements</p> <p>The monitoring and reviewing of one's own learning</p> | <p>Level 1. Acquire</p> <p>Being aware that lifelong learning refers to all learning activities formally, non-formally and informally undertaken throughout life.</p> | Careers around me |
| | <p>Level 2. Apply</p> <p>Understand how learning processes and strategies work.</p> | Careers around me |
| | <p>Level 3. Personalise</p> <p>Explore one's own learning interests, processes and preferred strategies, including learning needs and required support.</p> | Lifecomp |
| | <p>Level 4. Act</p> <p>Reflect on and assess periodically purposes, processes and outcomes of formal, non-formal and informal learning establishing relationships across domains.</p> | Lifecomp revisited |

| Competence | Level of proficiency | Source |
|------------|---|-------------------|
| | <p>Level 1. Acquire</p> <p>Be aware that a life- and work history consists of a series of events including risks and chances.</p> | Careers around me |
| | <p>Level 2. Apply</p> <p>Understand that achievements in my</p> | Careers around me |



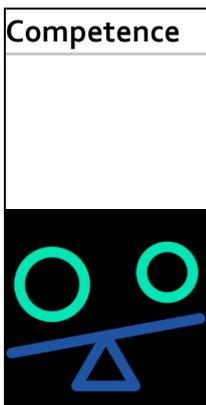
Self-awareness of my own achievements

| | |
|---|-------------------|
| career are based on my personal resources and actions. | |
| Level 3. Personalise Reflect and incorporate a strong sense of personal resources and the impact of actions on achievements. | Careers around me |
| Level 4. Act Review and apply own resources for a next step in your career process. | Careers around me |



Developing ideas and opportunities to create value, including better solutions to existing and new challenges
(Entrecomp, 2016)

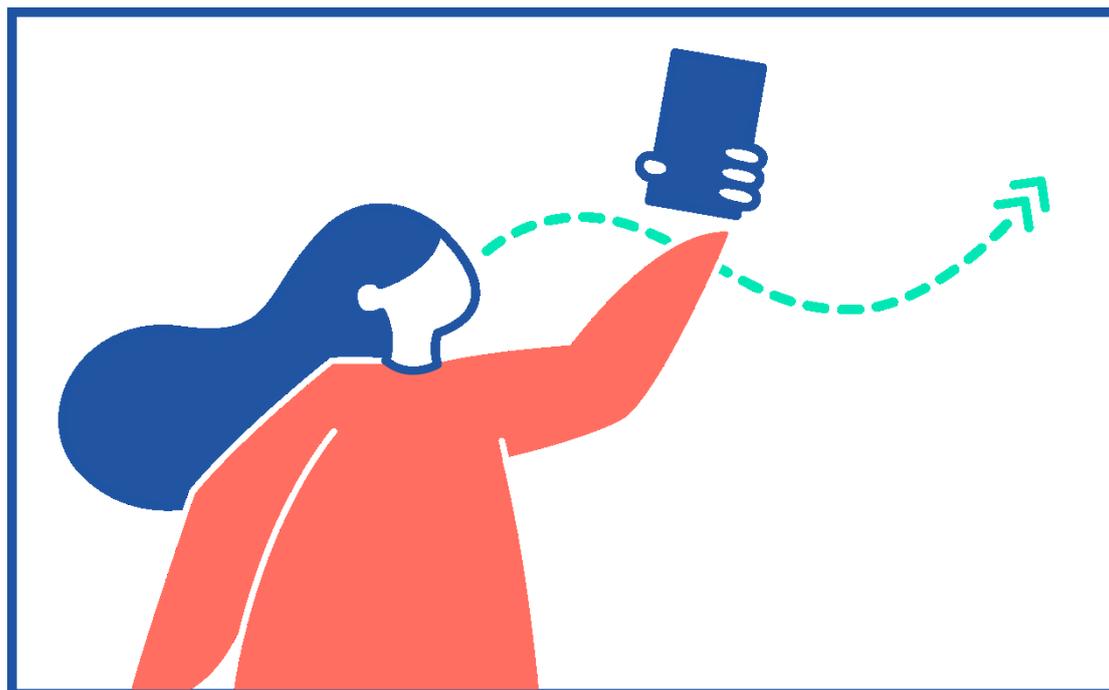
| Competence | Level of proficiency | Source |
|------------|--|-------------------|
| | Level 1. Acquire Be aware of the relevance of (own) ideas to create value from opportunities. | Careers around me |
| | Level 2. Apply Develop an understanding of the existing and upcoming challenges. | Careers around me |
| | Level 3. Personalise Reflect how you can approach challenges based on your ideas. | Careers around me |
| | Level 4. Act Take action based on your ideas to create new solutions. | Careers around me |

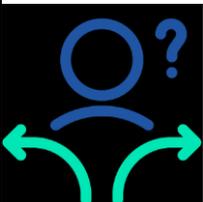


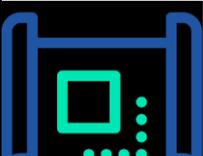
Balancing life, learning and work roles

| Competence | Level of proficiency | Source |
|------------|--|--|
| | Level 1. Acquire Be aware of different roles and how they change during life (personal, leisure, community, learner, family, and work roles). | Careers around me; NCDG, Goal PS ₄ , K ₁ |
| | Level 2. Apply Understand how my various roles impact upon my preferred future or lifestyle. | Careers around me; NCDG, Goal PS ₄ , K ₃ |
| | Level 3. Personalise Reflect on how different life-roles interact and how you can balance different life-roles, especially when a change in one role affects your career goals. | Careers around me; NCDG, Goal PS ₄ , R ₂ |
| | Level 4. Act Take action to balance your life-roles and lifestyle with your current career goals. | Careers around me |

Area 6. Planning my career



| Competence | Level of proficiency | Source |
|---|--|---------------------|
|  <p>Decision making process (rational and non-rational decision making) (Kahneman)</p> | <p>Level 1. Acquire Be aware that decisions play an important role in career processes and that people have different career decision styles.</p> | NCDG, CM1 |
| | <p>Level 2. Apply Understand how choices are made. Take into account that decisions are not fully rational but also intuitive /following individual heuristics.</p> | NCDG, CM1; Kahneman |
| | <p>Level 3. Personalise Recognise how my personal beliefs and social economic context affect my decisions; explore your own career decision styles.</p> | NCDG, CM1; Kahneman |
| | <p>Level 4. Act Plan and implement personal, learning and professional goals and monitoring the plan recognizing when you need to change it or to abandon it for a new one.</p> | Careers around me |

| Competence | Level of proficiency | Source |
|---|--|-------------------------------|
|  | <p>Level 1. Acquire Be aware of steps and content of a career plan (rational planning) and the reality of dynamic and unpredictable careers</p> | NCDG, CM1; Bright et al. 2014 |

| | | |
|---|--|--------------------|
| Manage plans (Chaos Theory – Bright) | (dynamic planning). | |
| | Level 2. Apply Understand that career planning to attain your career goals is a lifelong process with dynamic and unforeseeable developments and results. | Careers around me |
| | Level 3. Personalise Reflect upon complex influences on your career decision making, and unplanned events in your careers. Explore the effect of dynamic influences on you and your career. | Bright et al. 2014 |
| | Level 4. Act When planning a career step/action, take into account dynamic influences and unpredicted events, transitions. | Careers around me |