

Career Management Skills in PES



ELGPN – WP1
ronald g. sultana
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Key points

- **CG in PES in EU**
- **PES main functions**
- **CMS in PES**
- **When/Where/How?**
- **PES & CMS with students**
- **PES trends & CMS**
- **Issues re CMS in PES**



CG in PES in EU

- **Many CG services are located in PES**
 - Addressed at adults looking for employment
 - Less often for job-changers
 - to young people in education/training
(PES staff receiving students, or go to school)
- **Substantial public resources invested**
 - Significant influence on extent/nature of services



CG: 3 key areas

- **Personalised employment services**

Case management: Interview, profiling, client segmentation, PAP, job-broking - Balance administrative / professional roles?

- **Professional career guidance services**

More intensive, professionally focused, deeper KB, extended competence, inter-disciplinary

- **Other career guidance services**

To pupils/students; Labour Market Information;
Occupational/Career Information



Trends and challenges: **Clients**

- **Range of clients catered for...**
- **Unreached clients...**
- **Tensions in servicing clients:**
 - Quick fix vs longer term
 - Principle of freedom in guidance process
 - Insufficient time due to staff:client ratios
 - Inadequately trained staff
 - Self-service replaces guidance
 - Medical vs empowerment models



PES-main functions

- **4 main functions of PES: All have CG elements**
 - [a] job broking
 - [b] providing LM information
 - [c] administering LM adjustment programmes**
 - [d] administering unemployment benefits.
- **Most CMS provided through [c], i.e.**
 - job-search assistance programmes: self-help, group activities (job clubs, job fairs and workshops), individual assistance (CG and counselling)
 - training and education programmes
 - direct job creation programmes



CMS in PES

4 facets of the CG service in PES:

- the personalisation of services
- assessing individual's attributes and preferences
- long-term career strategies and CMS
- Development of personal action plans

Tension between:

immediate employment vs future employability

Impacts on importance given to CMS



When/Where/How?

- **LM adjustment programmes:**
- **Profiling:** Learning about oneself through the initial diagnostic meeting with an employment adviser
- **Personal Action Planning:** Learning to set goals, and the development of a plan to attain those goals
- **Job hunting:** Learning to look for jobs in relation to that plan (sitting interviews, job applications, c.v. - 'job clubs', promoting self-confidence and motivation).



PES staff CMS services to students:

- PES staff visit schools: LM information, CMS training
- PES staff run programmes (on their own, or in collaboration with others) with early school-leavers and drop-outs: CMS at the heart of programmes
- PES staff run work-related programmes with students (work skills development, work shadowing, work tasters, work experience, work-based learning in apprenticeships)



PES trends and CMS

1. Tiering of services:

- self-service (resource centres and websites); group-based services, brief staff-assisted services; intensive case-managed services
- Each tier represents different opportunities for CMS learning.

2. Self-help:

- intensified use of ICT: self- and career-exploration packages; web-based job-search facilities; web-based registration, CV on-line, ...
- With PES support, clients develop CMS to manage transitions



PES trends and CMS

3. Decentralisation:

- customisation of services: CMS tailored to client needs
- issue of 'recentralisation': national CMS framework?

4. Outsourcing.

- specialised services for specific client target-groups
- CMS training delivered by entities collaborating with PES
- client assessment, APEL, job-search training, job coaching, and personal action planning.



Issues re CMS in PES

- 1. Role tensions: quick placement vs long-term career dev:**
 - Impacts on range of CMS offered
- 2. From medical model to empowerment model:**
 - 'Solution-focused' approach: goals, attitudes, self-efficacy
 - Pivotal role for CMS learning
- 3. PES as a gateway to LLL in an age of 'flexicurity':**
 - review the direction of one's career,
 - determine what learning would be of benefit
 - steering to appropriate institutions or learning packages
 - sustain employability and respond flexibly to change.
 - CMS bound to feature increasingly higher on the PES agenda



CMS CATALOGUE/INVENTORY

RESOURCE:										REVIEWER:											
SECTIONS:																					
COMPETENCIES																					
AREA A: PERSONAL MANAGEMENT																					
1.4 Improve on abilities to maintain a positive self-image																					
2.4 Improve abilities for building positive relationships in one's life and work																					
3.4 Develop strategies for responding to life and work changes																					
AREA B: LEARNING AND WORK EXPLORATION																					
4.4 Participate in continuous learning supportive of life/work goals																					
5.4 Locate, interpret, evaluate and use life/work information (II)																					
6.4 Understand how societal and economic needs influence the nature and structure of work (II)																					
AREA C: LIFE/WORK BUILDING																					
7.4 Improve on abilities to seek, obtain/create and maintain work																					
8.4 Incorporate adult life reality into life/work decision making																					
9.4 Incorporate the "balanced life/work" issue in life/work building																					
10.4 Understand and learn to overcome stereotypes in life/work building (II)																					
11.4 Manage one's life/work building process																					
INSTRUCTIONS:		List the components (e.g. chapters, software components, exercises, sessions, units, lesson plans) of the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the component primarily addresses.																			