

*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

Co-funded by The Erasmus+ programme of the European Union. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# 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

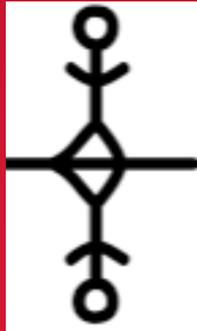
Introduction

# 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

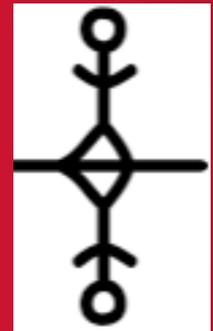
### Self

-  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?***



Co-funded by the  
Erasmus+ Programme  
of the European Union

# 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>

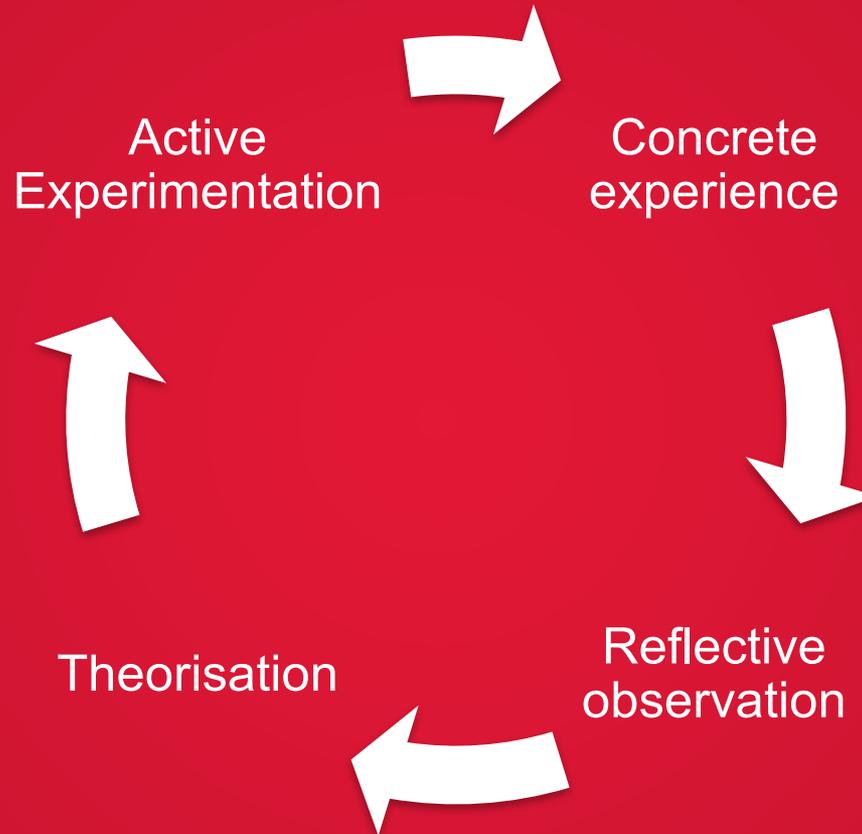
<b>Learning outcomes for the client i.e. what clients should develop</b>	<b>Skills of trainers (adult educators, workforce development experts, human resource managers ...)</b>
<p>...develop and maintain a positive self-image.</p>	<p>Active listening [Powerful Questioning]</p>
<p>....maintain a balance 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>



Co-funded by the  
Erasmus+ Programme  
of the European Union

# 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



Co-funded by the  
Erasmus+ Programme  
of the European Union

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

## POSSIBLE ASSIGNMENT

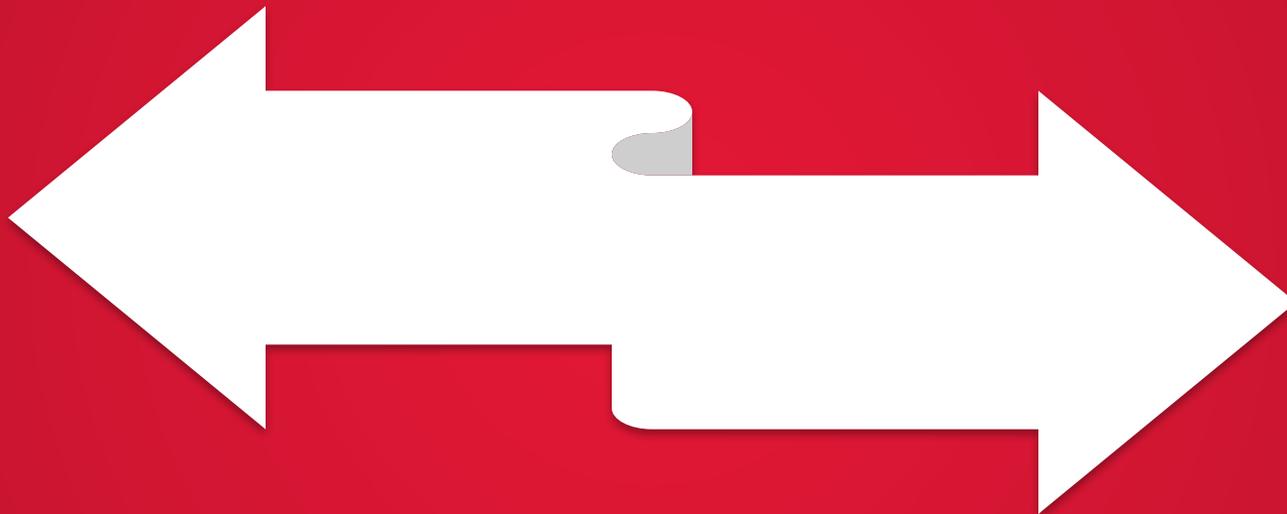


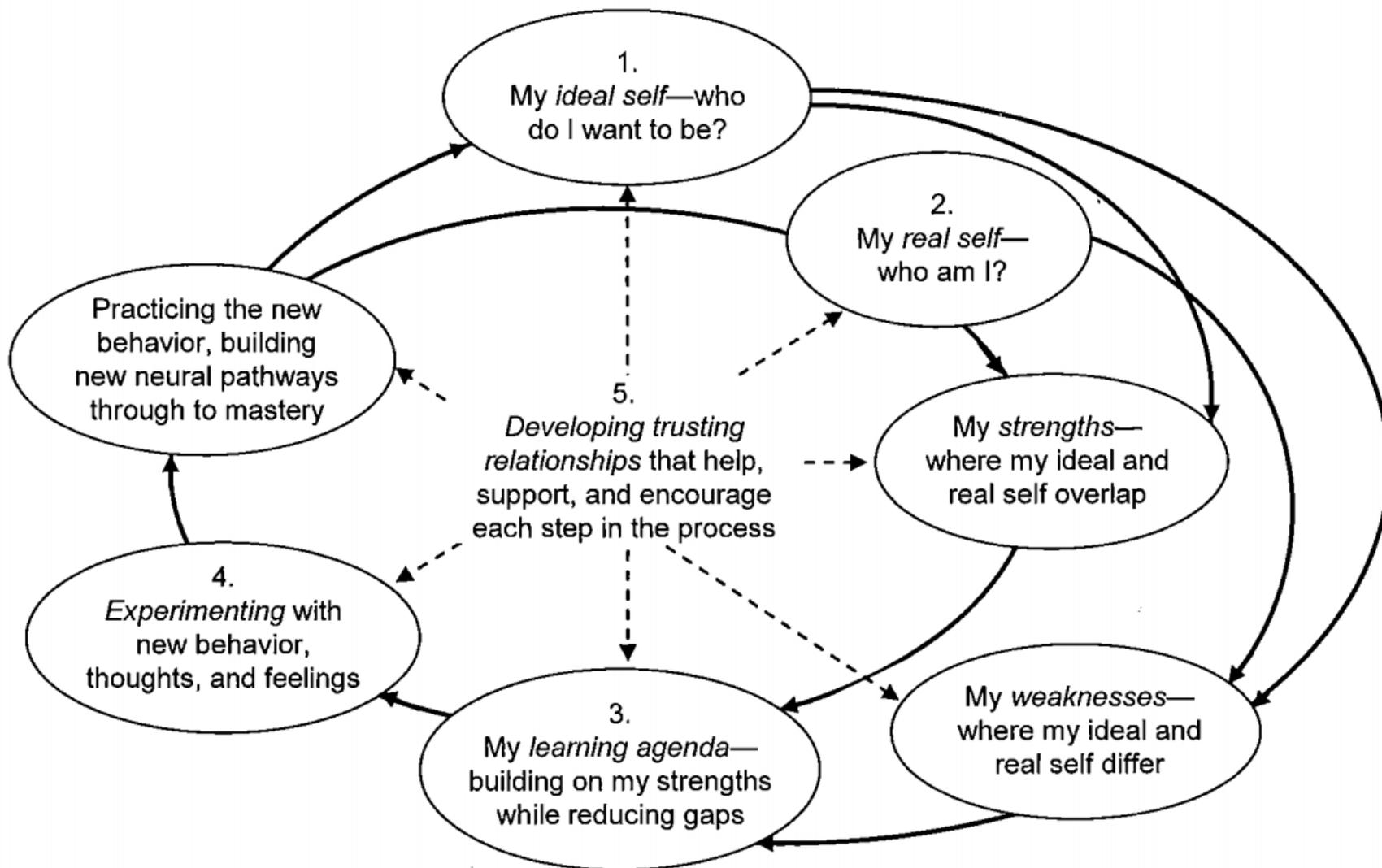
# Me at my best



<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.



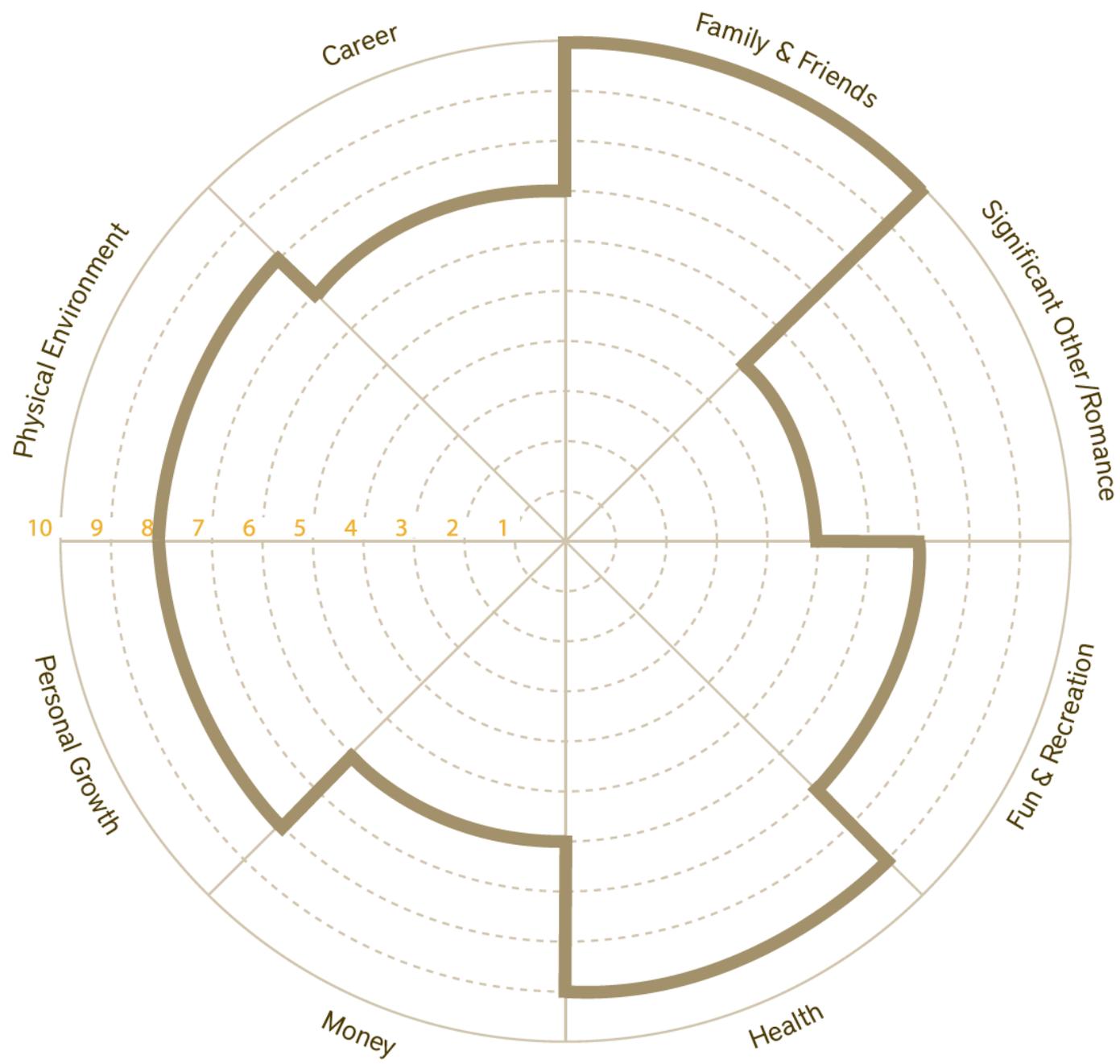
## THE WHEEL

◇ 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





# SKILLS



Co-funded by the  
Erasmus+ Programme  
of the European Union

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](http://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



Co-funded by the  
Erasmus+ Programme  
of the European Union

## 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](http://www.acumen.website)

