

*Career Management Skills - A New 'Literacy'
for Sustainable Employment*
Project Ref. No. 2016-1-UK01-KA204-024334
P1-European Learning Network Ltd-U.K.



ACUMEN 02

In-Service Training

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AGENDA



- MODULE 1 includes:
- A brief introduction to CMS Framework
- SELF: tools and competences for the trainers

Partners involved: LUMSA, ELN, BEST, INNOV, MeathPartnership, SYNTHESIS, TTG and REINTEGRA



Skills
Development
Scotland

FRAMEWORK

2012

CAREER MANAGEMENT
SKILLS FRAMEWORK
FOR SCOTLAND

SELF

- competencies that enable individuals to develop their sense of self within society

STRENGTHS

- competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities

HORIZONS

- competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life

NETWORKS

- competencies that enable individuals to develop relationships and networks of support



SELF

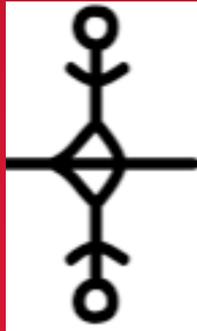
Introduction

SELF



- ◇ relates to the competencies that “help individuals develop their sense of self within society”, i.e.
- develop and maintain a positive **self-image**;
 - maintain a **balance** that is right for me in my life, learning and work roles;
 - adapt my **behaviour** appropriately to fit a variety of **contexts**;
 - am aware of how I change and grow throughout life;
 - make positive career decisions.

PLEASE REFLECT



- As trainers (*adult educators, workforce development experts, employment services providers, human resource managers*) how do we foster these competencies?

PLEASE REFLECT



CMS Framework for Scotland

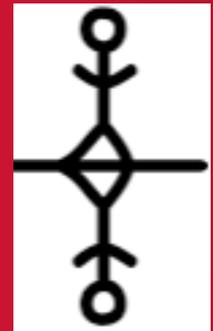
Self

-  I develop and maintain a positive self-image.
-  I maintain a balance that is right for me in my life, learning and work roles.
-  I adapt my behaviour appropriately to fit a variety of contexts.
-  I am aware of how I change and grow throughout life.
-  I make positive career decisions.

Current and future practice

How do I help clients develop these skills in my current practice?

How could I further develop this?



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TOOLS



Learning outcomes for the client i.e. what clients should develop	Tools (<i>some examples of well-known tools that might be used</i>)
...develop and maintain a positive self-image.	<i>Johari window</i> <i>Real Self vs Ideal Self</i> <i>Me at my Best</i>
...maintain a balance that is right for me in my life, learning and work roles.	For both: <i>The Wheel</i>
...adapt my behaviour appropriately to fit a variety of contexts.	
...am aware of how I change and grow throughout life.	<i>The Album Cover of My Life</i>

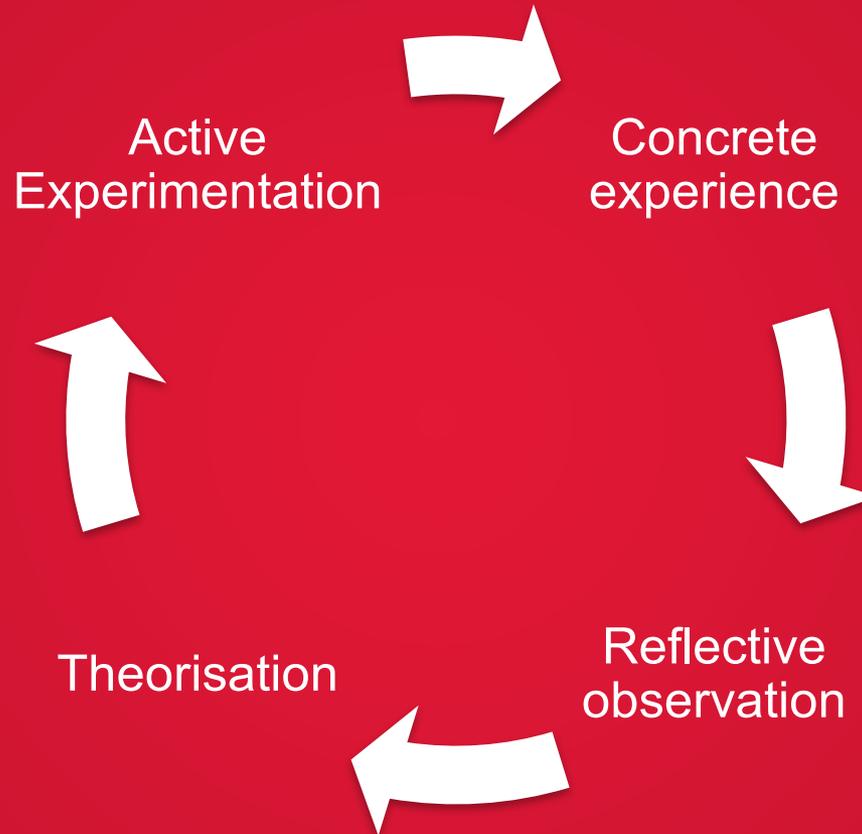
Learning outcomes for the client i.e. what clients should develop	Skills of trainers (adult educators, workforce development experts, human resource managers ...)
<p>...develop and maintain a positive self-image.</p>	<p>Active listening [Powerful Questioning]</p>
<p>....maintain a balance that is right for me in my life, learning and work roles.</p>	<p>Creating awareness</p>
<p>....adapt my behaviour appropriately to fit a variety of contexts.</p>	<p>Designing actions</p>
<p>....am aware of how I change and grow throughout life.</p>	<p>Assessing skills</p>

Methodologies for you and your clients

◇ We suggest to use
mainly ACTIVE
methodologies, following
the Framework points at
Kolb's theory of
experiential learning



Kolb's Cycle of Experiential Learning





SELF

1. develop and maintain
a positive **self-image**

- develop and maintain a positive **self-image**:

EXERCISE 1: DRAW



<http://www.freepik.com>

VIDEO



<https://www.youtube.com/watch?v=XpaOjMXyJGk>



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JOHARI WINDOW



Known Self

Unknown Self

Known to others

OPEN SELF
Information about you that both you and others know

BLIND SELF
Information about you that you don't know but others do know

Unknown to others

HIDDEN SELF
Information about you that you know but others don't know

UNKNOWN SELF
Information about you that neither you nor others know



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- develop and maintain a positive **self-image**:

POSSIBLE ASSIGNMENT



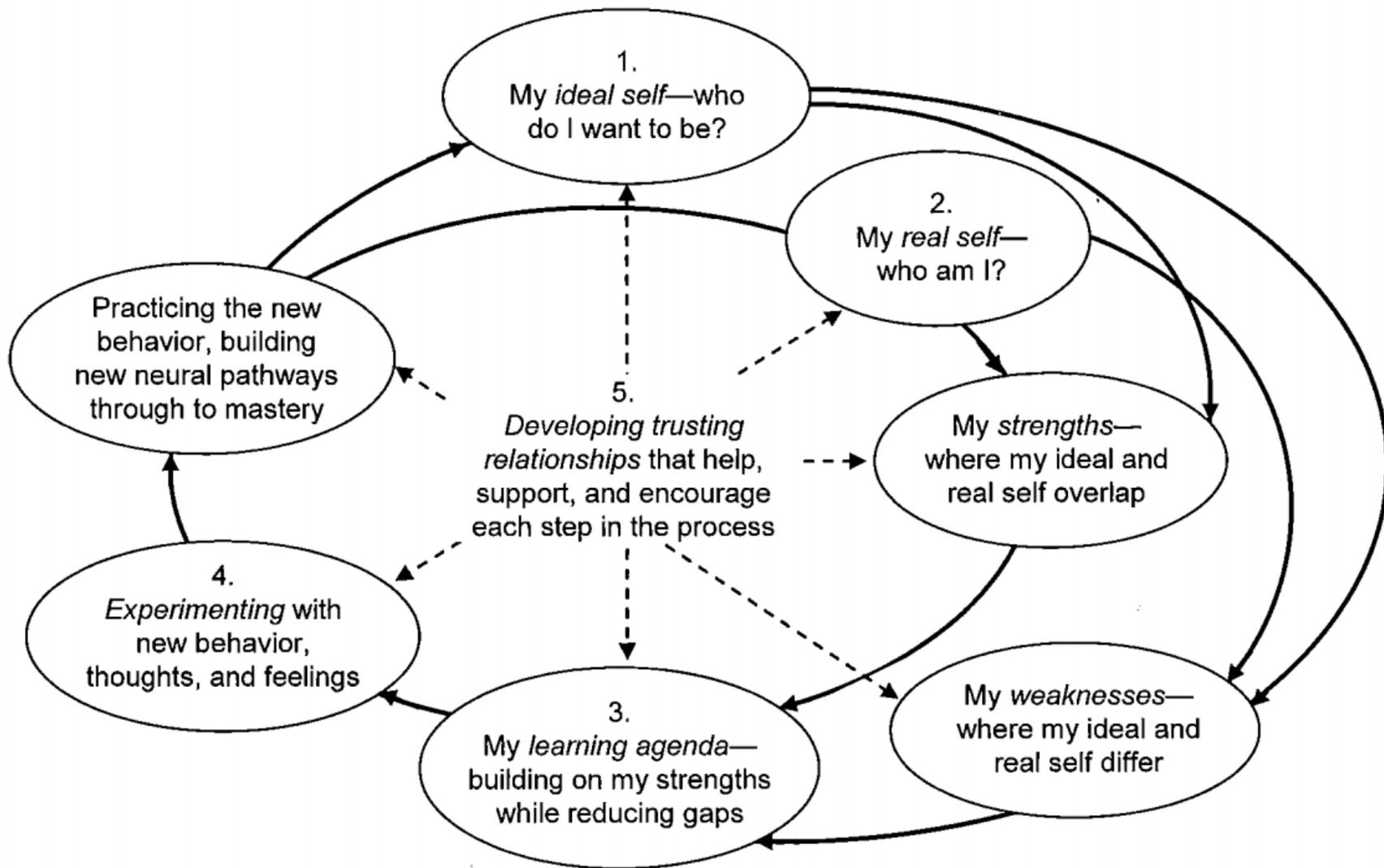
Me at my best



<http://www.freepik.com>

Richard Boyatzis' theory





EXERCISES



◇ **Ex1: 27 Things I Want to do Before I Die**

◇ **Ex2: The Lottery**

*Teleos Leadership
Institute, 2015*

◇ **Ex3: My Fantasy Job**

◇ **Ex4: My Ideal Life**





SELF

2. “balance” in life, learning and working roles

3. “adaptability” to different contexts

....maintain a balance that is right for me in my life, learning and work roles.

....adapt my behaviour appropriately to fit a variety of contexts.



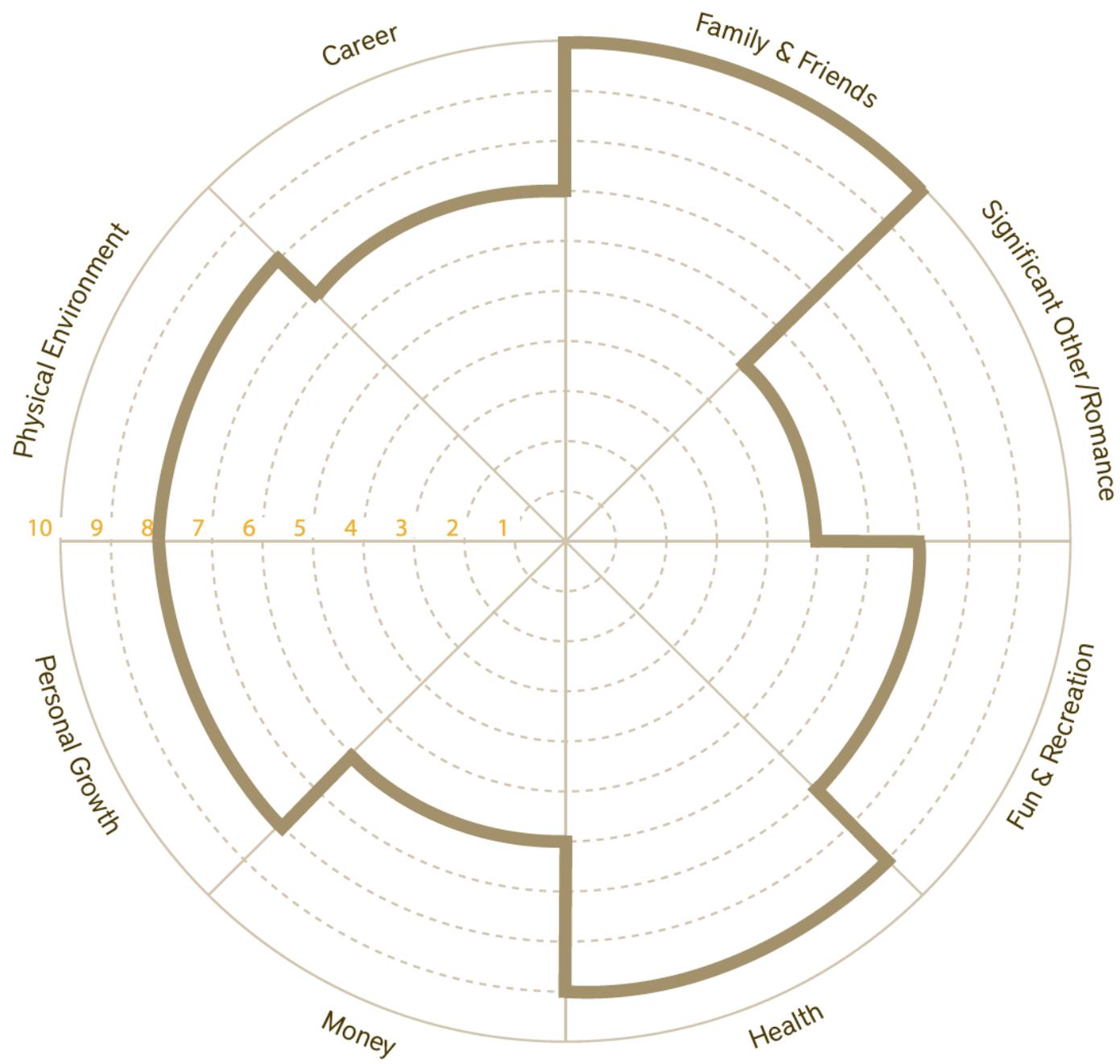
THE WHEEL

◇ For trainers/coaches/adult educators: how to use the wheel

<http://www.coactive.com/docs/resources/toolkit/pdfs/18-Wheel-of-Life-Exercise.pdf>

◇ Video:

<https://www.youtube.com/watch?v=nx6ejldUHUw>





SELF

4. Change

....am aware of how I change and grow throughout life.

◇ Design an Album Cover of Your Life



Tina Seelig, *Crash Course on Creativity*, NovoEd. 2013



SKILLS



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Learning outcomes for the client i.e. what clients should develop	Skills of trainers (adult educators, workforce development experts, human resource managers ...)
...develop and maintain a positive self-image.	Active listening [Powerful Questioning]
....maintain a balance that is right for me in my life, learning and work roles.	Creating awareness
....adapt my behaviour appropriately to fit a variety of contexts.	Designing actions
...am aware of how I change and grow throughout life.	Planning and Goal Setting

DEFINITION OF THE SKILL



◇ **Active Listening** is the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

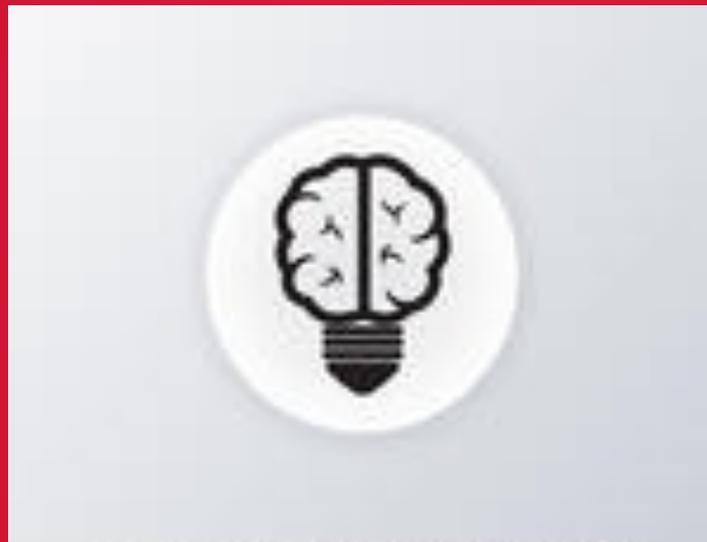




LEARNING OUTCOMES

- ◆ At the end of the training the participants will be able to:
 - **attend to the client and the client's agenda;**
 - **hear the client's concerns, goals, values and beliefs about what is and is not possible;**
 - **distinguish between the words, the tone of voice, and the body language;**
 - **summarize, paraphrase, reiterate, and mirror back what client has said to ensure clarity and understanding;**
 - **understand the essence of the client's communication and help the client get there rather than engaging in long, descriptive stories;**
 - **allow the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps**

BRAINSTORMING



<http://www.freepik.com>



COMMUNICATION BLOCKERS	COMMUNICATION ENHANCERS
Blaming and attacking	Asking for more information and problem solving together
Being distracted or using other body language that is non-attentive	Making eye contact, leaning toward the other person, giving full attention
Dismissing or making light of someone's problem	Showing empathy, validating the other person's feelings
Interrupting	Staying silent until the person finishes speaking
Lecturing/moralizing	Withholding judgement
"Yes ..but" statements	"Yes ..and" statements

From: *Tutu and Franklin: A Journey Towards Peace* Teachers Guide, a production of Wisdom Works, Inc. (www.wisdomworks.net)





EXERCISES IN PAIRS

- ◇ Ex. 1: Listen and Paraphrase
- ◇ Ex. 2: Listen and “Mirror”
- ◇ Ex. 3: Develop a *perception check* statement
- ◇ Ex. 4: Create an *open-ended* question of each of your colleague’s statement
- ◇ Ex. 5: Respond with an *open-ended* question to your colleague’s statement in order to get more specific information
- ◇ Ex. 6: Summarize
- ◇ Ex. 7: Giving feedback

DEFINITION OF THE SKILL

(example 2)

◇ **Designing Actions** is the ability to create with the client opportunities for ongoing learning and for taking new actions that will most effectively lead to results.



<http://www.freepik.com>



LEARNING OUTCOMES

(example 2)

◇ At the end of the training participants will be able to:

- **Brainstorm and assist the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.**
- **Help the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon goals.**
- **Engage the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.**



USEFUL
TECHNIQUES/EXERCISES
HANDOUT 4

ASSESSING SKILLS



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LEARNING OUTCOMES



◇ At the end of the training participants will be able to:

provide feedback to learners on their progress and raise their awareness of the skills they have and those they are developing

show partners and employers that an individual has made progress and can demonstrate competence

motivate individuals to remain engaged

enable organisations to measure the impact of services

There are a number of reasons for assessing career management skills.
Please list some examples

THANKS



ANY QUESTIONS?

More information at
www.acumen.website

