

A decorative background on the left side of the page consists of several overlapping, semi-transparent triangles in various shades of orange and red, creating a starburst or sunburst effect.

**Support for the  
development of career  
management skills**

In a democratic society, choosing one's own means of self-realization in work and hobbies is a free right and opportunity for every person. This means that every person is responsible for their own **career choices and career management**, and for the satisfaction acquired from them. In order to consciously manage one's life and career, it is important to acquire certain knowledge, competencies and attitudes, or skills.

Career management skills are the **general skills** that every person and learner use in the management of their career (Life Design) throughout their lives. These skills help to collect, analyse, synthesize and organize self-awareness, education and professional information, make choices, decide and organize transitions and deliberately plan one's career.

The purposeful development of career management skills creates the prerequisites for a person to **manage his/her life by making conscious and responsible choices**.

This document opens the meaning of the learner's **career management skills** and their structured model.



## **FRAMEWORK OF THE CAREER MANAGEMENT SKILLS MODEL**

The framework describes the environment in which a member of the society/person acquires their career management skills and can develop them efficiently and effectively.

The framework or acquisition and development of career management skills are formed by the political decisions and the structures and organizations built upon them, who, according to agreed rules/standards, etc., provide services that support the development of career management skills.



## Career management skills MODEL (CMS MODEL)

The career management skills model is based on the constructivist career counselling paradigm and the Estonian national curricula and supports the implementation of a constructivist, updated teaching approach in educational institutions.

The model offers a structured set of the **areas of skills, competencies, attitudes and values, and learning outcomes** that allows both the individual, the career professionals and the various involved parties to monitor the development of their skills necessary for career management and thus to deliberately and purposefully address their development.

The model describes career management skills in the **four areas of professional and vocational competence**:

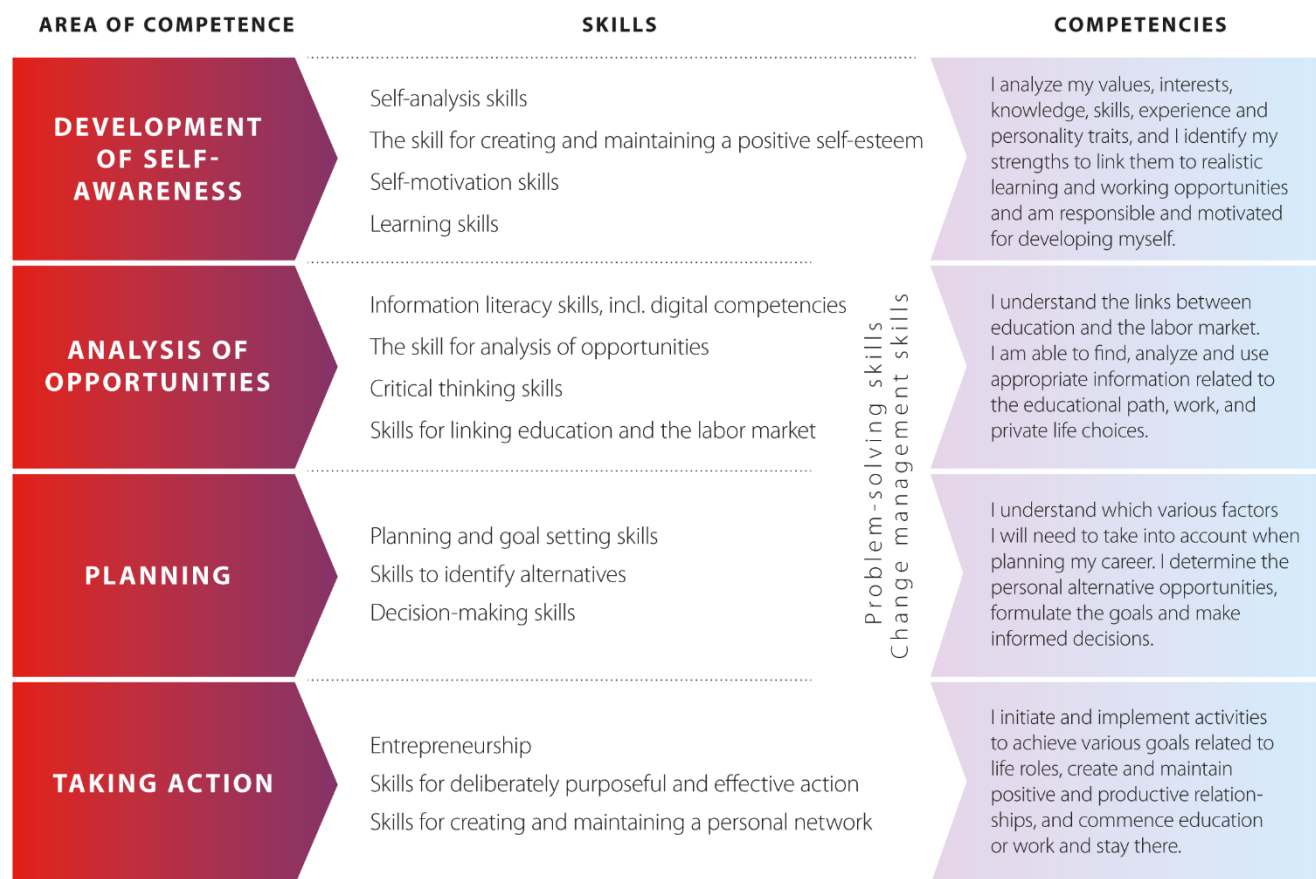
- self-awareness development
- analysis of opportunities
- planning
- taking action

The document describing the model consists of the following parts:

- [career management skills](#)
- [description of career management skills](#)
- Development of career management skills in the learning process: learning outcomes ([table](#))

The table summarizes the learning outcomes in the career study in the 1st, 2nd, 3rd and 4th stages of the study (both in upper secondary education and vocational education). When planning the processes supporting the development of a student/client, it is important to distinguish between and consider both the activities enabling acquisition of career management skills as well as appropriate simultaneous monitoring/measurement/assessment of the development of these skills.

## 1. Career management skills



## 1.1 Knowledge, skills, attitudes.

### **Theoretical or factual knowledge is related to the following topics:**

#### Self-awareness

Conscious self-analysis. Detecting and using one's own resources. Definition of development needs and development opportunities. Self-analysis components. Interests. Hobbies. Skills Knowledge Capabilities. Personality traits. Character. Values, attitudes. Temperament. Emotions. Self-image. Motivation. Factors affecting motivation. Learning motivation. Learning skills and learning styles. Efficient learning. Work motivation. Needs Dreams. Co-operation and communication skills. Effective and efficient communication. Teamwork. Responsibility. Self-esteem. Valuing oneself and others. Analysis of one's recreational activities, prior and experiential learning. Accomplishments. Analysis of subject-related knowledge and academic achievement. Mapping one's strengths and weaknesses. Personal characteristics, attitudes, and habits influencing and promoting adaptation.

#### Analysis of opportunities

Career information: professions, occupations, educational information. Finding and using information Lifelong learning. Educational system. Professional qualification system. Formal education. Non-formal education. Specialties and fields of study. Specialty/field content. Types of vocational education. Forms of study Opportunities for study after basic school, after upper secondary school, vocational school, the institution of higher education. Fields of study in upper secondary school. Adult upper secondary school Entrance conditions. Learning abroad. Student exchange programs. Grants and scholarships. Relationships between education and the labour market. Economic fields. Offices and occupations. Labour market. Demand and supply of the labour market. Trends in the labour market. Forecast of Labour force needs. Impact of social, demographic, technological, industrial development trends in the world of work. Future jobs. Skills needed in the future. Working environment. Relationships between work and health, and occupational safety. Competition in the labour market. Employer expectations. Creating values through work, creative entrepreneurship Forms of entrepreneurship. Working abroad. Military service in the Defence Forces. Most common stereotypical attitudes and myths, including negative ones associated with work and employees. Gender equality in employment relationships.

#### Planning

Career and related concepts. Career management. Career scenarios. Relationship of career with lifelong learning and with changes in the world and in the society. Life rolls success and failure. Lifestyle. Principles of making career decisions. Impact of values on choices. Need for achievement, achievement. Factors influencing career decisions and taking them into consideration. Mapping of problems and obstacles. Goal setting. Mapping alternatives and taking them into consideration. Decision making. Different techniques for making choices and decisions. Career plan. Short-term and long-term plans. Work-life balance, personal well-being. Investigating health-related constraints. Health risks, stress prevention, preservation of mental and physical health. Economic coping. Financial planning. Combining learning and work. Time planning. Planning of education. Career services, co-operation with a career specialist.

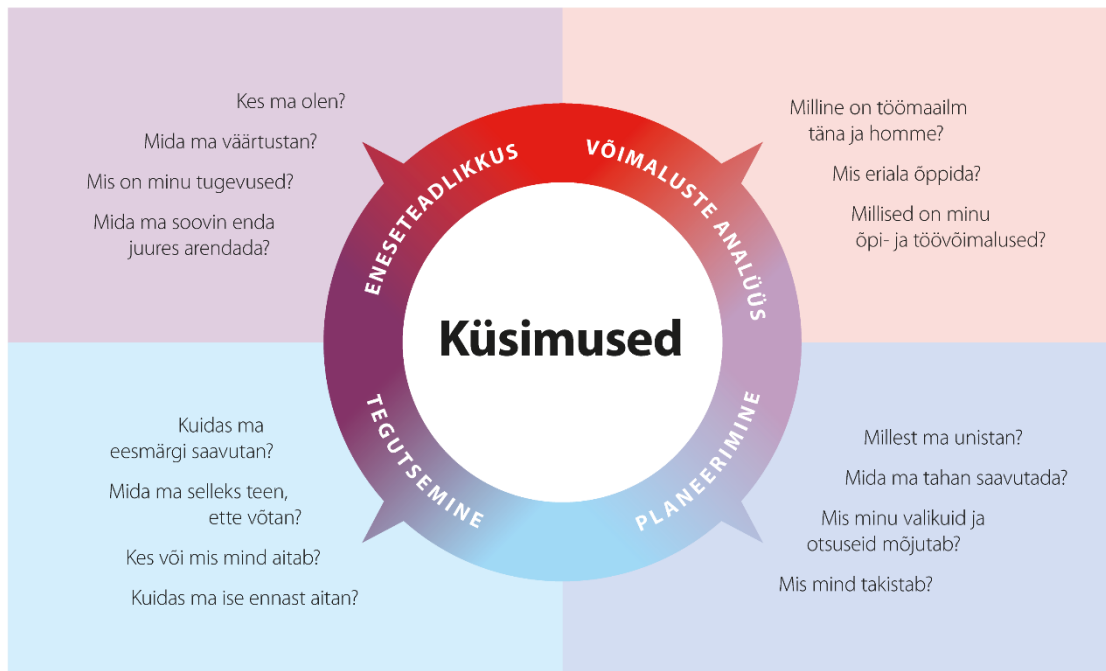
#### Acting

Labour law legislation, employee rights, and obligations. Working with minors, relevant legislation. An employment contract. Wages. Different ways of working, forms, contracts, including short-term. Finding an application as a trainee. Participation in a study visit. Finding and applying for financial support options. Visit a company. Job shadowing day. Student shadow day. Opportunities and restrictions for working as a student. Voluntary work. Job-seeking. Job-seeking opportunities, sources of information. Services of the Estonian Unemployment Insurance Fund. Processing of job offers. Applying for a job. Documents: CV, letter of motivation, cover letter. Preparation for application to stand as a candidate and standing as a candidate.

Personal portfolio, including e-portfolio Entrance to an institution of education. The image in a digital environment, the use of various communication channels and environments. Job interviews. Developing and implementing activity strategy/strategies. Conscious management of one's actions and development. Teamwork. Learning from failure.

## 1.2 Issues supporting the development of skills.

Examples of the questions the person is looking for answers to when thinking about their career:



Karjääri kujundamise pädevusie mudeli on välja töötanud SA Innove Rajaleidja karjääriteenuste keskus 2016.a.



## 2. Description of career management skills

A skill	Description of a skill
<b>Development of self-awareness</b> The learner analyses his/her values, abilities, interests, knowledge, skills, experience and personality traits, identifies his/her strengths to link them with realistic learning and working opportunities, and is responsible and motivated to develop himself/herself.	1.1 Knowledge of self-analysis process, components, tools, and opportunities.
	1.2 Getting to know oneself through informed and targeted self-analysis. Development of self-analysis skills.
	1.3 Developing and maintaining a positive self-image and self-esteem.
	1.4 Developing of learning skills and maintaining motivation to support lifelong and collaborative learning.
<b>Analysis of opportunities</b> The learner understands the links between education and the labour market and identifies, analyses and is able to use the relevant information related to the educational path as well as to working life and private life choices.	2.1 Knowledge of changes in the world of work, the general labour market situation and future forecasts, and the activities of the various occupations and professions.
	2.2 Understanding the links between education and the labour market and information sources related to learning opportunities.
	2.3 The use of education and the world of work information based on one's needs for the planning of a short-term and long-term education path and working life.
<b>Planning</b> The learner understands the various factors that he or she needs to consider when planning their careers, defines appropriate personal alternatives, sets goals, and makes informed decisions.	3.1 Understanding the nature and principles of career design and management, and creating a sense to one's private and professional careers.
	3.2 Defining alternative opportunities of continuing education and/or work-related application, linking professional, vocational and specialty requirements to self-analysis results.
	3.3 Establishing general objectives and developing a short and/or long-term plan for achieving one's personal and educational, vocational and professional goals.
<b>Acting.</b> The learner initiates and implements activities aimed at achieving the goals related to different life roles, creating and maintaining positive and effective relationships, and commencement of education or employment and maintaining it.	4.1 Knowledge of labour market legislation and working and job search opportunities.
	4.2 Applying for studies and/or work, including related to volunteering, being an exchange student, hobbies.
	4.3 Acquiring practical training and work experience, adjusting one's behaviour, habits, goals and activities, if necessary.

1 Life-Design Counselling Manual. Mark L. Savickas.

### 3. DEVELOPMENT OF CAREER MANAGEMENT SKILLS IN THE LEARNING PROCESS: LEARNING OUTCOMES

SKILL	Basic school stage I	Basic school stage II	Basic school stage III	Stage IV - upper secondary school and vocational school
<b>1. Development of self-awareness:</b> the learner analyses his/her values, abilities, interests, knowledge, skills, and experience and personality traits, identifies his/her strengths to link them with realistic learning and working opportunities, and is responsible and motivated to develop himself/herself.				
<b>1.1 Knowledge of self-analysis process, components, tools, and opportunities.</b>				
		Understands why and in what situations it is important to analyse oneself and knows simple self-analysis tools.	Knows the nature of self-analysis targeted for the future and the methods to be used for getting to know oneself.  Acknowledges the components of self-analysis: abilities, skills, knowledge, values, attitudes, needs, emotions, etc.	Understands what it is important to pay attention to and why, when analysing oneself when making choices of education and work life and uses different methods for self-analysis.  Understands how conscious self-analysis supports learning from one's own experiences, including failures.
<b>1.2 Getting to know oneself through informed and targeted self-analysis. Development of self-analysis skills.</b>				
	Analyses oneself and one's peers through various learning and play activities.	By analysing different learning situations and communicating with peers, recognizes one's interests, abilities, and desires.  Understands that current learning and recreational activities may be related to further education and future work.	Understands how subject-related skills and knowledge, and learning skills and entrepreneurial qualities will affect the opportunities for continuing their education, both now and in the future.  Analyses one's personality traits, emotions and behaviour and links them to different life roles, including in education and working life.	Analyses one's emotions and behaviour, as well as learning, communication and collaboration skills, and understands how they affect the fulfilment of his/her different life roles, including learning and working.  Understands the role of ownership in shaping life and career, and relates his/her personality traits, developmental needs, and aspirations to the future opportunities in educational and working life.
<b>1.3 Developing and maintaining a positive self-image and self-esteem.</b>				
	Notices and talks about what he/she or his/her peers are good at.	Notices and is able to highlight his/her strengths and the strengths of his/her peers.  Is able to explain why it is important to keep good relationships with the peers.	Understands how raising awareness of his/her strengths can support positive self-esteem and cope with life.  It is aware of factors influencing his/her self-esteem.	Consciously shapes positive self-esteem, based on his/her strengths and weaknesses as well as on the experience of learning from failure.  Understands how the ability to maintain positive self-esteem and self-confidence affects career management.
<b>1.4 Developing of learning skills and maintaining motivation to support lifelong and collaborative learning.</b>				
	Understands why it is necessary to learn and feel the joy of learning and knowing. Follows the rules of co-operation and peer learning and understands why they are needed in life.	Understands the need for learning and develops his/her learning skills.  Concentrates on fulfilling study assignments, studies both alone and with peers and dares to ask for help if necessary.	Understands the meaning of lifelong learning and why it is necessary today.  Analyses his/her learning skills, learning activities and the sources of learning motivation, and takes responsibility for developing his or her learning habits and attitudes.  Analyses the relationship between learning, communication and collaboration skills and different positions in the labour market.	Understands and values lifelong learning as a lifestyle in a changing world, complements himself/herself based on the goals set, development needs, etc.  Analyses his/her learning outcomes, prior learning experience, and his/her development needs in terms of short-term and long-term goals in career management.  Understands how general skills, including learning, communication, and collaboration skills, increase competitiveness in the labour market and coping in different life roles.

SKILL	Basic school stage I	Basic school stage II	Basic school stage III	Stage IV - upper secondary school and vocational school
<b>2. Analysis of opportunities:</b> The learner understands the links between education and the labour market and identifies, analyses and is able to use the relevant information related to the educational path and work and private life choices.				
<b>2.1 Knowledge of changes in the world of work, the general labour market situation and future forecasts, and the activities of the various occupations and professions.</b>				
	<p>Understands the importance of working and understands that a salary is a reward for the work done.</p> <p>Knows the content and value of the work of their family members and the areas of activity of companies operating in the immediate vicinity.</p>	<p>Recognizes the diversity of the world of work and understands why different personality traits, including abilities, skills and professional preparation are required for carrying out different works.</p> <p>Understands why different jobs are needed and that every worker is important.</p>	<p>Understands the general trend of the world of work, the Estonian economic environment, different fields of activity and occupations, and forms of entrepreneurship.</p> <p>Knows the occupations in the field of work or profession of his or her interest, the nature, working conditions, requirements for personality traits, health and professional training of these works.</p> <p>Knows the myths and stereotypical attitudes related to work and workers, values work and workers.</p>	<p>Understands how the general trends and changes in the world of work both globally and in the Estonian economic environment affect his or her career.</p> <p>Has basic entrepreneurial knowledge or experience and is aware of being an entrepreneur as a career opportunity.</p> <p>Gives sense to the changes in attitudes and values related to work, including attitudes towards gender roles in society, and relates them to his/her own values and choices.</p> <p>Knows the occupations in the field of professions of his or her interest, the nature, working conditions, requirements for personality traits, health and professional training of these works.</p>
<b>2.2 Understanding the links between education and the labour market and information sources related to learning opportunities.</b>				
	<p>Understands why learning is necessary and how skills and knowledge relate to work at home and working in the office.</p>	<p>Understands how, in addition to the studies at school, the abilities, knowledge, and skills developed through recreational activities support day-to-day education and are necessary for working life.</p>	<p>Understands the links between society, education and the labour market.</p> <p>Knows the transition possibilities in the Estonian education system and finds information on study opportunities in Estonia and outside Estonia.</p> <p>Analyses how the knowledge and skills acquired through recreational activities and other extracurricular learning is related to further learning and various occupations and areas of work.</p>	<p>Understands how changes in society affect the links between education and the labour market and know the principles of the system of professional qualifications.</p> <p>Knows the transition possibilities in the Estonian educational system.</p> <p>Finds information on study opportunities in Estonia and outside Estonia.</p>
<b>2.3 The use of education and the world of work information based on one's needs for the planning of a short-term and long-term education path and working life.</b>				
	<p>Seeks information about different jobs and highlights what interests him/her.</p>	<p>Seeks and analyses information about different opportunities for recreational activities and finds a suitable recreational activity.</p> <p>Seeks information from various sources about jobs and professions of interest to him or her.</p>	<p>Uses relevant information sources of education and labour market and analyses information about ways to continue their education.</p> <p>Justifies his or her preferences when continuing education and choosing a specialty in vocational education or field of study in an upper secondary school.</p>	<p>Uses relevant information sources of education and labour market, analyses the information obtained having regard to himself/herself and the society's needs and opportunities.</p> <p>Analyses alternative ways for making decisions on learning and employment based on relevant information.</p>
SKILL	Basic school stage I	Basic school stage II	Basic school stage III	Stage IV - upper secondary school and vocational school
<b>3. Planning:</b> the learner understands the various factors that he or she needs to consider when planning their careers, defines appropriate personal alternatives, sets goals, and makes informed decisions.				
<b>3.1 Understanding the nature and principles of career design and management and creating a sense of one's private and professional careers.</b>				
	<p>Understands that changes in different areas of life are constant and notices how they affect their lives and the lives of their loved ones.</p>	<p>Understands the relationship between different life roles.</p> <p>Understands the meaning of the internal changes of a person mean and the external changes caused by different factors and how they affect the lifestyle.</p> <p>Understands that in the event of unfavourable changes to her or him, a person can do something to improve their situation.</p>	<p>Understands the principles of career management, the relationship between private life and work roles, and the importance of maintaining a work-life balance.</p> <p>Understands that the management of one's career as a manager of lifelong development has a different meaning for different people.</p> <p>Understands that when planning and designing a career, a person bears responsibility both to himself/herself and to society.</p>	<p>Understands the meaning of his/her personal career and gives sense to career management as an ongoing decision-making process.</p> <p>Understands the importance of maintaining a work-life balance and ways to achieve it.</p> <p>Understands that when planning and designing a career, a person bears responsibility both to himself/herself and to society.</p>
<b>3.2 Defining the alternatives for continuing education and/or professional application based on the analysis of the person's abilities and professional, vocational or specialty requirements.</b>				
	<p>Understands that people choose between different possibilities throughout their lives.</p>	<p>Understands that human choices are influenced by different factors, and there is always an option of choosing between different alternatives.</p> <p>Understands that different professions and educational paths can be possible in case of similar abilities.</p> <p>Understands that interest in certain subjects and the acquired knowledge and skills may affect alternatives in education and working life.</p>	<p>Understands which factors influence his or her choices and which needs to be taken into account in a short-term and long-term decision making.</p> <p>Knows and uses different decision-making models and appropriate ways of defining alternatives.</p> <p>Understands how personal qualities, subject-related and other knowledge, skills and attitudes are related to the specific opportunities for continuing one's education.</p>	<p>Understands which factors influence his or her choices and which needs to be taken into account in a short-term and long-term decision making.</p> <p>Knows and uses different decision-making models and appropriate ways of defining alternatives.</p> <p>Describes alternatives to further education and future work, based on self-awareness resulting from prior and experiential learning.</p>
<b>3.3 Establishing general objectives and developing a short and/or long-term plan for achieving one's personal and educational, vocational and professional goals.</b>				
	<p>Sees links between the planning of his or her daily activities, actions, and results.</p>	<p>Understands how learning, interests and favourite activities are related to reaching general goals.</p>	<p>Draws an initial transition and career plan, taking into account the impact of various factors on their future scenario and career</p>	<p>Is aware of his or her personal needs, values, motivating factors, goals, and the combined effect of different factors on career</p>

		Sets goals for his or her learning and general goals for continuing his or her education.	decisions. Chooses an education path, field of study or specialty that suits his or her individual abilities, while taking alternatives into account. Knows why it might be helpful to discuss one's future plans with peers and to seek help from a Career Specialist.	decisions. Understands the nature and interconnection of educational, vocational and professional goals. Prepares a personal short-term and long-term career plan and strives for deliberately set goals. Knows why it might be helpful to discuss one's future plans with peers and to seek help from a Career Specialist.
<b>SKILL</b>	<b>Basic school stage I</b>	<b>Basic school stage II</b>	<b>Basic school stage III</b>	<b>Stage IV - upper secondary school and vocational school</b>
<b>4. Acting:</b> the learner initiates and implements activities aimed at achieving the goals related to different life roles, creating and maintaining positive and effective relationships, and commencement of education or employment and staying there.				
<b>4.1 Knowledge of labour market legislation and working and job search opportunities.</b>				
	Knows that the worker has rights, obligations, and restrictions while working.	Knows that laws regulate workers' obligations, rights, and restrictions, including the employment permitted for minors.  Understands that laws protect the interests of minors by allowing them to perform work appropriate to the age and ability in a healthy environment.	Understands the importance of legislation governing labour relations and of the employment contracts, and is familiar with the requirements for working with minors.  Is aware of the health requirements and health risks related to various works and of his or her responsibility to care for his or her health and the health of the others while working.	Is aware of the legislation on employment and entrepreneurship, including his or her rights and obligations, both as a worker and as an employer.  Is able to use appropriate sources of information to find work and, if necessary, uses the help of a Career Specialist.  Is aware of the health requirements and health risks related to various works and of his or her responsibility to care for his or her health and the health of the others while working.
<b>4.2 Applying for studies and/or work, including related to volunteering, being an exchange student, hobbies.</b>				
	Can present his or her strengths.	Understands that applying for a job means the ability to present one's wishes and abilities to deal with something.  In different situations, is able to outline their strengths which demonstrate their compliance with the requirements set out in the conditions for application.	Understands the nature and stages of the application process and can compare his/her compliance with the requirements of the competition.  Prepares the necessary documents for standing as a candidate, highlighting their abilities and attestation of suitability.  Is able to present himself/herself when standing as a candidate and to behave according to good practice.	Understands the nature and stages of the application process and can compare his/her compliance with the requirements of the competition.  Prepares the necessary documents for standing as a candidate, highlighting their abilities and attestation of suitability.  Is able to present himself or herself providing well-founded arguments and behaves according to good practice when standing as a candidate.
<b>4.3 Acquiring practical training and work experience, adjusting one's behaviour, habits, goals and activities, if necessary.</b>				
	Performs work appropriate to his or her age and abilities at home and at school.  Feels the joy of doing work and its outcome.	Performs work appropriate to his or her age and abilities at home and outside.  Analyses the experience and skills gained and his or her feelings when cooperating with his or her peers.	Performs work appropriate to his or her age and abilities at home and outside.  Analyses his or her work experience and highlights what he or she did and what he or she did not like in this work and what he or she learned, including what he or she learned about himself/herself.  Analyses personal learning and/or work experience with regards to successes, work values, emotions, behaviour and collaborative skills.	Acquires various learning and work experience and relates them to their goals.  Analyses the successes and failures of the personal experience of learning and work and, based on this, creates links with their alternative career opportunities.  Analyses his or her learning and working experience and the experience of standing as a candidate in terms of career management skills and is aware of the need to refine his or her development or goals.

The adjustment of the model on 29.12.2017 included language editing and the improvements made based on the proposals of the schools that tested the implementation of the model of the year 2017 in practice.

The development of the model and drawing up the materials supporting its implementation is managed by Mare Lehtsalu, Senior Specialist for Career Education at Foundation Innove.