

CAREER MANAGEMENT SKILLS FRAMEWORK FOR SCOTLAND

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Introduction

Skills Development Scotland (SDS) was asked by Scottish Government to establish a framework to help the people of Scotland develop career management skills. This Framework sets out an approach to support the development and use of skills that best enable individuals to plan and pursue life, learning and work opportunities. In this Framework, these skills are collectively referred to as “career management skills”.

The European framework of key competencies for lifelong learning¹ brought forward the idea that each citizen needs a wide range of key competencies for adapting flexibly to a rapidly changing world. Since 2009, the EU Member States have been working on the theme of career management skills through the European Lifelong Guidance Policy Network (ELGPN). The ELGPN regards career management skills as competencies which help individuals identify their existing skills and necessary learning goals to improve their employability and social inclusion.

ELGPN found that the concept of career management skills is *not* self-evident and well understood across sectors and organisations. Addressing this challenge is of international interest and the USA², Canada³ and Australia⁴ already have their own career management skills frameworks. In 2009 the Learning and Skills Improvement Service commissioned a Blueprint for Life and Career Management for England based on the Canadian/Australian model. We have been influenced by the best of these national and international approaches as we evolved our framework within the policy context of skills development in Scotland.

The Framework aims to take forward the ambitions set out within ‘Skills for Scotland: A Lifelong Skills Strategy’ (2007)⁵ and the subsequent Skills Strategy Refresh (2010)⁶ and to build on the firm foundations of skills for young people established within Curriculum for Excellence. Curriculum for Excellence takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills equipping young people with the confidence to give them a competitive edge in a global job market. The development of skills for learning, skills for life and skills for work, are embedded within Curriculum for Excellence and are the entitlement of all children and young people.

The Framework is a strategic document aimed at those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning. SDS, as the key provider of career services in Scotland, will use the Framework to inform the development and delivery of its full range of career information, advice and guidance services. It will underpin SDS’s work in supporting career management skills development with individuals and groups across Scotland such as young people preparing for and entering post-school opportunities, people who are unemployed looking to access learning or the labour market, individuals in work progressing their skills or those preparing to leave work and reflecting on their options. The Framework

¹ European Parliament and Council of the European Union, 2006

² The National Career Development Guidelines, first release 1989, revised 2003, available at: <http://acrn.ovae.org/ncdg.htm>

³ The Blueprint for Life/Work Designs, evolved from NCDG through Canadian/US partnership, available at: <http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

⁴ Australian Blueprint for Career Development, evolved from Canadian Blueprint from 2003, available at: <http://www.blueprint.edu.au/>

⁵ Available at: <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

⁶ Available at: <http://www.scotland.gov.uk/Publications/2010/10/04125111/0>

therefore contains skills that are relevant throughout life and are pertinent at any stage of career development.

When working with partners, such as schools, colleges, universities, local authorities, training providers, Community Learning & Development, youth workers, voluntary sector organisations, employers, parents/carers and others in the community, the Framework will allow SDS to clearly define the skills that will help individuals in their career development and demonstrate how existing work with partners and by partners already contributes to the acquisition and application of career management skills.

An individual's career journey will be influenced by experiences of both formal and informal learning, advice and guidance and so the Framework aims to create a sense of common purpose among all those who support personal and career development in Scotland.

Context

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement

In March 2011, the Scottish Government published its career IAG strategy⁷ to support the effective and efficient delivery of career services that enable individuals to make informed learning, job and career choices throughout their lives to maximise their opportunities to get, stay, flourish and progress in work.

The strategy places an emphasis on:

- empowering individuals to help themselves by:
 - supporting them to develop and strengthen career management skills, including through the delivery of Curriculum for Excellence; and
 - providing easy access to careers and labour market information;
- providing face-to-face and more intensive support including specialist help for those who need it most, including Looked After Children and others who need additional support for their learning.

It outlines that developing career management skills will equip individuals to:

- access and use effectively the full range of career management products and services at a time and place that suit their needs;
- identify opportunities to develop their learning goals and employability skills and understand how the labour market works - how to find a job, to appreciate how and why industries and individual jobs within them are changing, and what sort of skills they need to progress;
- identify how they can progress within the workplace and equip themselves to do so;
- access the services they need, with partners working together to signpost them or, where appropriate, co-ordinate an integrated package of services; and
- be better able to take career decisions, to manage change and uncertainty by forward planning and to make confident choices for themselves.

To achieve the Scottish Government's vision for modern career IAG services, the strategy identifies a need for a wider blend of quality services - including, online, telephone, face-to-face and partnership working that:

- meet individuals demands and expectations and the needs of today's society;
- make best use of collective, limited, resources; and
- exploit new technologies to the full.

A key example of this modernisation agenda was the launch in August 2011 of the new interactive web service My World of Work⁸ by the then Minister for Learning and Skills.

⁷ Available at: <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

⁸ Available at: www.myworldofwork.co.uk

Partnership Working

The Scottish Government career IAG strategy looks to strengthened partnership working as a means for greater sharing of good practice, driving continuous improvement and supporting professional development. It recognises that as the key provider of career IAG services in Scotland, SDS is well positioned to act as the strategic lead in the redesign and improvement of career services, working collaboratively with partners to build the capacity of the guidance community to meet the needs of service users and plan the best use of our collective resources.

The Framework offers a common language for planning with partners and a clear set of competencies SDS aims to support. The Framework helps define more clearly the connections between skills and the world of work.

Getting it Right for Every Child

GIRFEC⁹ is a national programme that aims to improve outcomes for all children and young people in Scotland. It applies to all those working with children, young people, parents and carers. Professionals need to work together to support families, and where appropriate take early action at the first signs of any difficulty. This means working across organisational boundaries and putting children and their families at the heart of decision making.

Planning appropriate support with a shared understanding of a young person's needs is central to SDS's work with partners, including parents and carers. The Framework can be used to recognise what a young person already has to offer and plan a multi-agency approach to address a young person's skill development needs.

Curriculum for Excellence

Curriculum for Excellence embeds skills development and progression throughout learning from ages 3 to 18. It is pertinent to all those involved in planning, delivering and promoting effective learning for children and young people to enable them to develop relevant skills which meet their individual needs.

Building the Curriculum 4: skills for learning, skills for life and skills for work¹⁰, published in October 2009, is a policy document for all partners that further defines what is meant by skills for learning, life and work, highlighting career management skills as relevant to all children and young people and the responsibility of all practitioners.

“Career management skills should be set within establishment’s wider approach to learning, skills development and personal development.”(p13)

Throughout secondary school and particularly in the Senior Phase of Curriculum for Excellence, young people experience learning in a variety of settings, placing learning in relevant, real life contexts that make links with the world of work and the wider community.

⁹ Available at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background>

¹⁰ Available at: <http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc4.asp>

The Framework can support the implementation of key aspects of Building the Curriculum 4 enabling a clearer understanding and articulation of career management skills and their relevance to learning, life and work.

The Broad General Education

The broad general education describes the curriculum from age 3 up until the end of S3 within secondary, with learning structured through a series of Experiences and Outcomes. The Experiences and Outcomes are national guidance on key learning expectations around knowledge and skills which signpost learning progression. Practitioners use these to deliver a planned curriculum that is tailored to the needs of their learners and local context.

The Framework will be used by SDS to support the delivery of the broad general education through planning and collaboration with relevant partners to develop their knowledge and understanding of career management skills.

The Senior Phase

All young people in Scotland have an entitlement to a senior phase of education which:

- prepares them for achieving qualifications to the highest level of which they are capable;
- continues to develop their skills for learning, life and work; and
- supports them to enter and stay in work, training or further learning opportunities.

The senior phase takes place from S4 to S6 in school and includes ages 16 to 18 in other learning settings such as college and training provision. It builds on the learning and skills developed within the broad general education and is intended to be a time when young people build up a portfolio of qualifications to better demonstrate their learning. Every young person is entitled to personal support in the senior phase.

At this time it is also vital to ensure every young person has a clear pathway from school into learning or work post 16 with supported transitions and sustained opportunities as outlined in the **16+ Learning Choices Policy and Practice Framework**¹¹. Partnership working is essential, requiring all partners to share a common understanding and language around skills development and application.

Career IAG services play an important role in supporting young people to explore learning, job and career options and make informed choices. Learners also develop lifelong career management skills through the totality of the curriculum encompassing subject, curriculum and interdisciplinary learning, as well as through family and community support networks.

The Framework will help to support young people in recognising the range of skills they have developed through their experiences and how these can support their progression and ambitions beyond school into work, training or further learning.

¹¹ Available at: <http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

Post 16 reform

Central to the changing policy landscape in Scotland is the pre-legislative paper¹² published in September 2011 outlining the government's proposals for reform of the post-16 education and training landscape. The proposals encompass the skills, college and university sectors. The core aim of the post 16 reform is to create economic growth, and maximise social returns on investment and integration of the post 16 system to offer a seamless learner journey. The legislative paper sets out government expectations of the wider skills system to focus on delivering labour market related outcomes for individuals.

The reform paper also notes that a wider skills system is not just about provision but incorporates career information, advice and guidance to raise individual aspirations.

The Framework aims to support a seamless learner journey by empowering individuals to recognise and articulate the skills they possess or are developing through their learning. It encourages a fuller understanding of the value of these skills within the labour market and the need for individuals to consider which skills, experiences and learning will best support them in achieving their aspirations.

¹² Putting Learners at the Centre: Delivering Our Ambitions for Post 16 Education, 2011, available at: <http://www.scotland.gov.uk/Resource/Doc/357909/0120943.pdf>

Career Management Skills Framework

What is it?

This is a competency framework which offers a consistent definition and description of career management skills. The competencies are grouped under four themes:

- **self** - competencies that enable individuals to develop their sense of self within society
- **strengths** – competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities
- **horizons** – competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life
- **networks** – competencies that enable individuals to develop relationships and networks of support

Taken together, the competencies describe a series of overlapping skills, attitudes and capabilities that support an individual's life chances. It is not expected, nor is it necessary, that every individual should excel in all these areas at every point in their lives. Individuals are likely to exploit their strengths and use the competencies that are most appropriate to their career stage and goals.

Who is it aimed at?

The Framework is designed primarily for those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and career related learning. It is a reference point to inform and shape practice.

The Framework may also be of value to others who are involved in the recognition, acquisition, development and utilisation of career management skills.

For example, the Framework can be used by:

- **learning and training providers** to inform their programme planning;
- **businesses and organisations** as part of their human resources strategy; and
- **Scottish Government** to inform the development of public policy.

What are its aims?

Specifically, the Framework aims to provide a focal point to support lifelong career development that is firmly rooted in Scotland's economic and social development by introducing a series of skills for individuals to recognise, develop and value as being of specific benefit when considering career options.

To support this, the Framework aims to:

- define and describe career management skills so individuals can more easily recognise and articulate their skills,
- support self reflection so decisions are considered and appropriate, and
- recognise existing skills, strengths and areas for development.

Therefore, the Framework aims to stimulate and shape people's demand for career development services in a way that is appropriate to the contemporary labour market.

Career management skills

“Career management skills refer to a whole range of competencies which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information as well as the skills to make and implement decisions and transitions.”

(as defined by European Lifelong Guidance Policy Network)¹³

The concept of career management skills recognises that career development is based on individuals moving around in a fluid labour market. Career management skills are pivotal to enabling individuals to make and take on-going decisions about work and learning that will shape their personal career journeys. The focus is firmly on the needs and aspirations of individuals and encouraging realistic optimism about learning and work opportunities.

Many people will develop these skills through a mix of formal and informal learning and life experiences but others will need considerable professional support with the learning and work decisions they will face.

Each of the four themes has a number of competencies associated with it which gives a Framework total of seventeen competencies, as described below:

Self

These competencies enable individuals to develop their sense of self within society:

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

Strengths

These competencies enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities:

- I am aware of my skills, strengths and achievements.
- I build on my strengths and achievements.
- I am confident, resilient and able to learn when things do not go well or as expected.

¹³ Work package 1: Career Management Skills, Reflection Note (Sultana 2009), available at: http://ktl.jyu.fi/img/portal/20077/WP1_Vilnius_Reflection_Note-Final.pdf?cs=1300879456

- I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.

Horizons

These competencies enable individuals to visualise, plan and realise their career aspirations throughout life:

- I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me.
- I know how to find and evaluate information and support to help my career development.
- I am confident in responding to and managing change within my life and work roles.
- I am creative and enterprising in the way I approach my career development.
- I identify how my life, my work, my community and my society interact.

Networks

These competencies enable individuals to develop relationships and networks of support:

- I interact confidently and effectively with others to build relationships.
- I use information and relationships to secure, create and maintain work.
- I develop and maintain a range of relationships that are important for my career journey.

How do individuals acquire career management skills?

Individuals develop these skills in different ways and at different rates. Career management skills can be learned with teachers, parents, friends, the community, employers and colleagues. There are many models of learning but Kolb's learning cycle fits well with the social context of the Framework (*Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, New Jersey: Prentice Hall, 1984*).

Kolb describes a process of experiential learning in terms of four stages:

1. concrete experience – personal experience
2. reflective observation – what I have learned from the experience
3. theorisation – how this learning has changed my view of the world
4. active experimentation – putting the learning into practice

To illustrate this process of learning, it might be useful to work through an example. With the career competency “*I know how to find and evaluate information and support to help my career development*”, the process of acquiring career management skills might work in this way:

Experience: I access information online about a particular job I am interested in.

Reflection: I consider how useful this information is and how it applies to my life.

Theorisation: I understand what career information is, where I can access it and how it is useful.

Experimentation: I access more and different types of career information, gradually increasing my knowledge and understanding within this area.

This model of learning also fits well with the Curriculum for Excellence which embraces all experiences that promote effective learning for young people and support the development of the four capacities – successful learners, responsible citizens, effective contributors and confident individuals.

Where are career management skills acquired?

As people proceed through life, they are likely to acquire career management skills at a variety of points and in a range of **contexts**, as illustrated below.



It is important to note that progress through these stages is not always consecutive, and an individual's life journey may involve moving backwards and forwards between contexts or working across contexts such as work and education.

Although career management skills can be learned, they may need to be re-learned in different contexts. Knowing what you need to learn can be as important as being able to demonstrate that you have learned it.

Before starting work: *notably, in a school setting (or in a home or youth-club setting)*
During school life, each new context (nursery, primary, secondary) is progressive. Once you have experienced it, you are unlikely to go back, and you move on to the next stage of life. Curriculum for Excellence sets out to create a unified curriculum which integrates academic and vocational learning with citizenship, enterprise, sustainable development, health, well-being, creativity and career management skills. Young people in this context explore their own strengths and the nature of the world of work. They will explore options before making choices which will take them closer to realising their potential. Their direct knowledge of the labour market varies, but may be informed by work experience including weekend and evening jobs. This knowledge and experience can be built upon as they move closer to the labour market.

Moving beyond education towards work: *notably, in a further or higher education setting.*

After school, progress through educational institutions is less easy to predict and is not necessarily progressive in a linear sense. Individuals in this context continue to develop their sense of self and to explore the wider world of learning and work. Many will be building up labour market experience as part of this transition.

While in work: *notably, in a work setting.*

Individuals in this context are likely to be focused on their current job or on transitions to their next role, as well as on issues of work/life balance. Some will continue to engage in formal learning.

When not working: *notably, unemployed individuals, or individuals unable to take up employment due to ill health or caring responsibilities.*

Individuals in this context are likely to be focused on exploring a range of work, life and learning issues. Many will be seeking transition back to formal learning or work. *(It is important to state that career management skills do not in themselves create jobs. People with well developed career management skills have an advantage when seeking and sustaining employment but unemployment is not necessarily the result of inadequate career management skills.)*

Preparing to leave work or reduce work: *notably, older individuals.*

Individuals in this context are likely to consider how to structure their life, voluntary work and learning as they reduce their involvement with, or withdraw from, the labour market.

Assessing Career Management Skills

If career management skills are considered to be important skills for an individual to acquire, then it is useful to provide learners, their teachers and advisers with resources to assess these skills.

There are a number of reasons for assessing career management skills, for example:

- to provide feedback to learners on their progress and raise their awareness of the skills they have and those they are developing.
- to show parents, partners and employers that an individual has made progress and can demonstrate competence.
- to motivate individuals to remain engaged, and
- to enable organisations to measure the impact of services.

Where career management skills are learned within school, further or higher education institutions, assessment can be embedded within existing assessment structures such as the Curriculum for Excellence skills for learning, skills for life and skills for work framework. From August 2012, existing qualifications that recognise the achievement of skills will be augmented by new national Awards to further increase learners' chances of success as they progress towards employment. They are designed to promote confidence, independent thinking and positive attitudes, while motivating learners to be successful and participate in the wider community. All Award units will be internally assessed and externally verified by SQA.

Another way of assessing career management skills is by adopting a competency based approach that assumes it is possible to define observable outcomes of

learning. The Framework could be translated into a skills check-list which may be a useful starting point for learners and their advisers in the development of learning objectives.

The assessment of career management skills can be seen as an interactive process which accepts that learning takes place gradually and builds on existing knowledge and experiences. This emphasises the benefit of continuous self and other forms of assessment of the dynamic process of skill development across all life contexts.

Implementing the Framework

The career management skills framework is designed to support the development and delivery of career services in Scotland. It provides SDS with a focus for collective planning and decision making in its work with and through partners.

The framework provides a common language to be used with partners and articulate the value of skills to lifelong career management. It will support the development of new approaches to progress career management skills of individuals and inform local partnership planning.

Implementation of the Framework must actively demonstrate a commitment to equality of opportunity. Practitioners must be confident to challenge discrimination and prejudice and fully understand the range of potential barriers which gender, religion or belief, sexual orientation, disability, age, gender re-assignment or race may present when developing career management skills.

Specifically, SDS will use this Framework to:

- Inform the design and development of resources to support the delivery of SDS's career services – face-to-face, telephone, internet, and through partners
- Plan and implement staff learning and development
- Recognise and articulate how existing work by SDS and with partners contributes to individuals' acquiring and developing career management skills
- Inform and articulate skills and learning outcomes within personal planning documentation such as career development plans
- Monitor and quality assure the effectiveness of career services
- Develop group work as well as one to one approaches to the development of individuals' career management skills
- Develop new environments such as social networking sites where career management skills can be developed

Jointly with our partners, SDS will use the career management skills framework to:

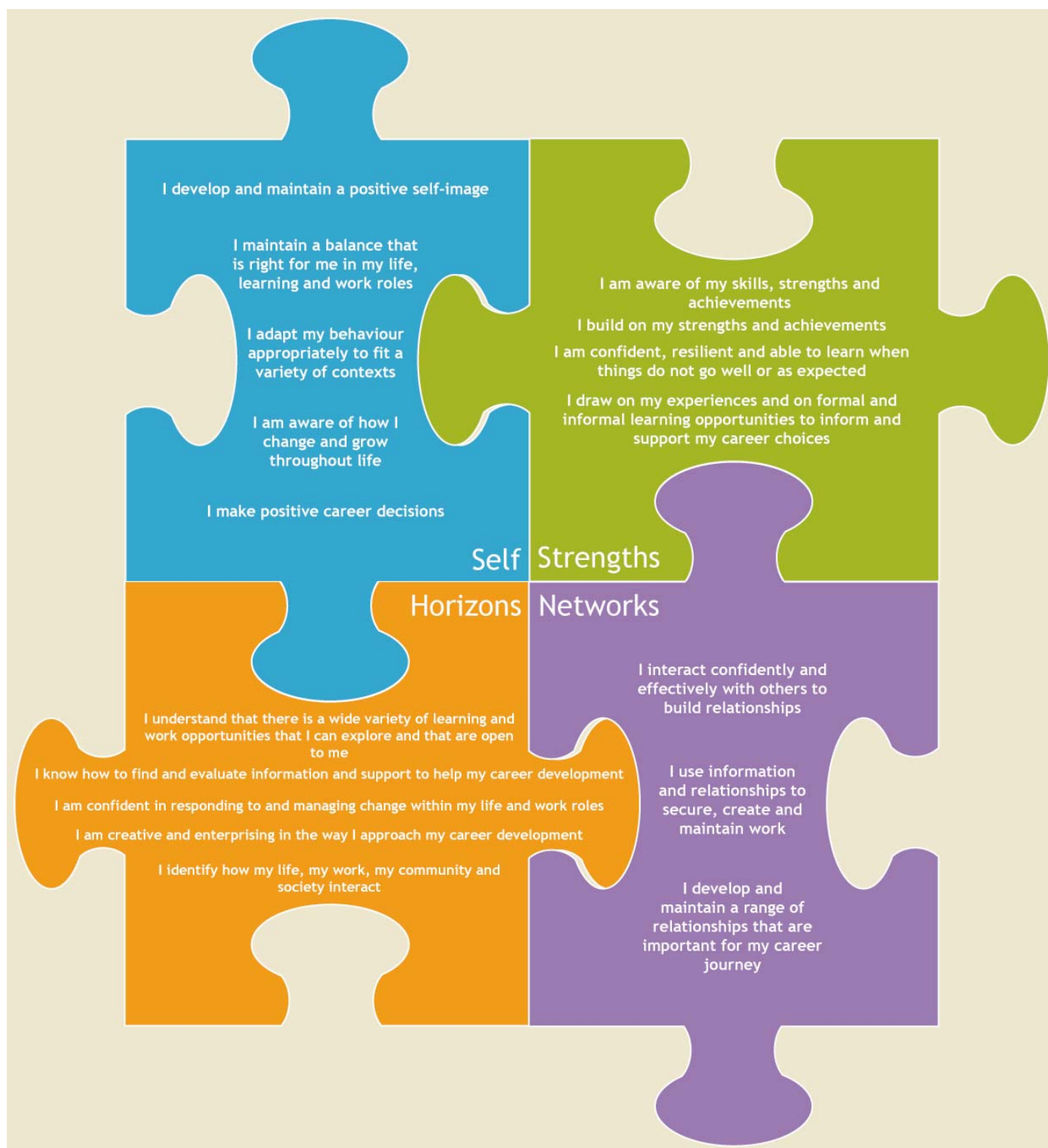
- Foster cross-sectoral staff development and sharing of good practice
- Develop ways for individuals to reflect on and assess their career management skills
- Inform local partnership planning and articulate our shared skills objectives within planning documentation such as Service Delivery Agreements
- Inspire and inform the development of future approaches to skills recognition, acquisition and development with individuals, groups and partners

A key stage in the development of the Framework was a six week consultation period from 28th March to 11th May 2012. In their responses, partners said they would use the Framework to:

- Develop qualifications to recognise achievement of skills
- Raise awareness of career management skills
- Plan service delivery and development with SDS and others
- Develop career information, advice and guidance services
- Manage in-house talent
- Inform development of postgraduate courses in career guidance and development

Annex A: Career Management Skills

This annex provides a visual summary of the Career Management Skills listed earlier in this paper. A more detailed articulation of how an individual might demonstrate Career Management Skills is contained within Annex B.



Annex B: Demonstrating the career competencies

This annex highlights the type of evidence that demonstrates an individual is developing or has developed career competencies. These are not intended to be comprehensive, but offer statements which can be used to describe and explore career competencies. These competencies can be recognised and progressed throughout life within a range of contexts – namely, before starting work, moving beyond education towards work, in work, not in work, and preparing to leave work or reduce working hours.

This Annex is directed at practitioners supporting individuals to develop and strengthen their career management skills and product/service developers when designing tools and resources for self or assisted formative assessment of career management skills. Issues of Equality and Diversity would have to be addressed when developing these statements for professional practice or resources.

Self

I develop and maintain a positive self-image

I demonstrate this by:

- Knowing who I am (in terms of my strengths, skills, experiences etc.).
- Being aware of my behaviours and attitudes and what has influenced their development.
- Considering how my self-image/self-respect fits into social and cultural contexts.
- Adopting behaviours that reflect a positive attitude to myself.
- Understanding how my self-concept/awareness has an impact on achieving my personal, social, educational and vocational goals and decisions.
- Understanding the importance of feedback, and being able to give and receive it.

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

I demonstrate this by:

- Being aware of the various roles I may have in life.
- Being aware of the rewards and responsibilities linked to each of my roles.
- Understanding how these different roles require varying amounts of energy, participation, and motivation.
- Understanding how my various life and work roles impact upon my preferred future or lifestyle.
- Understanding how the choices that I make can impact on others, and being able to negotiate with others in relation to these choices.
- Being able to determine the value of work, family and leisure activities for myself.
- Being able to determine the kind of work, family and leisure activities that might contribute to a balanced life.

I adapt my behaviour appropriately to fit a variety of contexts

I demonstrate this by:

- Recognising how the context and expectations of others may impact on my behaviour.

- Recognising how times of change often require me to adapt or develop my behaviour.
- Using emotional and social intelligence to support my engagement in a range of contexts.

I am aware of how I change and grow throughout life

I demonstrate this by:

- Understanding that my motivations and aspirations change as my life changes.
- Being aware of how change and growth inter-relate with my mental, social and physical health/wellbeing and making efforts to manage my health and wellbeing accordingly.
- Being aware of how changes related to work can impact on my wider life and may require life changes.
- Taking active steps to manage changes in all areas of my life.
- Taking the initiative to shape changes in my life, relationships and work.

I make positive career decisions

I demonstrate this by:

- Understanding how choices are made.
- Understanding how my personal beliefs and attitudes affect my decisions.
- Being aware of what might interfere with attaining my goals, and developing strategies to overcome these barriers.
- Applying problem-solving strategies to career-related issues.
- Being able to evaluate the impact of my decisions on myself, on others and on my community and the wider society.

Strengths

I am aware of my skills, strengths and achievements

I demonstrate this by:

- Reflecting on my skills, strengths and experiences, and considering how they interact.
- Recognising and recording my achievements.
- Seeking feedback and drawing on the insights of others.
- Making critical use of interest inventories, psychometrics and other tools that support the gaining of personal insights.
- Understanding how my skills, strengths and experiences can contribute to groups and to the wider society.

I build on my strengths and achievements

I demonstrate this by:

- Knowing how to use and increase my strengths and achievements.
- Being able to recognise and articulate my experiences and achievements.
- Being able to prioritise and make decisions about where to focus my learning, activities and personal development.
- Being able to consider if a learning environment is right for me.

I am confident, resilient and able to learn when things do not go well or as expected

I demonstrate this by:

- Being able to adapt to change when I encounter it.
- Being able to manage the effects of crisis.
- Being able to make the most of opportunities and challenges.

- Knowing and understanding my rights, and being able to claim them and ensure that they are respected.
- Being willing to drive or engage with change.
- Being able to engage in career contingency planning and to move beyond my existing plan.
- Being able to express my feelings and to ask for help and support.

I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices

I demonstrate this by:

- Knowing about study options and the implications of my choices.
- Knowing about the various routes through learning and how they differ.
- Understanding how skills can be transferable.
- Understanding the relationship between educational levels and the learning or work options that are open to me.
- Understanding how to use my strengths, skills and knowledge.
- Undertaking continuous learning activities.
- Demonstrating behaviours and attitudes that contribute to achieving my personal and professional goals.

Horizons

I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me

I demonstrate this by:

- Understanding that my career path reflects a series of choices.
- Being aware of stereotypes, biases and discriminatory behaviours that limit individuals in certain work roles.
- Being able to consider and challenge my aspirations / goals.
- Being able to draw on and engage with a range of role models.
- Being able to use technology to support career exploration.
- Being able to explore alternatives in decision-making situations.
- Being able to develop a range of creative scenarios for my preferred future.
- Demonstrating the skills, knowledge and attitudes required to assess / evaluate work and learning opportunities.

I know how to find and evaluate information and support to help my career development

I demonstrate this by:

- Knowing where and how to access reliable career information.
- Knowing how to use various sources of career information.
- Knowing how to use different settings and resources to learn about work roles and alternatives.
- Knowing how to find, interpret, evaluate and use information about learning and work.
- Knowing how to use technology to find resources that support my career knowledge and development.
- Knowing how to analyse and evaluate a range of information sources.

I am confident in responding to and managing change within my life and work roles

I demonstrate this by:

- Understanding the changing life roles of people in work and family settings.

- Understanding how my contributions, both inside and outside the home, are important to my family and the wider society.
- Understanding how individuals may move through a variety of roles within learning and labour markets.
- Understanding how my changing relationship to organisational structures can require me to draw on my strengths in different ways.
- Exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for myself.

I am creative and enterprising in the way I approach my career development

I demonstrate this by:

- Being able to effect and drive change in a variety of life contexts.
- Being able to think in creative and innovative ways to explore and solve problems in different contexts.
- Being able to balance taking risks with managing risk.
- Understanding how businesses and organisations innovate and change.
- Being able to make connections, see relationships and imagine possibilities.
- Being able to reflect critically on ideas and outcomes.

I identify how my life, my work, my community and my society interact

I demonstrate this by:

- Understanding how work can satisfy my needs.
- Understanding how work contributes to my community and to the wider society.
- Understanding how society's needs and functions affect the supply of goods and services.
- Understanding how economic and social trends affect my work and learning opportunities.
- Understanding the effects of work on my lifestyle.
- Understanding how businesses and organisations operate.
- Being able to determine the value/importance of work for myself.
- Understanding the nature of the global economy and its impact on individuals and society.
- Understanding how work and consumption can have an impact on society and the environment.

Networks

I interact confidently and effectively with others to build relationships

I demonstrate this by:

- Understanding and demonstrating interpersonal and group communication skills that enable me to help / work with others.
- Knowing how to deal with peer pressure, and understand how my behaviours and those of others are related.
- Understanding the importance of positive relationships in my personal and professional life.
- Respecting diversity.
- Being able to express personal feelings, reactions and ideas in an appropriate manner.
- Knowing how to solve interpersonal problems.

I use information and relationships to secure, create and maintain work

I demonstrate this by:

- Communicating my skills to others.
- Understanding the importance of personal qualities in securing, creating and remaining in work.
- Understanding that skills and experiences are transferable to various work settings.
- Knowing how to locate, interpret and use labour market information.
- Developing work-search skills.
- Understanding the value of volunteer work in building networks for work, learning and life.
- Developing relationships and networks to support secure work and develop my career.

I develop and maintain a range of relationships that are important for my career journey

I demonstrate this by:

- Knowing how and when to contact people who can provide information about work and learning opportunities.
- Having the ability to work with others in a range of roles
- Building and using supportive peer networks
- Knowing how to use technology to support the development and maintenance of social networks.
- Recognising when and how to look beyond my immediate social networks and use this to support career building.
- Being able to build relationships with potential employers and learning providers.

Annex C: Strategic Partners

This annex provides a list of strategic partners who worked with Skills Development Scotland to develop the Career Management Skills Framework.

International Experts	
Dr Tristram Hooley	Head of the International Centre for Guidance Studies (iCeGS), University of Derby
Siobhan Neary	Principle Researcher, iCeGS, University of Derby
Prof Ronald Sultana	Professor of Educational Sociology & Comparative Education, University of Malta
Prof Tony Watts, OBE	International policy consultant on career guidance and career development, Founding Fellow and Life President of the National Institute for Careers Education & Counselling
Scottish Partners	
Col Baird	Scottish Government
Jeff Maguire	Scottish Government
Hazel Burgess	Scottish Government
Lynn Townsend	Scottish Government
Lesley Sheppard	Scottish Government
Graham Hollowell	Scottish Government
Alan Runcie	Education Scotland
Ruth Ohldag	Education Scotland
Dr John Laird	Education Scotland
Angela Baird	Scottish Qualifications Authority