

The development of career management skills

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Career-planning skills model

SKILLS	DESCRIPTION OF COMPETENCE		ABILITIES, KNOW-HOW	ATTITUDES, VALUES
DEVELOPING SELF-AWARENESS The learner analyses his/her values, abilities, interests, knowledge, skills, experiences and personality traits, identifies his/her strengths in order to relate them to realistic learning and working opportunities, and is responsible and motivated to develop himself/herself.	1.1 Knowledge of the self-assessment process, components, tools and options. 1.2 Learning about oneself through conscious and purposeful self-analysis. Developing self-analysis skills. 1.3 Building and maintaining a positive self-image and self-esteem. 1.4 Developing learning skills and maintaining motivation to participate in lifelong and collaborative learning.	Coping with change	Self-analysis skills Ability to create and maintain positive self-esteem Self-motivation Learning skills	I value understanding myself I value self and others I value self-development
OPTIONS ANALYSIS The learner understands the links between education and the labour market, and is able to find, analyse and use relevant information on education, career and personal choices in a targeted way.	2.1 Knowledge of changes in the world of work, the general labour market situation and forecasts for the future, and the activities of the various occupations and professions. 2.2 Understanding the links between education and the labour market and knowing sources of information on learning opportunities. 2.3 Use self-needed information on education and the world of work to plan short and long-term education and working life.		Ability to search for and use information, including digital competence Ability to analyse options Critical thinking skills Ability to link education and the labour market	I value freedom of choice and the responsibility that comes with it. I value my contribution to the functioning and development of society. I value my contribution to the functioning and development of society.
PLANNING The learner understands the different factors he/she needs to take into account when planning his/her career, identifies self-confident alternative options, formulates goals and makes informed decisions.	3.1 Understand the nature and principles of career design and management and create meaning in your personal and professional career. 3.2 Identifying alternative options for continuing your education and/or employment by linking the requirements of the trade, profession or specialisation to the results of the self-assessment. 3.3 Setting overall goals and developing a short and/or long-term action plan to achieve your personal, educational, professional and vocational goals.	Problem-solving skills	Planning and goal-setting skills Ability to identify alternatives Decision-making skills	I define my life values and follow them I consider the balance of life rolls important I value goal-setting for the good of myself and society
TAKE ACTION The learner initiates and implements activities to achieve a range of life goals, to build and maintain positive and functional relationships, and to enter and stay in education or employment.	4.1 Knowledge of labour market legislation and how to work and find a job. 4.2 Applying for studies and/or work, including volunteering, exchange student status in a field of interest. 4.3 Gaining practical learning and work experience, when necessary adjustment of behaviour, attitudes, goals, objectives and activities.		Entrepreneurship The concept of purposeful and focused ability to work effectively Ability to build and maintain a network of collaborators	I value learning, work and the worker I believe it is important to be an entrepreneurial and efficient operator. I value trust-based cooperation

The career development skills questionnaire

- Successful career planning requires experience in a wide range of fields. Using the scale below, please rate the extent to which you have addressed these areas in planning for your future.
- 5- very thoroughly (e.g., I have done it successfully)
- 4- rather thoroughly (e.g., I am currently doing what is needed)
- 3 - rather superficially (e.g., I know how to do it but haven't tried)
- 2 - very superficially (e.g., I have thought about it but don't know how to do it)
- 1 - not at all (e.g., I haven't really thought about it)

The questions make up three subscales: self-awareness (1-10), knowledge about available information and opportunities (18-23), planning for future and taking action (11-17).

1. I know what my abilities are.
2. I know what my personality traits are.
3. I am aware of my interests.
4. I know my values.
5. I develop a positive self-esteem.
6. I motivate myself.
7. I set goals to improve my well-being.
8. I balance the different roles in my life.
9. I balance my commitments and free time.
10. I develop good communication and cooperation skills.
11. I rate my potential to succeed in my chosen field.
12. I choose a field that suits me.
13. I set realistic career goals.
14. I create a plan with milestones to achieve my career goals.
15. I act to achieve my goals.
16. I apply to study or work.
17. I adjust my career plans if necessary.
18. I analyse my experiences.
19. I analyse my options in the labour market.
20. I am familiar with the main laws governing the labour market.
21. I am aware of what is happening in the world of work.
22. I understand the links between education and the labour market.
23. I search for information about learning and job opportunities that interest me.

Consciously moving forward - my career plan

- Based on Estonian career planning skills model
- Open to all; target group 17-20 years old.
- Designed to provide basic career-planning skills.
- Consists of 4 modules:
 1. What is career planning? Why should I do it?
 2. Self-awareness
 3. Exploring opportunities
 4. Planning ja action

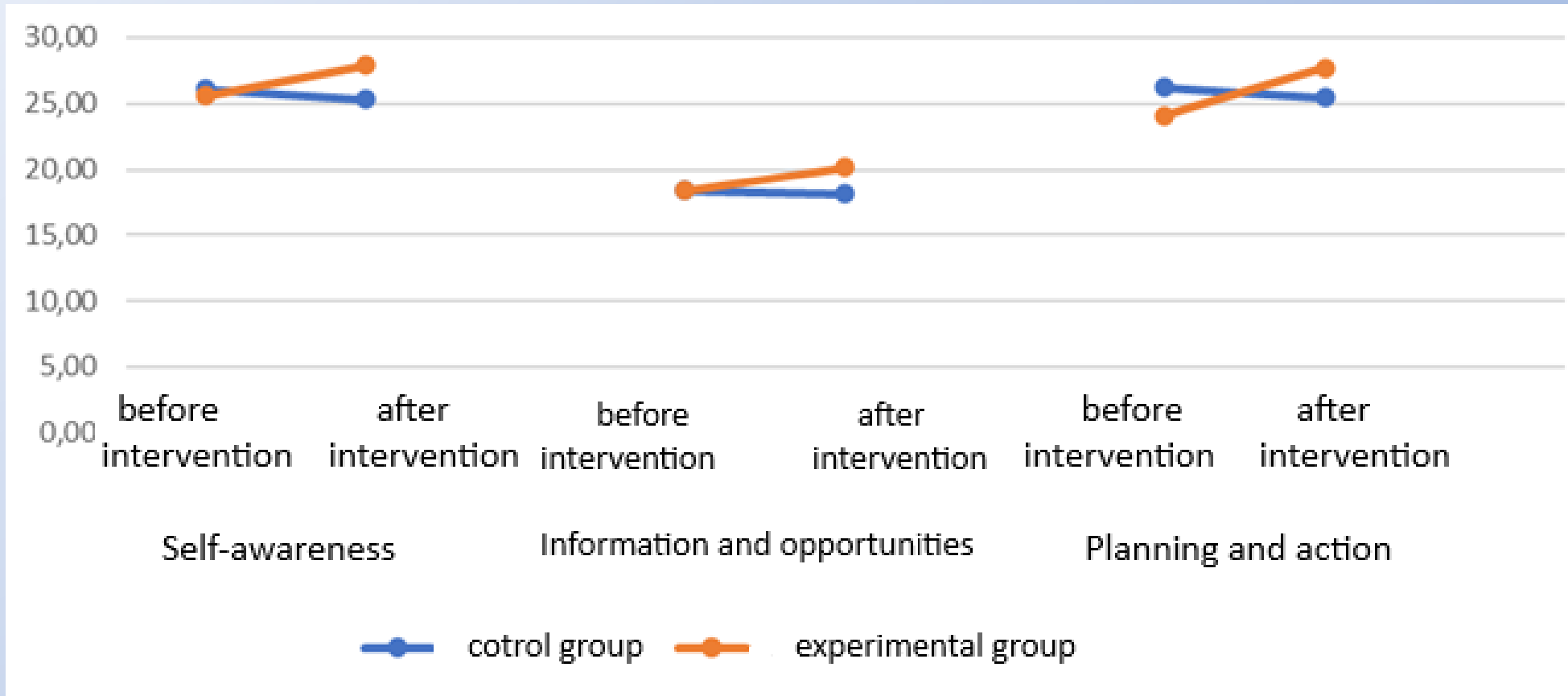
The structure

- At the beginning and end of the course the participant had to complete a self-assessment of his/her career-planning skills (*assess the extent to which you have addressed these areas in planning for your future*).
- During each module:
 - Materials giving an overview of the topic (video and/or text)
 - Activity to explore the topic
 - Knowledge-test
 - Self-reflection

Participants and procedure

- Experimental group: 107 persons (8 male, 95 female) participated in the MOOC (1 ECT, 26 hours).
- Control group 42 persons (1 male, 39 female) participated only in courses not related to career-planning.

Participation in an online course increases participants' career-planning skills.



Note: The within differences in experimental group are significant at $p_{\text{scheffe}} < .001$; Experimental and control groups Pre-test scores did not differ; Experimental groups Post-test self-awareness ($p_{\text{scheffe}} = .06$) and Information and opportunities scores ($p_{\text{scheffe}} = .03$) were significantly higher.

Participants' comments: what was most useful

- Made me realise that career planning is more than just work.
- Made me think about what I really like.
- Self-analysis.
- First time hearing about SWOT analysis and SMART goals.
- Creating a career-plan.
- Testing my knowledge.
- Everything!