Introducing the LEADER Framework for Careers (1.0)

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Acknowledgements

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A history of the Centre is available in the book


For further information on iCeGS see [www.derby.ac.uk/icegs](http://www.derby.ac.uk/icegs).

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1. Introduction

What should an individual know in order to successfully advance their career? Perhaps even more importantly, what is it possible to actually teach someone which will help them in their career. This publication will seek to answer these questions by presenting a new career management framework which career professionals and educators across Europe and beyond are welcome to use or to adapt for their own purposes.

The LEADER Framework for Careers sets out five main areas that all citizens should attend to as they develop their careers: personal effectiveness; managing relationships; finding and accessing work; managing life and career; and understanding the world. Under each of these five areas the framework details a series of career management skills. These career management skills provide tools for educators to focus their curriculum, for counsellors to shape their interactions with clients and for policy makers in considering what programmes to fund or promote.

The LEADER Framework for Careers has been developed by the LEarning And Decision making Resources (LEADER) project. This Erasmus + project has been established to support lifelong learning guidance services to help individuals to develop career management skills. Career Management Skills (CMS) is the term used to describe the skills, attributes, attitudes and knowledge that individuals require in order to manage their career. The project has been undertaken by a consortium of European organisations drawn from Italy, Spain, Romania, Greece, Turkey and the UK.

By working together, the LEADER project partners identified a need for a CMS framework which all partners could use. The project partners then undertook a series of research activities to inform the development of a draft framework (detailed in Neary, Dodd and Hooley, 2016). This report presents the framework that was devised as a result of the research, summarises how it was developed and sets out the approach that will be used to assess its usability in the partner countries. If you are interested in further discussion on CMS and details of the development of this framework you should review our previous report, Understanding Career Management Skills.

The LEADER Framework for Careers that is set out in this document is free and available to use by anyone who sees a value in it. If you do find it useful please inform the project of how you have used it. Information about the project can be found at http://www.leaderproject.eu/

The version that is presented here is Framework 1.0. As we will detail later on in this report there are further plans to test and refine it further.
2. The LEADER Framework for Careers

Career management skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.

To enable careers professionals and other educators to help people to develop their career management skills a number of countries have developed CMS frameworks (see Neary, Dodd and Hooley, 2016 for further details on this). These frameworks provide a way to define the skills and attitudes which support individuals to effectively manage their careers and to progress through life.

The LEADER Framework for Careers organises these skills under five headings.

**The 5 areas of the LEADER Framework for Careers**

![Diagram of LEADER Framework for Careers]

The next page will set out the whole framework, with subsequent pages providing more detail on each of the areas.
The LEADER Framework for Careers

**Personal effectiveness**
- I know who I am and what I am good at
- I’m able to reflect on my strengths and address my weaknesses
- I make effective decisions relating to my life, learning and work
- I remain positive when facing setbacks and I keep a positive orientation to the future
- I make use of appropriate technologies to develop my career
- I generate ideas that help me to achieve my goals
- I am able to set SMART goals (Strategic, Measurable, Achievable, Relevant and Time bound)
- I can match my skills to labour market needs

**Managing relationships**
- I assess the pros and cons of formal and informal sources of information
- I interact confidently and effectively with others
- I build professional relationships and networks to support my career
- I maintain my professional relationships and networks
- I use social media networks to support my professional networking and my career

**Finding and accessing work**
- I learn throughout life
- I can find work and successfully manage selection processes
- I create opportunities and alternative career perspectives to build my career
- I find and utilise information and the support of others
- I know how to negotiate a job or collaboration
- I can cope and negotiate successfully with changes and transitions in the world of work

**Managing life and career**
- I can decide on and set my career/life goals within appropriate timescales
- I manage my goals, my time and personal finances in a way that supports my career building
- I am innovative and creative in my thinking about work, learning and life
- I maintain a balance in life, learning and work that is right for me
- I can cope with adversities and changes which take place in life and career exactly at the moment they occur

**Understanding the world**
- I understand how changes in society, politics and the economy relate to my life, learning and work
- I understand how life, learning and work change over time
- I can act effectively as a part of society as a whole
- I identify, create and capitalize on fortuitous/unforeseen situations, either positive or negative ones
- I can act at an international level for issues relating to my life learning and work
Personal effectiveness

This area focuses on skills and attitudes that support individuals to effectively manage themselves and to progress their career.

<table>
<thead>
<tr>
<th>I know who I am and what I am good at</th>
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<tbody>
<tr>
<td>• Helping to identify your strengths and values and what is important to you in life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I'm able to reflect on my strengths and address my weaknesses</th>
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</thead>
<tbody>
<tr>
<td>• Supporting you to consider what you are good at and not so good at and to use this to improve your self-awareness and focus your development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I make effective decisions relating to my life, learning and work</th>
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</thead>
<tbody>
<tr>
<td>• Supporting you to make good choices about your career and to take responsibility for your decisions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I remain positive when facing setbacks and I keep a positive orientation to the future</th>
</tr>
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<tbody>
<tr>
<td>• Developing your resilience and capacity to remain optimistic.</td>
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</table>

<table>
<thead>
<tr>
<th>I make use of appropriate technologies to develop my career</th>
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<tbody>
<tr>
<td>• Developing your digital career literacy and your ability to find work and present yourself well online.</td>
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</table>

<table>
<thead>
<tr>
<th>I generate ideas that help me to achieve my goals</th>
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<tbody>
<tr>
<td>• Developing your skills to think creatively and proactively about your career.</td>
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</table>

<table>
<thead>
<tr>
<th>I am able to set SMART goals (Strategic, Measurable, Achievable, Relevant and Time bound)</th>
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<tbody>
<tr>
<td>• Developing your skills to design effective career goals.</td>
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</table>

<table>
<thead>
<tr>
<th>I can match my skills to labour market needs</th>
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<tbody>
<tr>
<td>• Helping you to review your skills in relation to what employers are looking for.</td>
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</table>
Managing relationships

This area acknowledges that our relationships with others are an important factor in how we manage our careers. Individuals need to recognise that we have different relationships with others depending on the context and these can help us to build a career.

I assess the pros and cons of formal and informal sources of information

• Supporting the development of your capacity to assess sources of information and to recognise how they might help in decision making

I interact confidently and effectively with others

• Building your communication skills and recognising that different forms of communication are required in different contexts.

I build professional relationships and networks to support my career

• Supporting you to identify and build relationships with individuals who will be helpful in developing your career.

I maintain my professional relationships and networks

• Developing your networking skills and helping you to ensure that your networks are useful, up to date, added and based on positive relationships.

I use social media networks to support my professional networking and my career

• Ensures that you understand how social media works and that you can use it to build your online profile and establish and maintain career networks.
## Finding and accessing work

This area focuses on the need to engage in learning and to develop the skills that enable individuals to effectively navigate into and onto further learning and work opportunities.

<table>
<thead>
<tr>
<th>I learn throughout life</th>
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<tbody>
<tr>
<td>Encouraging you to recognise and engage in ongoing learning and ensure that you have the skills, knowledge, qualifications and experiences to remain employable</td>
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<table>
<thead>
<tr>
<th>I can find work and successfully manage selection processes</th>
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<tbody>
<tr>
<td>Enhancing your strategies to locate work and learning opportunities and supporting you to develop the skills required for interviews and selection activities.</td>
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</table>

<table>
<thead>
<tr>
<th>I create opportunities and alternative career perspectives to build my career</th>
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<tbody>
<tr>
<td>Supporting you to be proactive and creative when building your career by making use of happenstance and seeking out new opportunities.</td>
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</table>

<table>
<thead>
<tr>
<th>I find and utilise information and the support of others</th>
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<tbody>
<tr>
<td>Building your knowledge and capability to use a range of information and expertise to help with your career planning.</td>
</tr>
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<table>
<thead>
<tr>
<th>I know how to negotiate a job or collaboration</th>
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<tbody>
<tr>
<td>Developing the skills and behaviours which will enable you to get what you want out of work.</td>
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</table>

<table>
<thead>
<tr>
<th>I can cope and negotiate successfully with changes and transitions in the world of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping you to recognise and deal with changes in your work environment and career.</td>
</tr>
</tbody>
</table>
Managing life and career

This area focuses on the relationship between work and life and supports individuals to effectively progress their career while achieving a balance with their commitments.

| I can decide on and set my career/life goals within appropriate timescales |
| • Encouraging you to take ownership of your career, to make decisions and to make plans to move your career forward. |

| I manage my goals, my time and personal finances in a way that supports my career building |
| • Supporting you to set goals and manage your time and finances in support of them. |

| I am innovative and creative in my thinking about work, learning and life |
| • Encouraging you be creative and innovative when thinking about your career. |

| I maintain a balance in life, learning and work that is right for me |
| • Encouraging you to develop the skills to effectively combine the different aspects of your life, to be aware of your roles and responsibilities and to prioritise effectively. |

| I can cope with adversities and changes which take place in life and career exactly at the moment they occur |
| • Developing your career resilience and the skills, knowledge and confidence you need to make the best of challenges. |
Understanding the world

This area recognises that work and learning are influenced and impacted on by wider issues in society. As such individuals need to acknowledge that they will not always have control over their work but they can develop the skills, knowledge and behaviours which will help them to navigate and manage continual change.

1. I understand how changes in society, politics and the economy relate to my life, learning and work
   - Supporting you to develop an awareness and understanding of how wider societal changes can impact on you.

2. I understand how life, learning and work change over time
   - Supporting you to understand and respond to social and economic change.

3. I can act effectively as a part of society as a whole
   - Helping you to be socially aware and to understand how you can contribute to improving society.

4. I identify, create and capitalise on fortuitous/unforeseen situations, either positive or negative ones
   - Adopting an open approach to your life and career to help you make the most of opportunities and manage difficulties.

5. I can act at an international level for issues relating to my life learning and work
   - Supporting you to build confidence in considering, seeking and managing opportunities away from your home environment.
3. The development of the LEADER Framework for Careers

The previous section has set out LEADER Framework for Careers. In this section we will discuss the process that has been used to develop this framework. It builds on the process set out in our previous report Understanding Career Management Skills (Neary, Dodd and Hooley, 2016) and you should return to this report if you are interested in more details.

The CMS LEADER project seeks to identify common areas of CMS development across a range of countries and to create resources for CMS practitioners. Early in the project the LEADER project partners identified a need for a CMS framework which all partners could use.

To achieve this a development process was defined.

**Literature review**

The project began with a review of the literature to identify current thinking in relation to CMS. There were three main purposes to this literature review.

1. To develop the partners understanding of CMS and the previous debates around them.
2. To identify existing models of good practice and consider which elements could be borrowed for a future framework.
3. To shape questions which could guide the development of a new framework.
Following on from the research the partners determined to undertake a mixed-methods research and development project to inform the creation of a new framework. This included a survey and a series of focus groups.

**Survey**

A survey was created in early 2015 by the International Centre for Guidance Studies (iCeGS) in partnership with other LEADER project colleagues. The main purpose of the survey was to investigate existing CMS practice in the partner countries and to generate ideas that might inform the development of a new framework.

The survey was developed using a series of open-ended and closed-ended questions. Partner countries translated the original English version into their national language. Surveys were distributed in a variety of ways by each partner country to relevant stakeholders in CMS. Each partner country used available mailing lists and also distributed the surveys to focus group participants. Formal data collection for the survey ended in June 2015.

Two-hundred twenty-two (222) respondents from six partner countries completed the survey. Nearly half (47%) of respondents were from the United Kingdom while nearly one quarter (24%) of respondents were from Greece. In addition, 16% of respondents were from Turkey, 8% from Italy, 3% from Romania and 3% from Spain. Low response rates from several participating countries may be indicative of the lack of awareness of the term “career management skills” as a collective concept, however many may be delivering the constituent and component parts of CMS.

As part of the survey design we developed a list of potential CMS drawn from the literature. Respondents were presented with this list and asking ‘Which of the following skills do you think should be included in a Careers Management Skills framework?’ Table 1 presents a ranked list of the CMS skills explored within the survey.

<table>
<thead>
<tr>
<th>Table 1: Ranked list of “which of the following skills do you think should be included in a Careers Management Skills framework?” (please select ALL relevant answers) (% stated yes) (n=222)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness of their skills, strengths and achievements</strong></td>
</tr>
<tr>
<td><strong>Knowing how to find and evaluate information and support to help their career development</strong></td>
</tr>
<tr>
<td><strong>Awareness of how to change and grow throughout life</strong></td>
</tr>
<tr>
<td><strong>To draw on their experiences and on formal and informal learning opportunities to inform and support their career choices</strong></td>
</tr>
<tr>
<td><strong>To make positive career decisions</strong></td>
</tr>
<tr>
<td><strong>To build on their strengths and achievements</strong></td>
</tr>
<tr>
<td><strong>To understand that there is a wide variety of learning and work opportunities that they can explore and are open to them</strong></td>
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</tbody>
</table>
Confidence in responding to and managing change within their life and work roles 162 (73%)
Creativity and enterprise in the way they approach their career development 157 (71%)
Develop and maintain a positive self-image 153 (69%)
Maintain a balance that is right for their life, learning and work roles 154 (69%)
Adapt their behaviour appropriately to fit a variety of contexts 140 (63%)
To identify how their life, their work, their community and their society interact 136 (61%)

Respondents were also given the opportunity to generate ideas for new skills to be included in the framework. There was generally a high level of consistency around which of the competences should be included in the Leader framework for careers. These focused very much on awareness of skills, knowing where to find information, understanding of change through life and using experiences.

Focus groups

Following the survey, focus groups were then conducted in each partner country and facilitated by partner organisations. The focus groups followed the same semi-structured question schedule and each country had a variety of participants. Focus group participants represented a variety of identified stakeholders in CMS within each country. Partner organisations translated their focus groups into English for analysis if focus groups were conducted in other languages.

Table 2 shows the number of focus group participants by country.

**Table 2: Focus group participants by country.**

<table>
<thead>
<tr>
<th>Number of participants</th>
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</thead>
<tbody>
<tr>
<td>Greece</td>
</tr>
<tr>
<td>33*</td>
</tr>
<tr>
<td>Italy</td>
</tr>
<tr>
<td>17**</td>
</tr>
<tr>
<td>Romania</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>Spain</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>United Kingdom</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

*Two focus groups were conducted in Greece. **Three focus groups were conducted in Italy.

Participants were asked to suggest elements that could be included in a CMS framework and how such a framework could be assessed and managed.
There were a variety of suggestions regarding what should be included in a CMS framework. It was suggested that the framework should, (i) be based on the learning outcomes approach, including the relevant knowledge, competencies and skills; and (ii) include a range of contextual elements to cover the implementation differences in each sector and the needs of different target groups. While different countries emphasised different CMS, there was actually a strong degree of agreement and overlap between the countries.

**Construction of the Framework**

Using the data collected from the research we were able to develop the *LEADER Framework for Careers*. The Framework aimed to encapsulate the various needs identified by the participants in the partner countries. It is therefore important that the component parts of the framework have meaning for clients and practitioners.

The Framework has been conceived as a high level document which countries could articulate and adapt to their local needs. In addition, the Framework is conceived as a lifelong framework which practitioners may need to articulate in different ways for different client groups (school children, university students and adults).

The initial draft of the framework was reviewed and discussed by all the LEADER partners and amendments were made. It was then presented to practitioners at the Leader conference in Barcelona in April 2016 after which some final refinements were added to the version presented here.

The version of the Framework presented in this document is ready to be used. However, we anticipate that the framework may continue to develop as it goes through further testing and piloting.
4. Piloting and future development

Having developed the LEADER Framework for Careers it is important that it continues to develop as it begins to be used in the pilot countries and beyond.

The next stage of the project will focus on working with practitioners and client groups within each of the countries to test the framework and to develop tools and resources which can be used more widely by the partners and in other European countries. This is important as we want to both upskill practitioners and create a databank of activities which can help to embed the framework within career learning contexts.

In this section we present summaries of how partners aim to trial the framework within a range of contexts.

Greece

The Institute of Entrepreneurship Development and the The Athens University of Economics and Business (AUEB) will work on the pilot.

The pilots will focus on skills upgrading and the matching of skills to labour market needs are strategic priorities for the EU, which we are convinced they must remain so in these difficult economic times, both in the shorter and the longer term. The pilot actions in this field will focus how rising unemployment is dealt with during times of crisis, when it is even more important to ensure that as many available jobs can be filled by people with the right skills, and that retraining measures provide job seekers with the skills that maximize their immediate employability.

Specifically the pilot will aim to support the current needs of the students and adults to address:

- Career management skills to facilitate mobility and employability
- Life and professional adaptability
- Effective knowledge, competencies and skills demonstration
- Mobility skills
- Networking skills

Existing resources that will support the pilot will include:

The Lifelong Career Development Portal [http://e-stadiodromia.eoppep.gr/](http://e-stadiodromia.eoppep.gr/) which has been developed within the activities of EOPPEP as the Euroguidance Centre of Greece, providing innovating career development services targeted to youngsters and adults of all ages but also to guidance practitioners. The portal has been
constantly updated since the end of 2013, providing digitized career tests, Career & Mobility information Resources. A special part of the portal, which was completed recently, deals with Career Management Skills.

**Toolkit on soft skills:** The toolkit is a manual that entails good practice tools of competence assessment. It illustrates various instruments gathered in different European countries. The toolkit focuses on three selected competencies: communication skills, working in a team, handling changes / problem solving. This manual provides tools related to assessing and developing these skills. The toolkit on soft skills is designed for VET professionals and career advisors to be used on teenagers or young people that either have no or low qualifications and/or are unemployed. [http://elearning.entre.gr/athena/](http://elearning.entre.gr/athena/)

**Romania**

UPB - CTANM project team has organized two local working groups. The professors, human resources managers and counselors of the Career Guidance and Counseling Center of University were involved in these events. The pilots will focus on meeting the needs of the students and graduates regarding making decisions according to their skills, performance and aptitudes and adaptation of their personal skills to the occupational requirements. The pilot actions will focus on:

- developing competences and skills necessary for knowing the individual profile, the professional aspirations, interests, motivation etc.;
- developing skills and attitudes necessary for career planning and development;
- developing skills and attitudes necessary for obtaining searching skills development and obtaining the most suited job;
- facilitating the relationship between students / graduates and the labor market;
- advising in matters of professional training continues: postgraduate courses for depth study or Masters, Ph.D.

Existing resources that will support the pilot will include:

**European Euroguidance portal.** Euroguidance network, made up of centers in Europe that put in touch European counseling and guidance systems, aims to promote mobility and to develop the guidance European dimension. People interested to work, study or train in another Member State of the European Union can access the European portal Euroguidance ([http://www.euroguidance.net/](http://www.euroguidance.net/)).

**Eurodesk portal** ([http://www.eurodesk.org/](http://www.eurodesk.org/) or [http://www.eurodesk.ro/index.php](http://www.eurodesk.ro/index.php)) is an information service for young people which responds to requests related to EU funding opportunities, as well as those related to mobility of studies, work, youth exchanges, European volunteering or traveling to another European country.
United Kingdom

The UK project team include the International Centre for Guidance Studies (iCeGS) and Cascaid Ltd working with practitioners at Halesowen College and da Vinci Community school. The UK pilot will work with a number of student groups including young people (year 8 and 9) and home schooled children and adult returners to education. The pilot will incorporate the development of a distance travelled tool which will help to identify where activities have supported the development or enhancement of career management skills.

The pilots will focus on:

- Exploring how world of work changes over the generations
- Developing posters which exemplify types of industry/occupations over the last 50 years and how work is changing
- Examining how jobs are changing and what the jobs of the future might look like and the skills that you need to develop to be prepared
- Encourage students to interview their parents/grandparents/aunts and uncles about their working lives and how they are different to them
- Understanding happenstance and how this can help you to prepare for opportunities
- Globalisation and technology - how this changes the world of work.

Existing resources that will support the pilot will include:

Cascaid Kudos http://www.cascaid.co.uk/newkudos/

Kudos is a careers guidance and information programme which helps young people plan their future and make informed decisions. It provides young people with a personalised experience which enables them to explore careers and learning pathways based on their interests and aspirations. They can get ideas of careers that they might like, explore their own career ideas, discover where their favourite subjects could take them and uncover a world of opportunities in different areas of work.

Learning Skills Improvement Service (LSIS) Blueprint for Careers

As part of the development of the Blueprint for Careers in England, a range of resources were developed, these included work books, lesson plans and CPD modules. These materials will be reviewed and adapted for use in piloting the Leader framework for Careers.
Spain

In Spain DEP Institut, S. L will lead the pilot in which they plan to use different guidance actions with class groups and guidance practitioners to carry out workshops of guidance activities, which have been designed to develop certain career management skills. The pilot will test the guidance activities developed in the project: Som-hi: Guidance actions for transformation and access to the labor market which can support the development of develop various skills areas (20 skills).

It will be proposed to each participating school to choose one skill to focus upon for the pilot activity. The skills initially offered will be:

1. Personal effectiveness. 1. I know who I am and what I am good at.
2. Managing Life and Career. 7. I can cope with adversities and changes which take place in life and career exactly at the moment they occur (career resilience)
3. Managing relationship. 5. I use the social media networks (social networking skills) to support my professional networking and my career.

DEP will provide students and teachers with a detailed activity and with support materials for teachers after the activity. They will also present the Som-hi website to all students and teachers so that they can consult more activities to further develop the activities of most interest/need.

The project will be supported by the following resources

- On the Som-hi website there are 32 activity descriptions that have been developed for guidance practitioners and teachers to undertake with their students. The website also offers activities for students and young people to undertake by themselves.
- Educaweb’s website has a collection of guidance videos for students and families to resolve the most Frequently Asked Questions. This section can be accessed here: http://www.educaweb.com/orientacion-online/

Italy

The University of Camerino will commence the pilot in November 2016, with two pilots. The first will be implemented during the “stage in Unicam” three days of activities for young students from high Schools who attend the laboratories and workshops in order to understand the professionals and job profiles related to the academic studies.

The pilot implementation will be an improvement of the stage in Unicam, introducing a preparation activity that will be useful for increasing the awareness of choice and the effectiveness of the three days experience. Until now many students have demonstrated poor capacity in managing the choice and the activities foreseen during the laboratories and workshops. Data demonstrates that the students who are
completely satisfied by the choice will be enrolled in the academic courses with success and they get higher rate of placement, more than other students who didn’t attended the Stage in Unicam during the last two years of the high schools.

With the support of a Career guidance experts and a counselor, a dedicated section of work lasting 4 hours will be put in place. Young people will be informed about the skills useful to manage choices related to their educational and vocational pathway (CMS framework elaborated in the project) and then they will be involved in a laboratory to experiment the consequence of the wrong choice.

After the three days students will be invited to complete a self-assessment booklet defined in order to register their increased awareness about the career management skills.

The data collected will be analysed in order to define a ranking of the most relevant CMS in accordance with the students preferences.

The pilot action will be implement with a simple of 150 Students coming from the last two years of secondary schools.

The second pilot implementation is based on a new ICT tools developed by the University of Camerino in order to increase among their students and graduates the capabilities and competences useful to manage their active job search when they are into the labor market for the first time. Students and Graduates granted for an Erasmus mobility experience for traineeship will attend the on line course focused on the devolvement of the Career management skills.

The course is on line and virtual. It is organized around a “virtual” boy looking for his first job after graduation.

**Centro Studi Pluriversum** will implement the pilot actions within the school sector, included in the paths of School-Work Dual Education System (students from 16 to 18 years) involving schools from several contexts in Italy (Toscana, Umbria, Friuli Venezia Giulia, Piemonte). Pilot actions aim at improving some of the skills of the CMS framework.

Pilot actions include a module of guidance activities that will provide student support and tools in the reflection on their interests, skills and abilities, in preparation of the experiences in contact with the world of work foreseen during the paths of dual learning.

The objectives of the module are:

- Ensure each student an adequate knowledge of existing and emerging professions
- Promote the analysis, understanding and comparison of different professions, in order to consider the contexts and situations that can better meet the needs, the potential and the personal characteristics of each student
• Stimulate personal reflection on the motivations and professional aspirations of each student, in order to include in the dual learning paths those experiences that are more compatible with the objectives and expectations

• Offer students spaces and tools to manage also negative situations and problems that can arise and make necessary one or more moments of reflection and personal evaluation, for a redefinition of their professional goals and of the dual learning path itself

• Keep track of every learning path to assess the learning outcomes and to enhance the guidance process and the progressive consolidation of professional identity of each student

This module will combine a mix of informative actions about the world of work and professions with specific guidance actions. The path is based on using the guidance software SORPRENDO.

S.OR.PREND0 is a guidance software on professions with a database containing detailed descriptions of 438 occupational profiles and a set of useful functions for the student to explore the professions, to understand the characteristics and differences, comparing them with their own aspirations and motivations, to approach gradually (through questions and options) a set of professions and professional areas more interesting and compatible with the expressed preferences.

5. Conclusions

This report documents the development of the Leader Framework for Careers. Going forward the focus will be on piloting the range of actions listed, these will help to further enhance the framework, as well as locate its applicability within a range of career contexts.

A real strength of the project is that the framework is being tested with a range of practitioners and students across the partner countries. This will help to establish an evidence base as well as resources that can be used by the partners and the wider Leader community to embed Career Management Skills more fully within their curriculum, initiatives and activities to support individuals to effectively plan for and manage their future careers.

References