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# Chapter 5

## Embedding Career Competencies in Learning and Talent Development: Career Management and Professional Development Modules

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### **ABSTRACT**

*The chapter researches theoretical positions and practical applications that enable educationalists to equip students with the knowledge and skills to self-manage their careers and develop professionally, thus facilitating the successful transition of students from the academic environment to the workplace. It locates the discussion within a context which recognises the different models that business schools can adopt when providing learning and talent development generally, and career and professional development specifically. The main focus of the chapter relates to three inter-related themes that underpin career management and professional development. First, situating career management and professional development within a contextualising discourse. Second, exploring the contemporary career concepts that influence career management and professional development. Third, considering career management and professional development from three varying perspectives. Issues and solutions are offered to educationalists through the integration of theory and practice.*

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## **INTRODUCTION**

Phenomena such as globalisation, boom/bust cycles, technological advances, workforce diversity, organisational delayering, outsourcing and off-shoring, downsizing and redundancy, and a variety of contractual agreements, have transformed the work environment and how people manage their careers within this arena (Sullivan & Baruch, 2009). Traditionally an individual's career was described in terms of a person's relationship to an employing organisation, with the hallmark of this association typified by uninterrupted linear progressions occurring in stable surroundings in a single setting (Arnold & Cohen, 2008). Modern career conceptualisations, however, depict a multiplicity of opportunities available to workers in a myriad of fluid and fast-paced employment situations, with advancement contingent on the continual acquisition of personal portfolios of knowledge and skills (Inkson, Heising, & Rousseau, 2001). Within this contemporary conceptualisation, change is deemed to be a constant feature, with career actors characterised by the presence of agency when confronted with an abundance of options and choices (Inkson, 2006; LaPointe, 2013). In these circumstances, individuals require lifelong learning and talent development to acquire the necessary competence and competencies to manage their careers in an adaptable manner. Simultaneously, organisations need to provide appropriate structures, systems, policies and procedures to facilitate such self-management in a flexible way.

The chapter takes account of this fluctuating backdrop by relating the teaching of learning and talent development in educational establishments to both the needs of undergraduates and postgraduates entering dynamic workplaces, and the requirements of contemporary organisations employing such workers. It researches the theoretical positions and practical applications that enable educators to equip students with the knowledge and skills to self-manage their careers. Providing career management capabilities potentially facilitates a student's successful transition from the academic environment to the workplace.

## **BACKGROUND: EDUCATIONAL CONTEXT TO LEARNING AND TALENT DEVELOPMENT**

Connecting learning and talent development theory and practice, particularly in the domains of career management and professional development, tends to fall under the remit of a business school. It has been suggested that the activities of a business school can be conceived in terms of how it balances two binaries – its teaching and research agendas; and its organisational and scholarly impact (Starkey & Tiratsoo, 2007). This leads to a four-fold typology with a quartet of potential models and

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associated orientations that a business school can embrace when teaching learning and talent development generally, and career management and professional development specifically:

- The social science position (high research agenda, high scholarly impact), which is an approach that centres on the contribution to knowledge.
- The liberal arts position (high teaching agenda, high scholarly impact), which is an approach that attends to the practice and application of the fundamentals of knowledge, self-knowledge, wisdom and leadership.
- The professional school position (high teaching agenda, high organisational impact), which is an approach that concentrates on the improvement of management practice.
- The knowledge economy position (high research agenda, high organisational impact), which is an approach that stresses the advancement of management knowledge.

These four models present business schools with prospective pathways to fulfil their distinct purposes, diverse means to achieve their strategic foci and greater opportunities to influence the academic, social and economic worlds in which they operate (Ivory et al., 2006). The approaches offer a range of options, as business schools can choose where the emphasis lies on the two binaries (agendas and impact) in the teaching and learning of career management and professional development.

Regardless of the model and orientation followed, central to the activities of all business schools is knowledge – particularly its acquisition, diffusion, sharing and use. Acquiring, diffusing, sharing and using knowledge is similar to the concept of know-how devised by DeFillippi and Arthur (1994). Know-how (comprising knowledge, skills and abilities), along with know-why (consisting of identity, values and interests) and know-whom (encompassing professional and social relationships), are core career competencies for contemporary workers (DeFillippi & Arthur, 1994). Business schools should be mindful of the importance of providing opportunities for students to develop all three types of competencies, as this triad (know-how, know-why, know-whom) assists their students to develop the necessary attributes to thrive in the modern workplace. When affording such opportunities, business schools should be cognisant of ensuring a complementarity of fit between the:

- Profile followed (that is, the relative balancing of teaching/research agendas and organisational/scholarly impact); and the
- Factors associated with creating the career competencies of know-how, know-why and know-whom (with the weighting being contingent upon the aforementioned, relative balancing).

For example, business schools that seek to deploy the professional model will tend towards placing greater credence on know-whom, whereas those implementing a knowledge economy approach will be inclined to emphasise know-why. To achieve this complementarity of fit, business schools should offer appropriate career management and professional development modules within their broad suite of learning and talent development programmes. The configuration of the design, development, delivery and dissemination of such modules is likely to vary according to the position adopted by the business school. Professional schools will probably aim for significant organisational impact through teaching that is strongly grounded in theory and practice, reflecting the needs of a variety of practitioner stakeholders, such as industry and professional bodies. Business schools favouring a liberal arts outlook will be predisposed to encouraging students to engage critically in current debates, a practice integral to both the classroom environment and campus life. Those employing a knowledge economy approach will have a tendency to leverage modules by conducting research that can be utilised by practicing managers, such that the output is publicised through specialist journals, reports and books, which should ultimately generate recurring revenue streams. Schools with a social science orientation will have a propensity to publish the outcomes of such modules not just internally to students, but also externally to the wider scholarly community through peer reviewed publications and at academic conferences. Irrespective of preferred positions and associated activities, business schools should be familiar with the world of work their graduates are entering and the nature of the career journeys that these new workers will be embarking on.

## **SITUATING CAREER MANAGEMENT AND PROFESSIONAL DEVELOPMENT WITHIN CONTEXTUALISING DISCOURSE**

There is no agreement among scholars on a common definition of ‘career’ (Greenhaus, Callanan, & Godshalk, 2009; Sullivan & Baruch, 2009). Accordingly, its meaning is surrounded by a ‘fog of ambiguity’ (Gunz & Heslin, 2005, p.106). To penetrate this ‘fog’, it is useful to examine a range of social science perspectives that have contributed to our understanding of the concept (Arthur, Hall, & Lawrence, 1989). For psychologists, a career can be perceived as a vocation, a vehicle for self-realisation, or even a component of the individual life structure. In contrast, an economist may envisage a career as a response to market forces, whereas a sociologist may view a career as the unfolding of social roles, or as social mobility (Arthur et al., 1989). Consequently, the field of career theory, as a subfield of social science, involves recurrent tensions between varying stances (Mills, 1959). Highlighting these disparate

viewpoints, Young and Collin (2004) have represented the career field through its four dominant discourses:

- **Dispositions Discourse:** Advocating the notion of matching personal traits to occupational traits. See, for example, Holland's (1973, 1985a, 1985b, 1992, 1997) vocational choices. The power of this approach arises from its claimed cross-situational consistency and stability over time, that is, for adults traits remain relatively the same across different environments and over periods of time.
- **Contextualising Discourse:** Locating individuals, their concerns, actions and careers within their broad social, economic, cultural, historical and temporal circumstances. See, for example, Gottfredson's (1981, 1996, 2002) theory of circumscription and compromise. This discourse addresses issues such as the relationship between careers, institutions and the social order, in addition to uncovering matters pertaining to power and ideology in career theory and research.
- **Subjectivity and Narrative Discourse:** Highlighting the unique interaction of the self and social experiences from the standpoint of the individual. See, for example, Clandinin and Connelly's (2000) three-dimensional narrative inquiry space. This perspective addresses how the individual constructs himself or herself over time and in a particular circumstance. It emphasises paying attention to the language people use to interpret themselves (and their situations) when they are providing distinctive accounts of themselves.
- **Process Discourse:** Examining the means by which a career progresses and how that development is facilitated through counselling and other interventions. See, for example, Super's (1953, 1957, 1980, 1990, 1992, 1994) life-span, life-space theory. By focusing on the on the way career development occurs, the discourse contends that there is a normative and predictable developmental sequence of ages and stages.

The chapter embraces a contextualising discourse situating career actors within the myriad of their social and environmental influences (Patton, 2008). It is epitomised by Patton and McMahon's (1999, 2006a, 2006b) Systems Theory Framework, which describes such influences in terms of content and process. The content influences are positioned at, and across, the level of the individual system and the contextual system (Patton, 2008). Central to this framework is the individual system, where the person is perceived of as an active, participative, unique whole human being. The contextual system comprises a social system and an environmental-societal structure. The social system refers to the social structure through which the individual interacts with other systems and contains the career actor's family, peers,

community groups, educational institutions, media and workplaces. The features in the environmental-societal system consist of political decisions, historical trends, labour markets, geographic locations, socio-economic status and globalisation. While these stimuli are remote to the individual, they are still crucial to the backdrop within which individuals enact their career because people constantly encounter structures and institutions that help or hinder their career experiences, options, choices and decisions. The process influences contained in this framework include what Patton and McMahon (1999) term recursiveness, that is, non-linear, multi-directional feedback amid the elements of a person's social structure that change over time. This implies a dynamic, fluctuating process within the overall system, as each element (individual and contextual) interacts with other elements in an ongoing manner across time (past, present, future).

Adopting a contextualising discourse to the study of career theory recognises that individuals do not enact their careers in a vacuum (Herr, 2008; King, 2004). Career decisions need to be made in the context of the broader world and have their roots not only in past experiences, but also in a person's vision of the future. Facilitating this decision-making is the ongoing process of career management 'in which information is gathered, awareness of oneself and the environment is increased, career goals are set, strategies are developed to attain those goals, and feedback is obtained' (Greenhaus et al., 2009, p.18). Career management thus entails 'the analysis, planning and action that can be taken by an individual at any stage of their career - and ideally throughout it - to actively increase the chance of doing well' (Forsyth, 2002, p.3). Central to achieving such a positive outcome is the notion of engaging in continuing professional development (CPD), which is perceived as an essential investment in a person's career. CPD involves participating in a combination of approaches and techniques to manage one's ongoing learning and development (Megginson & Whitaker, 2007). Integral to continuous learning is 'the process by which one acquires knowledge, skills, and abilities throughout one's career in reaction to, and in anticipation of, changing performance criteria' (Schreuder & Coetzee, 2007, p.36). This process encompasses the actions taken to maintain, update and enhance the knowledge and skills required to pursue professional roles. Such actions entail establishing objectives for development, devising a road-map to achieve these objectives, and subsequent charting of progress towards the accomplishment of those pre-determined and anticipated end results (Megginson & Whitaker, 2007). Viewing the teaching of career management and professional development through a systems framework lens aids understanding of the factors that are relevant to students' future careers, that is, the specific pattern of individual and contextual influences that shape graduates' career trajectories.

## **EXPLORING CAREER CONCEPTS INFLUENCING CAREER MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

### **Career Definitions**

Assisting students to prepare for and engage in the active processes of career management and professional development necessitates comprehending how the career concept has been depicted in career theory. This concept has been portrayed as evolving over four distinct stages (Mulhall, 2014, p.213):

- Building on the principles of career development derived from Parsons' (1909) three-step formula for choosing a career that involved the matching of personal requirements with the external environment.
- Incorporating a more expansive life perspective, epitomised by The Chicago School of Sociologists, particularly Hughes (1937, 1958), which emphasised the relationship between professional and personal biographies.
- Returning to a more restricted occupational and organisational orientation, situating a career within stable, employment structures typified by linear, upward progression across a limited number of firms with a focus on extrinsic rewards and enterprise-led career management (see, for example, Super, 1957, 1980; Wilensky, 1961).
- Moving to a contemporary understanding of a career, exemplified by broader, experienced focused, post-organisational descriptions, attempting to replicate how individuals enact their careers in a changing world (see, for example, Arthur & Rousseau, 1996; Sullivan & Baruch, 2009).

This evolutionary journey illustrates that a career can be described in two different ways – objectively and subjectively (Arthur, Khapova & Wilderom, 2005). Objective careers, denoting publically accepted standards, typically tangible, such as remuneration and hierarchical level, serve as benchmarks for gauging an individual's movement through society (Arnold & Cohen, 2008). Subjective careers encompass personal interpretations and values, usually intangible, such as job satisfaction and contentment with career opportunities, which reflect the individual's own sense of his or her career (Arnold & Cohen, 2008). These descriptions underline the inherent two-sidedness of the career concept (Arthur et al., 2005). It has been found that the objective and the subjective aspects of a career are persistently dependent on each other and that this interdependence is ongoing over time (Hughes, 1937, 1958). When teaching career management and professional development both objective and subjective factors should be considered. Such an exploration should instil an appreciation that these two elements unfold over time according to one's career and life circumstances.



Acknowledging the inseparability of work and life (Patton & McMahon, 2006a) is advocated when teaching career management and professional development. Adopting such a contextual approach takes account of the panoply of experiences in which students' careers and lives unfold. The relationship between career and life has been recognised by Wolfe and Kolb (1980), who conceive of career management as involving,

*...one's whole life, not just occupation. As such, it concerns the whole person... More than that, it concerns him or her in the ever-changing contexts of his or her life. The environmental pressures and constraints, the bonds that tie him or her to significant others, responsibilities to children and ageing parents, the total structure of one's circumstances, are also factors that must be understood and reckoned with (p.1-2).*

This dynamic definition situates career management, and the associated activity of professional development, as synonymous with life development. The description of career that this book chapter favours stems from such a position. It regards career as 'the pattern of work-related experiences that span the course of a person's life' (Greenhaus et al., 2009, p.10). In this characterisation, work-related experiences are broadly viewed to include objective events or situations, such as one's positions and duties, in addition to subjective interpretations, such as aspirations and expectations. This definition does not require a person's work roles to be professional in nature, stable within a single occupation or organisation, or typified by upward mobility. In effect, it fits with the changes in the world of work previously explored in the introduction to this chapter. This perspective is promoted as the lens through which to teach contemporary career management and professional development because the modern-day student, and future graduate, will experience a career located 'in the ever-changing contexts of his or her life' (Wolfe & Kolb, 1980, p.1).

## **Career Contexts**

Various concepts and metaphors have been formulated to capture the notion of a career based on the accumulation of knowledge and skills in a variety of settings, which take into consideration the integration of one's professional and personal life. See, for example, Mulhall's (2014) discussion of contemporary career conceptualisations. In this account she describes the principal contemporary career concepts and metaphors, including:

- Protean careers, which recommend that individuals rearrange their skills to meet the demands of flexible workplaces and their need for self-fulfilment (Briscoe & Hall, 2006; Hall, 1976, 1996).

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- Boundaryless careers, which portray sequences of job opportunities that go beyond the scope of one employment setting (Arthur & Rousseau, 1996; DeFillippi & Arthur, 1994).
- Career profiles, which combine the two components of the boundaryless career (physical and psychological mobility), plus the two factors of the protean career (values driven and self-directed career management attitudes), yielding 16 potential career categories (Briscoe & Hall, 2006).
- Hybrid careers, which emerge from interpretations of research findings indicating that some people want to enact diverse careers typified by elements of both traditional and non-traditional concepts, such as combining job security with training so that such a combination can be applied both internally in the organisation and external to it (Granrose & Baccili, 2006).
- Postcorporate careers, which comprise careers occurring outside of large organisations whereby individuals perform a multitude of alternative options, such as employment with smaller, more agile firms, self-employment, and/or working in compact project teams (Peiperl & Baruch, 1997).

Although such concepts and metaphors have resounded powerfully in careers literature, there are concerns that some have become taken-for-granted, rather than subjected to critical scrutiny (Arnold & Cohen, 2008; El-Sawad, 2005; Inkson, 2006; Rodrigues & Guest, 2010). For instance, the protean metaphor has possibly developed from useful heuristic to social fact as it is based on unfettered individualism (Arnold & Cohen, 2008; Inkson, 2006). The boundaryless metaphor is inextricably associated with the circumstances in which it emerged – fluid labour markets and employment insecurity (El-Sawad, 2005). Limits to the value of the boundaryless metaphor have been explored by Inkson et al. (2012), but space restricts an elaboration of the five main issues examined in their analysis (labels, definitions, agency, normalisation, evidence).

A central premise of this chapter is that career contexts matter. By focusing almost exclusively on actors, prevailing thinking about careers, and its associated concepts and metaphors, neglects the role of social institutions, such as labour market agencies, in people's understanding and enactment of their careers (El-Sawad, 2005). This results in a view that is under-socialised and depoliticised (Arnold & Cohen, 2008). Careers are the product of social structures, such as families, organisations or institutions, which, in turn, produce and reproduce these structures (Gunz, Mayrhofer, & Tolbert, 2011). Career experiences develop and evolve within a broad canvas of structural arrangements operating in a variety of employment contexts (Blossfeld, Buchholz, & Holfacker, 2006). To provide a deep understanding of the structures curating careers, models and metaphors that place context centre stage are favoured as they assist in comprehending relationships between human actions and social systems (Mignot, 2000).

As a case in point, the Kaleidoscope Career Model explains how individuals focus on three career parameters when making decisions, thereby reflecting the continually changing pattern of their careers (Mainiero & Sullivan, 2005, 2006; Sullivan, Forret, Carraher, & Mainiero, 2009). These parameters are: authenticity, defined as being true to oneself; balance, described as the equilibrium between work and non-work demands; and challenge, characterised as stimulating work and career advancement. This representation purports to offer conceptualisations that are not an extension of either the protean or boundaryless concepts, but instead provide an alternative lens through which careers can be viewed (Sullivan & Baruch, 2009).

Another exemplar of a model focusing on context is the nine metaphorical lenses framework (Inkson, Dries, & Arnold, 2015). This offers an interdisciplinary perspective on career as a body of knowledge and how it is considered and carried out by individuals in the conduct of their working lives. It foregrounds context as each of its metaphorical lenses affords a different way to look at the same phenomenon. It claims to show nine different, yet valid, views of a person's career, with each view generating its own unique insight. The framework proposes that careers can be explored as inheritances (predetermined environmental outcomes), cycles (identifiable stages), fit (occupational alignment), journeys (direction, destination), roles (formal, informal expectations), relationships (networks, social capital), resources (individual, organisational), stories (identity) or actions (agency). While recognising the potential overlap between views, the framework affords the possibility of exploring those aspects of career that are being transformed and those which endure (Inkson et al., 2015).

## **CONSIDERING CAREER MANAGEMENT AND PROFESSIONAL DEVELOPMENT FROM VARYING PERSPECTIVES**

### **Institutional Perspectives**

An examination of the theoretical underpinnings of the career discipline point towards career conceptualisations that are both diverse and complex, in addition to being synonymous with change (Arnold & Cohen, 2008; Hall 1996; Sullivan & Baruch, 2009). The ongoing process of change is conceived as a central feature of the contemporary career experience, which, it is argued, has to be managed proactively by individuals (Inkson, 2006; LaPointe, 2013). Examples of career experiences involving change processes include when people encounter role transitions (Ibarra & Barbulescu, 2010), organisational restructuring (Walton & Mallon, 2004) or job loss (Zikic & Richardson, 2007). These changes occur within a person's cultural, economic, social, political and organisational environments (Dries, 2011; Inkson et

al., 2015). During periods of transition individuals are not presented with infinite possibilities as structural factors serve to curate available opportunity, which, in turn, shape career patterns (Duberley, Cohen, & Mallon, 2006; El-Sawad, 2005). Consequently, in the course of these unfolding experiences, people may find that their careers are bounded (Mignot, 2000), structured by multiple boundaries (Rodrigues & Guest, 2010) and immersed in institutional arrangements (Ituma & Simpson, 2009). For instance, individuals may come across gatekeepers who mediate their labour market opportunities (King, Burke, & Pemberton, 2005) and influence their career passage (Gunz et al., 2011). Examples of such gatekeepers are labour market intermediaries, which are organisations that link people seeking employment with firms offering employment (McGurk, 2014). These intermediaries are an integral part of the labour market institutional framework and can operate as private sector, public sector or membership-based organisations (Benner, 2003). They can act as passive providers, proffering matching services for firms and jobseekers; or active providers, training people to fill labour market vacancies (Osterman, 2008). The extent and form of labour market arrangements, and the structuring and operation of labour market intermediaries when interacting with people experiencing change, assists in discerning the variations in careers between individuals (Whitely, 2003).

To gain insight into the link between individual activism and institutional settings, institutional theory provides an explanatory framework to analyse how structural arrangements shape individual and organisational behaviour (Scott, 2014). It illustrates how individuals and organisations consider the broader contextual factors that guide human behaviour, specifically institutionally established frames of meaning. Research in this domain studies the processes of cognitive and normative institutionalism, whereby organisations and people conform to social and cultural influences (Scott, 2014). Such conformity argues institutional theory, occurs when influences are taken-for-granted and supported by assumptions people perceive as part of reality (Ituma & Simpson, 2009). Institutions exhibit stabilising and meaning-making properties because of the processes set in motion by regulative, normative and cultural-cognitive elements (Scott, 2014). According to Scott (2014) these elements, or pillars, together with their associated activities and resources, provide stability and meaning to social life. The regulative pillar attends to rule-setting, monitoring and sanctioning activities; the normative pillar emphasises shared values and standardised expectations that guide behaviour; and the cognitive pillar stresses the central role played by socially mediated constructions of common frameworks of meaning. The implication of institutional theory for career management is the recognition that individual career patterns and trajectories, and organisational career management policies and practices, 'mirror and mimic societal conventions embedded in the institutional settings in which careers are embedded' (Ituma & Simpson, 2009, p.734). Institutional theory can thus be drawn upon by educators

and their students to explore the systems that structure individual careers, including, the rules, expectations and schema shaping career experiences, career management and professional development.

## **Individual Perspectives**

### **Choices and Options**

The career of each individual is part of the context of the careers of others (Inkson & Elkin, 2008). In thinking about their own careers, individuals take bearings on other people and determine who and where they are in society. Gottfredson's (1981, 1996, 2002) theory of circumscription and compromise provides a way of appreciating how students potentially eliminate their least favourable occupation alternatives (circumscription) and how they then accommodate external limitations on their occupational choices (compromise). It conceptualises and measures a person's vocational inclinations not as a single point, but as a range of preferences. Within this range, individuals engage in a 'pruning of choice to produce a small set of "good enough" options' (Gottfredson, 1996, p.182). The theory maintains that forming career aspirations is a process of comparing one's self-image with impressions of occupations, and, subsequently, judging the degree of match between the two. Gottfredson (1981, 1996, 2002) contends that this requires perceiving and understanding the properties' of one's self-concept and of occupations - and the place of both - in the social world. Self-concept refers to one's view of oneself, that is, of who one is, both privately and publicly. It is, therefore, the object of cognition, the 'me', but it also reflects the person as actor, the 'I' (Gottfredson, 1996, p.184). Self-concept has many elements, including appearance, abilities, personality, gender, values and status in society.

According to the theory of circumscription and compromise people hold images of occupations (often called occupational stereotypes). These include the personalities of the people in those occupations, the work they do, the lives they lead, the rewards and conditions of their work and the appropriateness of that work for different types of people. Such perceptions are organised into a meaningful and shared cognitive map of occupations. Adolescents and adults distinguish occupations along three major dimensions: masculinity-femininity; occupational prestige level (overall desirability); and field of work. These distinctions can be represented by a two-dimensional map (sextype by prestige level) called the cognitive map of occupations, scored in terms of prestige level (high versus low) and sextype rating (masculine versus feminine) (Gottfredson, 1981, 1996, 2002).

Gottfredson's theory proposes that career choice involves two stages: people considering the entire range of careers, a process called circumscription; and then

delineating those which they regard as broadly acceptable, making their eventual choices within that subset. When careers are plotted onto the two-dimensional cognitive map of occupations space, the process of circumscription (stage one) entails drawing an area to reflect careers that are acceptable to a person and conforms to their self-concept. For example, being neither too masculine nor too feminine; or too high in terms of their prestige and hence effort required, nor too low, and; consequently, insufficiently rewarding. The theory purports that choices tend to be regarded as negative, meaning that careers are rejected because they do not have attributes that are consonant with the person making the selection, rather than perceived as positive and thus being chosen for their particular suitability. Following the completion of the process of circumscription, a number of possible careers still remain for an individual. The second stage of choice, compromise, is the practice by which people relinquish their most preferred alternatives for less compatible, but more accessible, ones in terms of competence, competency, educational qualifications, geographical location, remuneration, and so on. Compromise can occur either in anticipation of external barriers, called anticipatory compromise, or, alternatively, after they are encountered, termed experiential compromise (Gottfredson, 1996). The eventual career selected is one that is good enough, which satisfices, being realistically good, though not necessarily optimal (Gottfredson, 1981, 1996, 2002). The theory of circumscription and compromise helps educators teaching career management and professional development as it explains how students develop occupational self-concepts that are defined in terms of prestige within ‘zones of acceptable alternative occupations’ (Gottfredson, 1996, p.187).

## Success

Adopting a contextualising discourse heightens educators’ awareness that the teaching of career management and professional development involves recognising students’ bounded and structured environments. Within these broad confines educators need to impart knowledge and develop skills that facilitate students to actively seek career success, in tandem with supporting students to clarify what they mean by success and how they can attain it. Interest in the notion of career success has increased in theoretical and practical relevance in line with a shift towards individuals having to manage their own careers as many organisations are assuming less responsibility for career management (Shen et al., 2015).

To develop the competence and competencies of students to plan for, and achieve success, the teaching of career management and professional development should encourage students to appraise their careers over the life-course. As career experiences evolve, individuals assess what they consider to be desirable work-related outcomes, that is, they evaluate their career success (Dries, 2011; Maurer

& Chapman, 2013). The construct of career success can be conceptualised in two ways: objective, tangible indicators (e.g. income) that align with shared social comprehensions; and subjective, internal apprehensions (e.g. job satisfaction) across any dimensions that support private perceptions (Abele & Spurk, 2009; Nicholson & De Waal-Andrews, 2005). Whether career attainments lead people to consider that they have achieved career success depends on the standards against which they are appraised. Objective and subjective outcomes may be gauged relative to the accomplishment and expectations of others (other-referent criteria) or against personal measures (self-referent criteria) (Heslin, 2005). Accordingly, individuals can evaluate their career success using both other- and self-referent criteria derived from the objective and subjective career domains, leading to four potential outcomes of success: objective/other-referent; objective/self-referent; subjective/other-referent; and subjective/self-referent (Heslin, 2005).

As part of adopting a life-course perspective to the teaching of career management and professional development, recognition should be given to how different people may evaluate their career success differently, how evaluations of career success may alter over time and under what circumstances such change may transpire. For example, research indicates a tendency for women to prefer subjective measures of career success and men objective measures (Abele & Spurk, 2009; Arnold & Cohen, 2008; Heslin, 2005). This suggests that women are inclined to possess a values-based rather than a goal-focused orientation to the construct (Nicholson & De Waal-Andrews, 2005). When describing their career success women refer to, for instance, maintaining work-life balance (Dyke & Murphy, 2006; Kirchmeyer, 2006) and cultivating meaningful relationships (Dyke & Murphy, 2006). Even in male-dominated professions, female managers consider equilibrium between work and non-work activities (Dolan, Bejarano, and Tzafirir, 2011) and relationship building (Fernando, Amaratunga & Haigh, 2014) as important career success criteria.

## **Organisational Perspectives**

While responsibility for achieving career success is deemed by contemporary theory as resting predominantly with the individual, corporate support programmes are also considered important in this regard (Mulhall, 2014; Shen et al., 2015). From an organisational perspective, a key challenge is the necessity to reconcile the needs of the firm with the needs of the individual. A balance should, therefore, be found between the interests of both parties, resulting in career management and professional development activities being a shared responsibility for both employers and employees (Schreuder & Coetzee, 2007). Organisational career management is broad-based and should take account of the future skills and capability requirements of the firm, as well as the desire of the individual for career opportunities. This involves creating a

partnership approach whereby employers guide employees to develop the knowledge and skills they need tomorrow, but within a framework that recognises individuals are different, and have varying expectations and needs from a career (CIPD, 2011). The optimal outcome from organisational career management is that it reflects the current and future capabilities vital for the firm to fulfil its strategy and accomplish its objectives, while simultaneously satisfying the needs of employees to develop marketable skills that enable them to feel secure and challenged in their jobs, thus driving their engagement and enhancing value to the firm (CIPD, 2011).

In addition to managing change and achieving strategic objectives, organisational career management should also bridge the gap between the desire of individuals for employability and the 'need for "job-ready" talent to step into specified roles' (CIPD, 2011, p.26). As individuals now work in fluid and uncertain environments 'security lies in employability rather than in employment [because] ... while employment may mean a guaranteed job, employability can be viewed as the person's value in terms of future opportunities' (Schreuder & Coetzee, 2007, p.48). To remain employable, people require a significant commitment to the ongoing development of their skills and abilities so that they are able to offer what is required in the future. Individuals may prize employability, but most firms believe that they can only derive usefulness from organisational career management if they are preparing people for roles within their own enterprises. Career management should, therefore, seek to enable people to recognise the distinction between employability - the ability of individuals to develop tradable skills and career mobility, and access a wide range of opportunities - and priming themselves for employment in a particular role (CIPD, 2011). It should also facilitate them to understand how progression through a series of roles can assist them achieve employability. Career progress refers to individuals' experiences of career growth, which may include moving upward, increasing competence and expertise, and gaining broader exposure across multi-directional career movements (Schreuder & Coetzee, 2007). If people are afforded sufficient support to permit them to make informed and appropriate decisions about their job roles and their suitability in terms of requisite skills and attributes for these roles, firms are likely to have fewer resourcing difficulties and enhanced engagement from their staff (CIPD, 2011). Retention can also be improved and attrition reduced when organisations afford suitable opportunities and support. For example, an employer could play a career planning training role and provide facilities such as career counselling, career mentoring, career centres, career workshops and career toolkits (Schreuder & Coetzee, 2007). Additionally, guidance in terms of lateral moves, secondments and lifetime career aspirations, and assistance for short-term and long-term development, could also be offered (CIPD, 2011). By integrating the strategic and operational demands of the organisation with the career needs of employees, company's career management



arrangements can encourage staff to examine suitable choices, opt for appropriate options and achieve successful outcomes to the benefit of all parties concerned.

To realise such mutually advantageous outcomes, a learning and development agenda should be placed at the core of organisational career management structures (Harrison, 2009). This agenda should revolve around a process that is accessible to all employees; one which aids the identification of individuals' capabilities and their related career needs. Such an analysis could be conducted in a variety of ways, through, for instance, systems established by the organisation, or initiatives instigated by the individual. The performance management process is an example of where both the organisation and the employee can raise career management and professional development issues. Within this system, the formal performance appraisal review carries out a useful function as it culminates in the production of an agreed professional development plan (Torrington, Taylor, Hall & Atkinson, 2014). The appraisal discussion is not, however, an adequate or appropriate occasion for the comprehensive assessment of potential. Harrison (2009) proposes that development centre methodology has a crucial part to play in the assessment of potential. This is where a group of staff engage in an array of job simulations, tests and activities with observers who evaluate their performance against a number of pre-determined, job-related dimensions. The developmental element to this process is when the collected data is drawn upon to determine individual learning needs, facilitate self-development or form part of an organisational career management system (Armstrong, 2014). A development centre offers individuals' valuable forums for learning as it clarifies what kind of career paths people want and equips them to follow this trajectory. Additionally, it affords opportunities to explore actual and latent skills, as well as raising awareness concerning personal values and motivation (Harrison, 2009).

## **EXAMINING INTEGRATION OF THEORY AND PRACTICE**

### **Approaches to Teaching Career Management and Professional Development**

A learning and development agenda lies at the core of teaching career management and professional development. To reflect the ongoing developmental processes integral to engaging in career management and professional development, it is proposed that a contextualising discourse situated within a systems framework is embedded in its teaching. This pedagogical approach has the potential to take account of the requirement to reconcile institutional, organisational and individual perspectives. Two models of career management can be drawn upon by educators

to fit this pedagogical position – a traditional plan-and-implement model and a contemporary test-and-learn model (Schreuder & Coetzee, 2007).

The plan-and-implement model employs a linear process in setting career goals, from which flows an implementation plan (Greenhaus et al., 2009). The end-goal is usually fixed, with the ideal of identifying career objectives as precisely, and as early, as possible. When the teaching of career management and professional development is framed from this perspective, the pedagogical approach is deductive. Progress occurs in phases by way of each stage building on the preceding step. The starting point is analysis and reflection, whereby individuals use introspection to gain a more complete and accurate picture of themselves. This ability to be self-aware, that is, deliberate on and accurately assess one's skills and abilities, assists in determining one's current position, and, from that, extrapolate a desired outcome (Greenhaus et al., 2009). An action plan is then devised, and subsequently executed, to attain the preferred career goal. With this model individuals require explicit knowledge of themselves and their working environment as an input to the career management process. For example: what jobs exist; what skills they prefer to use; what occupational areas interest them; what their personality is; and so on (Schreuder & Coetzee, 2007).

In contrast, the test-and-learn model views career management as a developmental process that is circular in nature (Schreuder & Coetzee, 2007). It conceives career management as a process in which iterative rounds of action and reflection lead to updating personal career goals and possibilities (Coetzee, 2005). The emphasis is on the change that is synonymous with frequent career transition, with the ideal of improving individuals' capacities to formulate and test hypotheses about future openings and multiple roles or identities that they could explore along their life journey. When the teaching of career management and professional development is framed from this perspective, the pedagogical approach is inductive in nature, with progress iterative, so that each repetition is accompanied by elevated insight (Coetzee, 2005). The emphasis is on taking action and experimenting with various future possibilities. Consequently, individuals learn from direct experience to recombine existing and newly-acquired modes of thinking about themselves, and to create opportunities that correspond to the evolving self-concept. With this model individuals require implicit knowledge that is continuously generated throughout their participation in the career management process. For example, exploring what is feasible and appealing to them, and revising these notions as and when the circumstances require (Schreuder & Coetzee, 2007)

Both the models illustrate that career management is characterised by continuing reflection, goal-setting and development. The traditional plan-and-implement model and the contemporary test-and learn model can be availed of by individuals, organisations and institutions to prepare for and manage multi-direction trajectories

over the career life cycle and personal life span. Ostensibly those in the early stages of their careers who do not have fully formed career ideals and paths will probably require the basic principles and steps underlying the traditional plan-and-implement model to initiate, and later maintain, their career journeys (Schreuder & Coetzee, 2007). For example, full-time undergraduates or postgraduates who have only experienced the education system, or have limited employment histories as a result of engaging in temporary or part-time jobs during their vacation time. The teaching and assessment strategy for career management and professional development modules targeted at those entering the world of work for the first time could focus on learning outcomes that assists students to (Greenhaus et al., 2009):

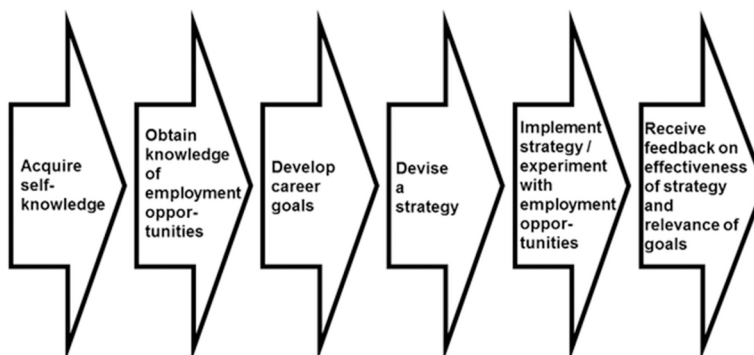
- Acquire self-knowledge.
- Obtain knowledge of employment opportunities.
- Develop individualised career goals.
- Devise a tailored career strategy.
- Implement their career strategy and experiment with various employment opportunities.
- Receive feedback on the effectiveness of the strategy and the relevance of the goals.

This approach can be depicted in a linear, unidirectional fashion as per Figure 1.

For those who have (or have previously had) employment experience, but who are encountering the turbulence and uncertainty associated with the contemporary

*Figure 1. Linear, unidirectional focus of a plan-and-implement career management model for students entering the workplace*

*Source: Developed by authors*



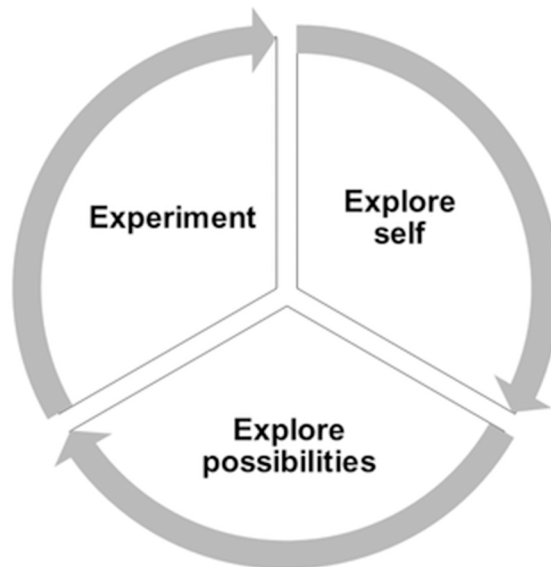
### ***Embedding Career Competencies in Learning and Talent Development***

workplace, the modern test-and-learn model may be more appropriate (Schreuder & Coetzee, 2007). For example, part-time undergraduates or postgraduates returning to the education system who are simultaneously employed on a full-time basis, or possibly temporarily unemployed, or, alternatively, availing of statutory leave entitlements. The teaching and assessment strategy for career management and professional development modules intended for individuals who have to manage frequent career change and transition could focus on learning outcomes that support students to participate in three iterative steps (Coetzee, 2005):

- Step one – engage in self-exploration:
  - Identify one’s possible selves or working roles.
  - Establish one’s career interests, career orientations, career values and career personality preferences.
  - Analyse one’s knowledge, skills, competencies, abilities and aptitudes.
  - Ascertain one’s wants and desires, and aspirations and ambitions.
- Step two – explore possibilities:
  - Research career opportunities and alternatives that correspond with one’s career-assessment and general self-exploration.
  - Prioritise the chosen career possibilities.
  - Draft short- and long-term career plans.
  - Draft a plan of action to try-out and experience the selected career options.
- Step three – experimentation:
  - Source and secure a position, or positions, that are consistent with one’s preferred format of working, role requirements, and associated duties and responsibilities.
  - Achieve small successes.
  - Reflect on accomplishments, challenges and failures, and learn from them.
  - Update goals, possibilities and self-conceptions about one’s knowledge, skills, abilities and possible selves.
  - Embrace and learn from ‘in-between’ periods of unemployment.
  - Seize new opportunities by taking action as appropriate.
- Repeat steps one to three continuously.

This approach can be depicted in a circular fashion as per figure 2. Over time such an iterative methodology may lead to an upwardly reinforcing spiral of continuous learning and development.

*Figure 2. Circular, spiralling focus of a test-and-learn career management model for students already in the workplace Source: Developed by Authors*



## **Methodologies for Teaching Career Management and Professional Development**

The previously outlined plan-and-implement and test-and-learn career management models embody different learning objectives for those students initially entering the workplace, as compared to those already in the workplace. The plan-and-implement model, with its linear, unidirectional focus, can support the former cohort to commence their career journeys in three distinct, yet inter-related, ways (Schreuder & Coetzee, 2007). First, to acquire the requisite career planning skills that would enable them to pursue meaningful careers, both currently and for the future. Second, to enhance their aptitude to make mature career decisions that exemplify determination, self-reliance, independence and a willingness to compromise between one's personal needs and the requirements of one's situation. Third, to engender a heightened sense of self-efficacy relating to beliefs about one's ability to accomplish a range of career tasks with varying levels of difficulty, and the degree to which one will succeed, despite confronting obstacles and challenges (Greenhaus et al., 2009).

Whereas the test-and-learn model, with its circular, spiralling emphasis, can facilitate students already in the workplace to progress their career journeys in three definite, yet interconnected, respects (Schreuder & Coetzee, 2007). First, to promote career adjustment, that is, learn behaviours conducive to adapting to the goals and

### ***Embedding Career Competencies in Learning and Talent Development***

tasks associated with the various stages of the career life cycle. These stages have been described by Mulhall (2014) as entry, early career, mid-career, later career and end career. Second, to stimulate career resilience, that is, the pattern of psychological activities (hardiness, self-efficacy, achievement motivation), which creates an intention to persist in the face of adversity (Fernando et al., 2014). Third, to support the capacity to proactively deal with career transitions, that is, manage the change inherent in moving from one state of existence to another, such as experiencing job enlargement, promotion, transfer, secondment, redundancy or unemployment.

Irrespective of the career juncture a student occupies, all students (full-time and part-time, undergraduate and postgraduate) need to develop competencies that facilitate adaptation over their entire career life-cycles and personal life spans (Patton, 2008; Patton & McMahon, 1999, 2006a, 2006b; Wolfe & Kolb, 1980). These competencies are what DeFillippi and Arthur (1994) term career competencies. They comprise an individual's knowledge, skills and attitudinal values that enhance a person's ability to adapt to change. Possessing these competencies contributes to satisfying individuals' current job and organisational requirements, in addition to meeting their future role and employability needs (Schreuder & Coetzee, 2007). The teaching and learning of career competencies should reinforce the stage of maturation a student presents at. For those students entering the workplace for the first time, the emphasis should be on fostering career competencies that prepare them for career readiness, enhancing their abilities to make suitable career decisions and helping them to cope with the developmental tasks vital to the early stages of one's career (and life). For students already in the workplace, the focus should be on cultivating career competencies that augment their abilities to become accustomed to altering circumstances, assisting them to embrace the prospect of collaborating with a range of different people, and boosting their self-confidence and willingness to take appropriate risks. It is recognised that each cohort should have an appreciation of the others' needs; however, for the purpose of clarity and ease of explanation, the two groups are discussed as separate and discrete entities.

Examples of how to embed career competencies into the teaching and assessment strategies of career management and professional development modules for students without workplace experience, and those with experience, are provided in table 1. This table applies Biggs and Tang's (2011) principle of constructive alignment to ensure coherence between the intended learning outcomes, indicative syllabi, and assessment strategies and related assessment types. This methodology is influenced by the contextualising careers discourse, which situates people within their social and environmental systems and across the various stages of their career (and life) course. Students with no (or minimal) workplace experience are taught and assessed according to a plan-and-implement model, with learning outcomes constructed using a deductive, linear, unidirectional approach. In comparison, students with workplace

experience are taught and assessed according to a test-and-learn model, with learning outcomes constructed by means of an inductive, circular, spiralling approach. Schreuder and Coetzee's (2007) conceptualisation of career competencies lays the foundation stones on which the indicative syllabi are built. These are know-why, know-how, know-whom, know-what, know-where and know-when (descriptors as detailed in Table 1). The associated teaching and learning activities draw a distinction between levels of workplace experience, with somewhat dissimilar content suggested for those who possess organisational familiarity and those who do not. To facilitate the transfer of knowledge and skills from the classroom to the workplace, content is designed and developed according to general principles for full-time students and identical elements for part-time students (Blanchard & Thacker, 2013).

For example, full-time undergraduates and postgraduates with no (or minimal) workplace experience learn the concepts and principles connected to each career competency (Table 1 refers) in a way that can be applied to a variety of different employment situations. This is taught according to the six progressive steps outlined in Figure 1. Whereas part-time undergraduates and postgraduates with workplace experience learn concepts and principles concerning each career competency (Table 1 refers) in a manner that is as similar to their career situations as possible. This is taught according to the three-step iterative process outlined in Figure 2. The content of the indicative syllabi in Table 1 covers the actions that individuals need to take to obtain a job that is reasonably consistent with their preferred employment environment, expertise and experience, and lifestyle preferences (Forsyth, 2002; Greenhaus et al., 2009). These activities include, for example, completion of self-awareness inventories, examination of labour markets, identification of prospective employers, preparation of promotional documentation (CV, application form) and demonstration of career management practices (job search techniques, interview skills, negotiation skills).

Regarding of assessment types drawn upon, the distinction between students without workplace experience and those with, is not as apparent as with the indicative syllabi. Notwithstanding, it is recognised that while the form of assessment may be the same in both cases, the marking criteria may be altered to replicate the relative degrees of workplace familiarity. A strong reflective thread runs through the assessment types, with all six career competencies (know-why, know-how, know-whom, know-what, know-where, know-when) incorporating an introspective element into the appraisal process. Examples include analysing any promotional documentation prepared and submitted for simulated or actual jobs, learning from engaging in mock interview role-plays or actual interview experiences, writing-up reflective journals, and so on. The assessments should represent both formative and summative evaluation (Blanchard & Thacker, 2013). This means that assessments should contain continual progression, indicating where improvements or changes

## **Embedding Career Competencies in Learning and Talent Development**

*Table 1. Embedding Career Competencies into the Indicative Syllabi and Assessment Types of Career Management and Professional Development Modules*

<b>Career Competencies</b>	<b>Description of Career Competencies</b>	<b>Indicative Syllabus for Students with No Workplace Experience (Plan-and-Implement)</b>	<b>Indicative Syllabus for Students with Workplace Experience (Test-and-Learn)</b>	<b>Assessment Types for all Students</b>
Know-why	Values, attitudes, internal needs, identity, life style preferences, expectations	Generic career inventories Self audit using pre-determined skills matrices	Specific occupational inventories Self audit using bespoke skills matrices	Complete inventories and audits Draft reflective essays
Know-how	Expertise, capabilities, explicit and tacit knowledge	Generic job search techniques Generic job application process	Specific job search techniques Specific job application process	Engage in role-plays Write-up reflective journals
Know-whom	Networking relationships, sourcing appropriate contacts	Personal contacts Part-time work contacts Extra-curricular activities Career counselling and guidance services	Organisational contacts Professional bodies Industry and trade associations	Liaise with contacts Compile and reflect on professional network list
Know-what	Strengths, weaknesses, opportunities, threats, job requirements	Generic sectoral, industry and organisational analyses	Specific sectoral, industry and organisational analyses	Prepare and reflect on career choices reports
Know-where	Gaining entry to workplaces, commencing new roles, participating in training, learning and development, progressing one's career	Generic interview skills Generic negotiation skills Generic induction Generic probation Generic training, learning and development systems	Specific interview skills Specific negotiation skills Specific induction and probation systems Specific organisational human resource management systems	Prepare and reflect on promotional documentation (CV, application form) for simulated or actual jobs
Know-when	Timing of decisions, choices and activities	Career action plan with flexible milestones and timelines	Career road-map with defined trajectories and definite milestones and timelines	Prepare and reflect on career action plans or career road-maps

Source: Developed by the authors through adaptation of the career competencies identified by Schreuder & Coetzee (2007, p.60)



are necessary to make teaching activities more effective, as well as gauging the effectiveness of outcomes against those specified when the activity was planned, typically occurring at the end of the module. It is recommended that the emphasis is on formative assessment, given the contemplative, evolutionary and progressive focus of career management and professional development. A crucial aspect of the teaching and assessment strategy for both the plan-and-implement and test-and-learn models is to provide students with frequent, appropriate and relevant feedback on their performance. This should enable students to develop the requisite career competencies, and to adjust their behaviour accordingly, thereby accelerating the learning process. A discussion on how educators can embed career competencies into the teaching, learning and assessment of career management and professional development modules is presented next.

### **Toolkits for Teaching Career Management and Professional Development**

Consider the following scenario. An educator delivers career management and professional development modules on a postgraduate Business and Management degree. Two streams are offered – a full-time (day) option and a part-time (evening) option. The full-time mode is aimed at students who have progressed straight through the education system, going from school to college, and only engaging in part-time and vacation work as an adjunct activity. The part-time mode is targeted at students who are experienced practitioners, either combining their studies with whole-time employment, or taking time out from the labour market (voluntarily or involuntarily) to upskill. In both situations, the learning outcome is to enable the transfer of career competencies from the classroom to the workplace to equip students with the knowledge and skills to self-manage their careers in a fluid environment.

To achieve the learning outcome differing methodologies and methods are used by the educator (plan-and-implement and test-and-learn models, respectively). The difference in emphasise between the two streams is illustrated by presenting two vignettes as exemplars that represent the student cohorts. Each vignette is accompanied by the teaching, learning and assessment strategy that the educator can implement when delivering the career management and professional development modules (Tables 2 and 3, respectively). Drawing on a systems framework, the vignettes highlight that taking context into account when teaching and assessing career management and professional development modules assists students to learn how to self-manage their careers in a manner that suits their particular situations.

## **Embedding Career Competencies for Full-Time Students with Minimal Workplace Experience**

Jane is a student on the full-time Business and Management postgraduate degree programme. She is a 23-year old millennial (someone born between the early 1980s and early 2000s), who has just completed her undergraduate Arts and Humanities degree. Her parents have predominantly funded her education to date, but are now encouraging her to partially support herself. As a result, she is willingly working in the gig economy as an independent freelancer contracting out her services on short-term assignments with a cycling courier company. Jane feels this pattern of employment provides her with the flexibility she requires to fit her work schedule around her lecture timetable. As a digital native, her career goal is to work in a digital marketing role for an international media outlet. To fulfil this ambition, she writes articles on a *pro bono* basis for the college magazine and promotes the content virtually.

Table 2 details how an educator can deliver a career management and professional development module to a classroom full of ‘Jane’s’. The table is divided into career competencies, indicative syllabus and assessed learning task (type, description, weighting).

Table 2 offers examples of learning tasks to develop the six key career competencies (know-why, know-how, know-whom, know-what, know-where, know-when) for full-time students with minimal workplace experience. For instance, the emphasis on the ‘know-why’ task (self-analysis of generic competence and competencies) is on identifying the transferable skills that students have learned in an academic environment and showing application to an employment setting. The focus on the ‘know-whom’ task (preparation of a social media profile) is on utilising available technology to initiate networking activities with personal and professional contacts. The learning tasks are taught and assessed in a linear, unidirectional manner, on a step-by-step basis (characteristic of a plan-and-implement model). The weighting of the assessments for full-time students with minimal workplace experience towards demonstration of knowledge and understanding, and application. Only two learning tasks include a reflective element as part of the evaluation – ‘know-what’ (generic labour market analysis) and ‘know-when’ (career action plan).

## **Embedding Career Competencies for Part-Time Students with Significant Workplace Experience**

Barry is also a student, but he is participating on the part-time Business and Management postgraduate degree. Finding opportunity in a crisis, he embraced the disruption inherent in the contemporary world of work. As a 40-year married man

**Embedding Career Competencies in Learning and Talent Development**

*Table 2. Embedding career competencies into career management and professional development modules for full-time students with minimal workplace experience (plan-and-implement model)*

<b>Career Competencies</b>	<b>Indicative Syllabus</b>	<b>Type of Assessed Learning Task</b>	<b>Description of Assessed Learning Task</b>	<b>Weighting of Assessed Learning Task</b>
Know-why	Generic career inventories Self audit using pre-determined skills matrices	Self-analysis of generic competence and competencies	Self-analysis based on four questions: <ul style="list-style-type: none"> <li>• What do you do in your studies?</li> <li>• What knowledge and skills do you need to be effective in your studies?</li> <li>• What achievements and contributions are you proud of in your studies?</li> <li>• What benefits resulted to you and your college from you successfully engaging in this programme?</li> </ul>	Learning task weighted at 15% With the available marks being allocated according to demonstration of knowledge and understanding (50%), and application (50%)
Know-how	Generic job search techniques Generic job application process	Preparation of generic job application	Pre-determined simulated vacancy assigned by educator with the objective to: <ul style="list-style-type: none"> <li>• Apply the knowledge and skills learned in class by submitting a CV and letter of application for a fictional vacancy</li> </ul>	Learning task weighted at 25% With the available marks being allocated according to demonstration of knowledge and understanding (50%), and application (50%)
Know-whom	Personal contacts Part-time work contacts Extra-curricular activities Career counselling and guidance services	Network with generic contacts	Prepare a social media profile on an appropriate digital platform following attendance at a seminar organised by the college and presented by a relevant industry representative	Learning task weighted at 10% With the available marks being allocated according to demonstration of knowledge and understanding (40%), and application (60%)

*continued on following page*

**Embedding Career Competencies in Learning and Talent Development**

*Table 2. Continued*

<b>Career Competencies</b>	<b>Indicative Syllabus</b>	<b>Type of Assessed Learning Task</b>	<b>Description of Assessed Learning Task</b>	<b>Weighting of Assessed Learning Task</b>
Know-what	Generic sectoral, industry and organisational analyses	Preparation of generic labour market analysis	Conduct labour market analysis for preferred career path (loosely defined): <ul style="list-style-type: none"> <li>• Apply the knowledge and skills learned in class by identifying preferred roles, organisations, industries and sectors</li> <li>• Reflect on the strengths and weaknesses of the submitted analysis</li> </ul>	Learning task weighted at 10% With the available marks being allocated according to demonstration of knowledge and understanding (35%), application (55%) and reflection (10%)
Know-where	Generic interview skills Generic negotiation skills Generic induction Generic probation Generic training, learning and development systems	Participation in generic interview role-play	Practice interview techniques with the objective to: <ul style="list-style-type: none"> <li>• Apply the knowledge and skills learned in class by preparing for and participating in an interview role-play for the previously advertised simulated vacancy</li> </ul>	Learning task weighted at 25% With the available marks being allocated according to demonstration of knowledge and understanding (40%), and application (60%)
Know-when	Career action plan	Preparation of generic career action plan	Devise personalised career action plan with the objective to: <ul style="list-style-type: none"> <li>• Apply the knowledge and skills learned in class by submitting an individual prospective career plan with flexible milestones and timelines</li> <li>• Reflect on the strengths and weaknesses of the submitted plan</li> </ul>	Learning task weighted at 15% With the available marks being allocated according to demonstration of knowledge and understanding (35%), application (55%) and reflection (10%)

Source: Developed by authors

with two young children (aged 1 and 3 years), Barry’s position as Marketing Manager with a professional services firm was recently made redundant (involuntary). When his first child was born, Barry had become the primary income earner to allow his wife to be a full-time homemaker. Ever since his employment circumstances altered,

his wife re-entered the workplace on a part-time basis and Barry commenced in the gig economy as an independent contractor for a cab company. Neither Barry, nor his wife, is satisfied with this state of affairs, as both of their roles are precarious. Consequently, they decided that Barry should upskill by returning to education to increase the likelihood of him securing the role he covets – Marketing Director in professional services.

Table 3 details how an educator can deliver a career management and professional development module to a classroom full of ‘Barry’s’. It provides examples of learning tasks to develop the six key career competencies for part-time students with significant workplace experience. For instance, the ‘know-how’ learning task (preparation of a specific job application) involves the student selecting a relevant, actual vacancy that has been advertised to apply for. The ‘know-when’ task (network with specific professional contacts) recognises the pivot role that professional bodies (or trade associations) play in experienced practitioners’ careers. The ‘know-when’ task (preparation of a specific career road map) is based on the students’ past experiences and expertise and preferred career trajectory. The learning tasks are taught and assessed in an iterative, reinforcing manner, with continual reflection at their core (typical of a test-and-learn model). Consequently, the weighting of the assessments for part-time students with significant workplace experience demonstration of knowledge and understanding, plus and reflection.

In summary, embedding career competencies into the design, development, delivery and assessment of career management and professional development modules should facilitate students, particularly those with significant workplace experience, to reflect on their actions (Schön, 1987). By teaching this practice, that is, thinking that takes place after an experience, students should become reflective practitioners (Schön, 1987). They should learn to integrate reflection-on-action into their habitual career management routines as an integral part of their current and future professional lives. By practicing this dynamic capability, all students (full-time and part-time, undergraduate and postgraduate) should foster the capacity to recognise, embrace and act on change; crucial competencies for achieving contemporary career success.

## **Business School Models for Teaching Career Management and Professional Development**

At the outset of this chapter it was mooted that business schools’ strategically intend that their activities achieve the necessary balance between teaching and research agendas, and organisational and scholarly impact. Both the plan-and-implement and test-and-learn models have the potential to fit within each of the four business school typologies:

### **Embedding Career Competencies in Learning and Talent Development**

*Table 3. Embedding career competencies into career management and professional development modules for part-time students with significant workplace experience (test-and-learn model)*

<b>Career Competencies</b>	<b>Indicative Syllabus</b>	<b>Assessment Types</b>	<b>Description of Assessment</b>	<b>Weighting of Assessment</b>
Know-why	Specific occupational inventories Self audit using bespoke skills matrices	Self-analysis of specific competence and competencies	Self-analysis based on four questions to be conducted for each position the student held: <ul style="list-style-type: none"> <li>● What do you do in your job?</li> <li>● What knowledge and skills do you need to be effective in your job?</li> <li>● What achievements and contributions are you proud of in your job?</li> <li>● What benefits resulted to you and your organisation from you successfully doing this role?</li> </ul>	Learning task weighted at 15% With the available marks being allocated according to demonstration of knowledge and understanding (40%), application (40%) and reflection (20%)
Know-how	Specific job search techniques Specific job application process	Preparation of specific job application	Self-selected (relevant) actual vacancy chosen by student with the objective to: <ul style="list-style-type: none"> <li>● Apply the knowledge and skills learned in class by submitting a CV and letter of application for an advertised vacancy</li> <li>● Reflect on the strengths and weaknesses of the submitted application</li> </ul>	Learning task weighted at 25% With the available marks being allocated according to demonstration of knowledge and understanding (40%), application (40%) and reflection (20%)
Know-whom	Organisational contacts Professional bodies Industry and trade associations	Network with specific practitioner contacts	Update social media profile on an appropriate digital platform following attendance at a seminar organised by the college and presented by the relevant professional body (or trade association)	Learning task weighted at 10% With the available marks being allocated according to demonstration of knowledge and understanding (30%), application (50%) and reflection (20%)

*continued on following page*

**Embedding Career Competencies in Learning and Talent Development**

*Table 3. Continued*

<b>Career Competencies</b>	<b>Indicative Syllabus</b>	<b>Assessment Types</b>	<b>Description of Assessment</b>	<b>Weighting of Assessment</b>
Know-what	Specific sectoral, industry and organisational analyses	Preparation of specific labour market analysis	Conduct labour market analysis for preferred career trajectory (tightly prescribed): <ul style="list-style-type: none"> <li>● Apply the knowledge and skills learned in class by identifying preferred roles, organisations, industries and sectors</li> <li>● Reflect on the strengths and weaknesses of the submitted analysis</li> </ul>	Learning task weighted at 10% With the available marks being allocated according to demonstration of knowledge and understanding (25%), application (55%) and reflection (20%)
Know-where	Specific interview skills Specific negotiation skills Specific induction and probation systems Specific organisational human resource management systems	Participation in specific interview role-play	Practice interview techniques with the objective to: <ul style="list-style-type: none"> <li>● Apply the knowledge and skills learned in class by preparing for and participating in an interview role-play for the previously advertised (actual) vacancy</li> <li>● Reflect on the strengths and weaknesses of interview preparation, competence and competencies</li> </ul>	Learning task weighted at 25% With the available marks being allocated according to demonstration of knowledge and understanding (30%), application (50%) and reflection (20%)
Know-when	Career road-map	Preparation of specific career road-map	Devise personalised career road-map with the objective to: <ul style="list-style-type: none"> <li>● Apply the knowledge and skills learned in class by submitting an individual prospective career road-map with defined trajectories and definite milestones and timelines</li> <li>● Reflect on the strengths and weaknesses of the submitted plan</li> </ul>	Learning task weighted at 15% With the available marks being allocated according to demonstration of knowledge and understanding (25%), application (55%) and reflection (20%)

Source: Developed by authors

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- Schools adopting the social science position (high research agenda, high scholarly impact) could mine the formal outputs from teaching and assessment activities to identify contemporary trends and patterns in individuals' career plans and contribute to the existing body of knowledge in this area.
- Those adopting the liberal arts position (high teaching agenda, high scholarly impact) could focus practice and application on the fundamentals of knowledge, self-knowledge, wisdom and leadership. Recording why students make the career choices they do; observing how they go about participating in the teaching activities (for example, identifying what thought processes they use); keeping track of which specific techniques and tools they use to support these activities; and so on, may lead the school to incorporate these methodologies and methods into future teaching, learning and assessment practices.
- Proponents of the professional school position (high teaching agenda, high organisational impact) could utilise the plan-and-implement model to offer insights into how learners (typically full-time students) could bridge the gaps in their career knowledge bases. Educators could, for example, suggest how students adapt personal and social networking skills for job search and workplace career management activities. In addition, schools could use the test-and-learn approach to identify ways of improving management practice, for example, by proposing to employers how they could modify job supports for those promoted to increasingly senior positions.
- Those taking a knowledge economy position (high research agenda, high organisational impact) could build a portfolio of innovative applications, such as tailored career inventories grounded in research studies at sector, industry, enterprise and job role levels, to assist students in planning bespoke career trajectories.

Having selected an appropriate position on the binaries (agendas and impacts) business schools could then draw upon the plan-and-implement and test-and-learn models to provide suitable career management and professional development modules. These models offer a range of options to assist business schools construct germane learning outcomes, and subsequently, to design, develop, deliver and assess fitting syllabi and activities.

## **CONCLUSION**

In the past, an individual's career was archetypically considered linear and stable, whereby relationships and role progressions occurred within a single employing



organisation. Contemporary conceptualisations, however, are characterised by perpetual dynamism, with workers responding to planned and unplanned opportunities that arise within a fluid and fast-expanding career space. By drawing on a contextualising careers discourse and adopting a systems framework, the life-course perspective is embraced by this chapter to embed competencies into the process of career management. Faced with an abundance of options and choices individuals require novel approaches to lifelong learning and talent development that focus on acquiring the necessary competencies to manage their careers in an adaptable manner. Individuals need to take responsibility for understanding the type of career they wish to pursue (by matching their skills with the available openings), the factors impacting on their choices and decisions (relating personal requirements to labour market exigencies and organisational conditions), and how they can actively manage the careers process (application, interview and negotiation phases) in a manner that is consistent with their preferences, opportunities and constraints. Labour market institutions, employing organisations, professional bodies and business schools also have a significant role to play. They should provide appropriate career management structures, systems, models, methodologies, policies, procedures, techniques and tools to facilitate self-management and the development of dynamic capabilities. In particular, business schools perform an important function in reconciling the concerns of students and employers. They bridge the gap between the knowledge, skills and abilities that students' should acquire to enable them to manage their careers, and organisations' needs to develop employees with the capacity to optimise their own career potential. By integrating a contextualising careers discourse into learning and talent development educators can assist students to become proficient at developing themselves and their competencies to improve the self-management of their current and future careers within an ever-shifting employment landscape.

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