

**LIFELONG LEARNING PROGRAMME**  
**Leonardo da Vinci Transfer of Innovation**

# Textbook

## 05: Development of Career Management Skills (CMS) of individuals

Work package No: 3, activity 3.3.2

Responsible partner: National Organisation of Vocational Qualifications and Career Guidance, EOPPEP

Date: 12/01/2015  
Version: Final

*“This project has been funded with support from the European Commission. This publication - communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”*

## Contents

1. About this module.....	3
2. Learning outcomes.....	3
3. Study material content .....	3
3.1 Introduction.....	3
3.2 Lifelong CMS .....	5
3.3 Development of lifelong CMS in various population groups.....	14
3.4 Methods and techniques for developing lifelong CMS: The role of career counsellor .....	15
3.5 Exercises for the development of lifelong CMS.....	20
3.6 Conclusion .....	28
4. Assessment procedure.....	28
5. Indicative reading list .....	30

## 1. About this module

This module has been designed to support career counsellors from various sectors to help individuals develop their career management skills (CMS) by presenting new trends, approaches, methods and exercises that counsellors can use in order to help their clients develop or upgrade such skills.

## 2. Learning outcomes

At the end of this module you will have acquired basic and specialized knowledge and competencies so as to provide career guidance services to various groups of users such as high school pupils (secondary education), adolescents, university students, students at vocational training, adults in general, workers facing transitions and unemployed individuals as well.

Particularly, at the end of this module you will have:

- Learned main theories and approaches in CMS development with emphasis placed on postmodern and contemporary approaches such as Narrative Career Counselling, Happenstance Learning Theory, Career Self-efficacy theory
- Used specific exercises and methods for the development of CMS
- Learned about elements that facilitate or hinder the implementation of CMS
- Enhanced your career counselling skills and self-efficacy related to implementing interventions focused on career skills development
- Learned about essential career counselling competencies needed by counsellors to deal with various problems clients present on the basis of complexity in career development
- Learned about assessment methods of CMS learning.

## 3. Study material content

### 3.1 Introduction

During the current critical period we are in, citizens of various age groups are asked to encounter an environment of socio-economic variability as well as rapid and frequently unexpected changes in both national and global level. Changes occurring affect with unpredictable ways both individual's career and their personal and family life (Sidiropoulou-Dimakakou, Argyropoulou, & Drosos, 2013). In the postmodern era globally citizens face complex situations such as the increase of unemployment and underemployment rates, a tendency for frequent changes of workplaces and also changes in the concept of career, life style and career planning (Kaliris & Kriwas, 2014). These days career is viewed as a life-design issue which clearly includes additional life roles beyond the working role (Savickas, 2013). Thus, the individual needs to learn ways and techniques to design their career so as they sustain employability during this critical period while at the same time they need to draw meaning and satisfaction from life and career.

To a great extent, conditions of variability and multiplicity are emanating from the phenomenon of globalization as well as from the contemporary global financial crisis. The aforementioned circumstances have strong effects on life and career. A fundamental career development feature in the 21<sup>st</sup> century pertains to the greater need for workers, as compared to the past, to take personal responsibility as regards with career management including multiple roles and transitions. In the same direction, it seems that it is becoming increasingly common for workers to sign “flexible” job contracts and change work environments and vocational roles more frequently. Furthermore, it is noteworthy that today the concept of career has largely lost traditional features related to the notion of linearity and predictability (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013). Indeed, it is claimed that during the few past decades career development has appeared to express a spiral structure (Baruch, 2004b). As a consequence, these changes necessitate the acquisition of a nexus of important career skills and attitudes from the citizens so as they undertake several educational and vocational stages and confront with the highly increased labor market demands. The total set of these skills includes collection, analysis, composition and organization of information about self, education and vocations as well as career decision-making, problem solving and transition management (European Lifelong Guidance Policy Network, 2012).

It is also worth mentioning that recently emerged as a necessity the development of a type of competencies, named *meta-competencies*, which are considered to facilitate career management within the framework of new circumstances of change and uncertainty. As their name reveals, these competencies seem to address the needs occurring in the postmodern era we are going through and they are connected to the relatively recent concepts of protean, circular, transitional and “boundaryless” career (Lo Presti, 2009). For citizens to remain employable in the postmodern era it is essential they continue to learn and receive training through their whole life, to have the ability to adapt to constant transitions, to have the necessary means and strategies in order to keep balance between vocational and personal/family life, to have critical thinking skills, problem-solving skills, self-presentation skills, assertive skills and career decision-making skills, as well. All previous skills not only seem to help individual acquire and sustain a job but also to generate meaning from life and career, to be able to reconsider self-concept according to new conditions and reformulate new, completed and constructive career narratives (Kriwas, 2013).

Experiences an individual obtains through school, training, non-formal education and learning as well as leisure activities; can in any age constitute important provisions of knowledge, competencies and abilities. These provisions constitute a nexus of multifaceted competencies which help people make decisions, resolve career and personal problems that might occur, and also accomplish transitions from one career stage to another effectively. The aforementioned competencies are addressed in bibliography as “*lifelong career management competencies*” because they are indispensable for personal and career development in a lifelong perspective. The role of lifelong career management competencies is crucial to career development and to maintain balance among a number of roles individual carries out in work and in personal life; they help them cope with transitions related to contemporary education, training, and employment and finally, confront adversities and empower self-efficacy beliefs related to career issues (Sidiropoulou-Dimakakou, Arguopoulou, & Drosos, 2010a).

Granted that all national systems of career guidance and counselling examine the issue of CMS development for every citizen at any age by using innovative strategies and tools, it seems

essential for career counsellors to enhance knowledge, abilities and skills so as they could adequately support acquisition of CMS on the part of career clients. Specifically, the following question arises: “How career counselors would be able to manage new conditions and meet the needs of the clients in career services (Sidiropoulou-Dimakakou et al., 2013)?” By writing this handbook we attempt in general to respond to this important question.

The present textbook constitutes part of a prototype training programme for career counsellors. Fundamental aim of the programme is to provide counsellors working in education, training and employment sectors with continuous training on theoretical approaches and tools as regards with the concept of CMS. On the one hand, the textbook is focused on the presentation of core theoretical concepts which refer to lifelong CMS. On the other hand, there are described in the textbook special methods for CMS development as well as certain examples of tools and exercises which can be utilized by users of career guidance services and by counsellors themselves.

In the first chapter, the notion of skills is connected to various theoretical career counselling approaches while highlighting its importance is attempted. Second chapter refers to the necessity of developing specific CMS to various population groups (pupils, university students and adults). Third chapter focuses on certain innovative, postmodern career counselling approaches which can enhance CMS development. Moreover, the chapter describes the complexity of career guidance counsellor’s work and role in the context of the critical and transitional period we are going through currently as well as the basic knowledge, competencies and characteristics a career guidance counsellor should possess in order to retain their effectiveness. Finally, the fourth chapter contains illustrated examples of exercises which can be used in the framework of the counselling process to support teaching and developing CMS in a large range of clients’ groups.

### 3.2 Lifelong CMS

#### Short Summary of the Chapter

This chapter deals with several lifelong career management skills with emphasis placed on postmodern approaches and notions such as readiness to happenstance, career craft, career adaptability etc. Other skills highlighted are job search skills, social networking skills and time management skills. For each skill we present its respective theoretical background as well as recent research on the relations among similar career notions.

**Lifelong CMS** are related to skills that help us in every age to collect, analyze, synthesize and organize information about ourselves, education and vocations; as well as skills to make decisions, to implement transitions and to be flexible and adaptable. These skills are considered as important provisions for the effective management of career. **Lifelong CMS** directly relate to the concepts briefly summarized below.

**Readiness to happenstance:** Career Guidance and Counselling is invited to review the objectives, methods and techniques to help counselees cope successfully with potential adversities. A new method with positive prospects for dealing with unexpected events and transitions in career is the theoretical approach of learning for happenstance (Happenstance Learning Theory, HLT: Krumboltz, 2009, 2011). The individual in order to satisfactorily manage their career development

needs on the one hand to face it with responsibility and on the other hand, hold the skill named "readiness to happenstance" (Mikou & Kaliris, 2014; Sidiropoulou - Dimakakou et al., 2013). This latter skill seems that supports the person in identifying, creating and utilizing unforeseen situations and their results. According to this approach, the person is prepared for the unexpected events of life, without letting anything to "chance". The counsellor working under a Happenstance Learning Theory framework teaches the client both to create unexpected events and to find ways to benefit from these events (Krumboltz, Foley, & Cotter, 2013). However, what mainly differentiates the postmodern approach of happenstance from other traditional approaches is its focus on evaluating counselling outcomes through client's activities in real life (Kaliris & Kriwas, 2014).

Table 1.

*Career myths and the ways they are confuted in Happenstance Learning Theory*

<b>Common "myths"</b>	<b>How these myths are confuted in HLT</b>
Do not let unanticipated events spoil your plans	Exploit unforeseen events as much as you can
Choose a vocational goal as soon as possible	Always keep your options open
Just do whatever you can to accomplish your "dream"	Be vigilant so that you change the dream if it is needed
Act only when you are sure about the outcome	Try, even if you do not know the result
Avoid making mistakes	Move forward despite you make mistakes
Wait for luck to bring you a desired change in your life	Do what you can to create your own luck
Seek entry into a profession only if you possess the necessary skills required	Seek entry into a profession even though you do not possess all the required skills-you will find out in the way
Prioritize your career	Enjoy Life - Good Life is a balanced life
Luck is just a coincidence	Luck is not a coincidence

Exploitation of these principles can lead people to acquire a range of skills which help them take advantage of unforeseen situations and turn them into career opportunities (Krumboltz, 2009). With the support of career counselors people can be capable of:

1. *Identifying potential opportunities*: Our goal is to help them learn how to convert unforeseen situations into career opportunities, causing fortuitous events that may be beneficial, and also teach them how to exploit opportunities that arise from them.
2. *Overcoming difficulties which prevent them from acting*: Our goal here is to teach individuals to examine dysfunctional beliefs about careers and possible external barriers which may prevent them from taking up creative activities. Through the development of an effective counseling relationship clients learn to replace dysfunctional thoughts with functional ones, resulting in positive changes in behavior and emotions.

3. *Preparing for real life*: To learn how to re-evaluate their priorities when situations change, and go on to something else when their dreams are not fulfilled.
4. *Learning to try, even if they do not know the result*: We encourage people to try new activities, even if they do not know much about them, as you never know which event will lead to an interesting opportunity.
5. *Going forward and not being afraid of making mistakes*: Fear of mistakes prevent us many times from doing what we really want. Instead, it is necessary to know that making mistakes is normal and can be also fruitful, as mistakes can teach us and lead to much better results than what we hope.
6. *Taking action to create their fate*: We encourage people create their own luck by taking action. Good luck tends to appear in people who are active.
7. *Using "transferable" skills and never stop learning*: "Transferable" skills are defined as skills that can be transferred from one work environment to another and from one job to another. We try to help people assess the skills acquired in other areas of their life, for example, through hobbies and interests or volunteer work and transfer them to a suitable working environment.
8. *Understanding that failure is normal*: Failure should be discussed as normal and likely result in an uncertain and complex world. A failure may not be pleasant but provides exceptional learning experiences which might constitute opportunities for learning and encourage creativity.

**"Career craft"** refers to the "skill" of creating alternative perspectives for our career: as creative "artists" we should be inventing new, practical and useful ideas on what career choices we make and also, how we discover new career opportunities. Entrepreneurial activity even with the development of small businesses shows that there is space for more action. Instead of waiting for new employment opportunities, it is important to be able to take greater responsibility for the development of new opportunities for ourselves. The "art career" highlights the synergy among practicality, craftsmanship, and creativity as the keystone to "build" careers (Poehnell & Amundson, 2002). Thus, people who build their careers are in a sense "creative artists" who are called to solve numerous practical problems on the way to success; they have to devise new, practical and useful ideas about themselves, their career choices, the ways of promoting them, the creation and discovery of opportunities, execution of work. At the same time, to build a career requires a combination of the appropriate "materials": skills, interests, values, personality, support from influential people, educational and learning experiences, work experience and experience of leisure and labor market opportunities. The advantages of conceptualizing career from the perspective of "art" career (CareerCraft) is that people develop a sense of commitment and the ability to follow the trend of the times; not just looking for but "building" new opportunities and being more inventive in identifying solutions to address the various difficulties and obstacles. Moreover, this creative approach stimulates motivation and empowerment at individuals, while, simultaneously, it creates a positive self-image and personal satisfaction.

**Career adaptability** describes the readiness of the individual *to respond to a conscious and constant exploration of the self and the environment in order to cope, to follow or accept the change of work roles in career and successfully handle any unforeseen adaptations and transitions, which may be required by changes in working conditions and the labor market widely* (Savickas,

2013). The concept of *adaptability* indicates the personal characteristic of flexibility or willingness of the individual to cope with their career goals, transitions or unexpected events with appropriate actions. The person who is characterized from adaptive preparedness has developed appropriate adaptability skills, i.e., knowledge, attitudes and strategies to ensure balance and harmony in their personal and professional lives (Bimrose, Brown, Barnes, & Hughes, 2011; Savickas & Porfeli, 2012). Career adaptability skills include interest in career, control, curiosity, confidence and commitment (Savickas & Porfeli, 2012).

- **Interest** in career is related to future orientation issues encompassing a sense of optimism about the future.
- **Control** refers to the need of the individual to exert some influence on the environment and to shape the professional issues that concern them.
- **Curiosity** refers both to search of career information and formulation of future career plans, and exploration of the self and the environment.
- **Confidence** is associated with the person's confidence in himself and in their abilities to accomplish what they need to achieve their career goals.
- **Degree of commitment** is not about a particular career choice of the individual but encourages experimentation of new activities and action plans.

The degree of individual's readiness to address and capitalize on change in the future largely depends on the willingness and the extent to which the individual is trying to cultivate the prior skills and develop them further (Duffy & Blustein, 2005). The more flexible a man is, facing issues proactively and discovering interesting career opportunities conducive to achieving their goals, the more he is considered to be characterized from career adaptability. Recent research showed that a group of people who were trained in sources-dimensions of career adaptability presented higher scores on the dimensions of control, curiosity and interest in comparison to the control group that had not received relevant training. Meanwhile, it was revealed that the group which was trained in career adaptability sources, held higher quality work positions a short period after training (Koen, Klehe, & Van Vianen, 2012). Additionally, another research showed that career adaptability seems to be positively associated with vocational commitment mediating the relationship of the latter variable with personality traits (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012).

An important role of the career counselor is to empower the individual to control their work life when they are confronted with multiple transitions (Koen et al., 2012; Mikedaki, 2012). However, it is good for counsellors to recognize that many people do not care to meet their objectives and their need for self-realization, as employment for them means only trying to survive. Any attempt for adaptation to change is to survive and not to reach the level of self-realization (Savickas, 2013).

**Career resilience** refers to our ability to cope with adversity and changes in work as soon as they occur and is defined as the ability to adapt to change, even when circumstances are discouraging or disruptive» (London, 1997). "I am resistant" does not mean that I lead my life without tension or pain. The path of resistance lies on striving and surviving throughout emotions and the effects of tension and painful events (Sidiropoulou - Dimakakou, 2012). Resilience develops as people grow older and acquire more comprehensive way of thinking, self-management skills and more knowledge. Resilience is also formed with the help of supportive relationships with parents, peers and other people around us, as well as through the traditions of the community.

Development of resilience is associated with several factors such as the following:

1) The positive view of the person about himself and their confidence in their strengths and abilities, 2) the ability of the person to manage intense emotions and instincts, 3) good communication skills and problem-solving skills, 4) the sense of control in life, 5) search for help and support sources, 6) managing stress in healthy ways and avoid destructive exit strategies from that, such as substance abuse, 7) offer assistance to others, 8), the search for meaning in life despite difficulties or traumatic events. Career adaptability is conceptually very close to career resilience (Bimrose, Barnes, & Hughes, 2008). This view is consistent with the results of a recent Greek survey in a sample of University students of Philosophy, Education and Psychology ( $N = 230$ ) which found a statistically significant positive correlation of high magnitude ( $r = .62, p < .01$ ) between career adaptability, career resilience and self-efficacy in career planning (Sidiropoulou-Dimakakou, Argyropoulou, Drosos, Kaliris, & Mikedaki, 2014).

**Self-efficacy in career planning** refers to the beliefs we shape for our ability to implement the appropriate actions required to effectively manage various career issues (Sidiropoulou-Dimakakou, Mylonas, & Argyropoulou, 2012). People with great confidence in their abilities tend to face difficult situations as challenges to be overcome rather than as threats to be avoided. So they try to exercise control over them (Kaliris & Sidiropoulou-Dimakakou, 2012). At the same time, these individuals usually exhibit a high degree of attachment in their efforts to achieve their career goals.

Specifically, *self-efficacy in career planning*:

- ✓ refers to the personal competence of the individual to cope with a variety of subjects related to career.
- ✓ strengthens the ability through which cognitive, social and behavioral skills are organized into a single course of action to achieve the objectives of career.
- ✓ is determined from the following sources of information: personal experience and performance (mastery experience), learning provided by social models (vicarious experience), social persuasion, and individual's physical and emotional states (Bandura, 1997; Phan, 2012b).

**The positive orientation to the future as a means of shaping career** can help us in various stages of our life, to know ourselves deeply and to have positive thoughts, images and feelings about ourselves, as it will be in the future. Thus, we can positively address the various possible scenarios in relation to our career. Prosperity is a key component of positive development and is related to career adaptability, vocational identity development and confidence (Hunter & Csikszentmihalyi, 2003). One way which leads to subjective well-being is to try to find the meaning in life (Lent, 2004). The theoretical basis of the sense of purpose and meaning in life goes back to classical antiquity and Aristotle's views, who believed that a person should use their virtues and skills to serve the common good and to have a high end in life. As regards with the formation of career this approach seems to highlight the perception that the sense of meaning in life fosters the development of self-awareness, successful adaptation to new situations and positively predisposed personality to change (Hirschi, 2011).

*Perhaps, then, would it be useful to explore specific ways in which people can acquire a sense of subjective well-being and development of their careers?* Based on the above background, it seems useful for career guidance the approach of "possible selves" which includes thoughts, images and

feelings experienced by the person about the future (Markus & Nurius, 1986). This approach can be used in counseling to help the individual realize his hopes, aspirations, worries and fears, which may hamper career development. The person is encouraged to assess strengths and weaknesses and then to set goals, to adapt to new situations and to give positive meaning to change (Plimmer, 2012).

**Social awareness** The model of career development in conjunction with social prosperity could be utilized in order to cultivate the skill of social awareness - TSP (Thriving with Social Purpose Conceptual Framework) developed by Ford & Smith (2007). This model argues that the career development of people with unequal life opportunities or restrictions on educational and career choices can be enhanced if we help individuals to shape incentives in their interaction with the environment they live and grow. With the support of career counsellors people can utilize their personal and social goals, beliefs of personal competence and feelings they experience in order to develop their ability to:

- ✓ *Active and flexible targeting*: Our goal as counsellors is to help the individual to develop skills that seek to answer the questions: "Which are my goals and how to achieve them?", "How to handle alternatives I have been offered?", "How to exploit the external circumstances in order to reach my goal?".
- ✓ *Positive belief in individual abilities*: Encourage the person to express confidence in their own ability, to accomplish what is needed to achieve the course of their career goals, adopting the following concept: "I believe in myself and my abilities. If I try enough, I can make it."
- ✓ *Knowledge and utilization of emotions*: The objective is to help the individual to recognize the role of emotions in their personal and work lives and to improve the ability to invest the appropriate amount of emotional energy while they are striving to achieve their goals. Positive emotions "open" and expand all the actions and thoughts of the person for any occasion, while negative emotions "limit" behavior and promote avoidance and failure regarding opportunities (Fazio, Eiser, & Shook, 2004 ).
- ✓ *Social awareness*: understanding of the relationship between individual and social well-being and empowerment of empathy (Karavia, 2012). Social awareness connects the individual with the environment through the pursuit of common objectives. Individuals who are interested and care of others tend to have socially oriented goals and develop "cooperative spirit" skills (solidarity, cooperativeness, intercultural respect, etc.).

**Job search skills, social networking, mobility and leisure time management** relate to the approach of the labor market through the exploitation of print and online resources for career planning and job search, self-presentation skills and skills related to the promotion of qualifications through CV, the cover letter and the interview with the employer, use of the acquaintances network at job search, effective time management and the ability to address the demands of the international labor market, capitalizing on available opportunities both within and outside the country - place of residence.

### **1) Job Search Skills**

The approach of the labor market and career development with the aim of finding and maintaining a job has as prerequisite for individuals to obtain good knowledge of the available tools and processes and to develop specific job search skills<sup>1</sup>, which are briefly:

- *Use of print and online resources for career planning and job search*

In the process of career planning the person can benefit from: a) the print media that include notification of jobs by small advertisements, application forms or inserts exclusively devoted to this subject (Bolles, 2010). The person has to be carefully trained to read the classified advertisements and accurately analyze all data included, and b) the internet where one can find plethora of advice and information on job search strategies. Several websites allow prospective methodical job search and completing online registration and CV, while businesses have the ability to identify notable managers in databases of such websites. Therefore, educating the individual in identifying, exploiting and developing skills of critical reading of the labor market information has vital importance.

- *Writing a CV and cover letter*

Curriculum vitae is the means by which the employer gets to know the candidate employee and forms the first impression of him. Basic principles for writing a good CV is simplicity, brevity, clarity, completeness, consistency, coherence, syntax and spelling accuracy and careful look. There are many different CV models on the internet and the European CV «Europass»<sup>2</sup>, is quite widespread and emphasizes the skills acquired by the person from any work field or education or even from leisure activities. In cases when the CV is sent via email or regular mail, it is important to be accompanied by a cover letter highlighting the reasons for which the candidate worker selected that specific company to send his resume as well as highlighting selected areas of the cv and characteristics of the person demonstrating their suitability for the existing vacancy (Adamopoulou, Vlachaki, Tetradakou, & Charokopaki, 2007). Therefore is considered necessary the training of the individual in the preparation of CV and cover letter and in presentation skills regarding specific qualifications the person features which directly relate to the requirements of each job.

- *Self - presentation skills during the selection interview*

The interview is the means by which the employer chooses among the persons who have the qualifications for the position, the one who seems to be the most appropriate (Adamopoulou et al., 2007; Bolles, 2010). Therefore, the aim is that the candidate will highlight and support their positive points and provide sufficient reasons why they fit to this position. The candidate with the support of the career guidance counsellor, should be prepared for the content of the answers to the questions they will be asked; for issues of general behaviour and appearance, such as body language, tone of voice, accurate time of attendance at appointments as well as the appropriateness of dress options.

---

<sup>1</sup> In Interactive Web Portal Counselling and Career Guidance EOPPEP [www.eoppep.gr/teens](http://www.eoppep.gr/teens), the category of Thematic Catalogues "I know the job market - Looking for Work" presents relevant information for jobseekers, including basic and specialized instructions for preparation and management of a CV, cover letter, selection interview etc

<sup>2</sup> The European Europass CV is the backbone Folder Europass, which is a personal record, common to all the countries of Europe, composed of five documents. These documents describe the skills, knowledge and abilities acquired from one educational - vocational course. In Greece, E.O.P.P.E.P. is the National Center for EUROPASS.

See. <http://europass.eoppep.gr>, <http://europass.cedefop.europa.eu/el/documents/curriculum-vitae>

- *Skills of awareness and of qualifications promotion (knowledge, skills, abilities) and achievements: Personal folder of qualifications (Portfolio<sup>3</sup>)*

The personal folder of qualifications is a life tool that helps us to discover and introduce ourselves. It is a dynamic collection of materials or components that summarize, document and highlight the best parts of the character, achievements and aspirations of each individual. The personal folder of qualifications can be used to evaluate the strengths and weaknesses of each individual; in order to make educational or vocational decisions, as a personal diary containing life experiences, as a learning tool for assessing learning and vocational experience, as a tool for investigating career as well as in career decision-making. The data (CV, video, written text, etc.) included in the personal file of qualifications can be analyzed in any occasion in order to plan our careers and showcase best who we are and what we can do (Amundson, Poehnell, & Pattern, 2005).

## **2) Social Networking Skills**

It is a fact that there is a large number of jobs occupied by acquaintances and recommendations (Bolles, 2010). The network of social contacts includes both personal acquaintances and contacts with people recommended by someone else and they are able to help. In particular, personal contacts include friends, former employers, peers or teachers from school or university, members of a professional association to which one is registered, relatives, as well as people someone meets in their daily transactions etc. These people can prove very useful in the job search process as long as they are aware of the type of the work the person is interested in, as well as their qualifications. Furthermore, they need to know how to get in contact with the person concerned if they have information on a vacancy. In the network of social contacts can be added contacts including unknown people to the job seeker, usually employers that the person approximates either by telephone or by a direct visit to the physical space of the company for an initial meeting. The previous move can bring the initiative of the individual and increases their chances of being called for an interview at the earliest opportunity.

Familiarization of the person with the available means of social networking and the development of relevant skills contribute significantly to active participation in "career building". Modern social media (e.g. Facebook, Twitter, Linked In, etc.) offer numerous different opportunities for developing a personal network which thereafter can be used in the job search as well as widely in the career development process.

## **3) Mobility skills - intercultural skills<sup>4</sup>**

The term "*intercultural skill*" refers to the ability of the individual to interact in a creative manner with people of different cultural backgrounds, based on an understanding of differences and similarities in values and attitudes.

---

<sup>3</sup> The EOPPEP within the Web Portal Interactive Guidance and Information [www.eoppep.gr/teens](http://www.eoppep.gr/teens), has developed an innovative digital tool with which stakeholders can develop digital personal folders qualifications and skills (<http://www.eoppep.gr/teens/index.php/digital-folder>). Utilizing digital implementation can prepare their own e-portfolio, including all those evidence (eg images, video, websites) highlighting the characteristics, skills and talents.

<sup>4</sup> EOPPEP drafted in 2012 "User Mobility Textbook: Science Supporting Materials for Career Counsellors" and the "Mobility Guide in Europe for students, young people and anyone interested in looking for educational and vocational opportunities", while at the same time carried out training seminars in Athens and in Thessaloniki to raise awareness of career guidance counsellors and stakeholders on issues of mobility and relevant skills and opportunities. For more information see: [http://www.eoppep.gr/images/SYEP/BOOKLET\\_SYMBOYLON\\_teliko.pdf](http://www.eoppep.gr/images/SYEP/BOOKLET_SYMBOYLON_teliko.pdf)  
[http://www.eoppep.gr/images/SYEP/BOOKLET\\_MATHITON\\_teliko.pdf](http://www.eoppep.gr/images/SYEP/BOOKLET_MATHITON_teliko.pdf) .

Participation of the individual in transnational mobility experiences and opportunities, either for educational or employment purposes, contributes to the cultivation of skills which significantly enhance both their personal development and maturation and their vocational prospects and social relations. Particularly, the following areas are enhanced: (a) access to new knowledge regarding either an organized body of knowledge, or learning facts, (b) acquisition of new skills either through the workplace or in the field of studies or in the management of everyday life and leisure time, (c) enhancement of employability, (d) development of language skills at the highest level, (e) the development of intercultural skills, such as, for example, flexibility and adaptability, understanding and acceptance of different acquired through knowledge and experience of another culture and (f) intercultural sensitivity.

#### 4) Time Management Skills

The concept of "time management" refers to the individual's ability to effectively manage time, so as to utilize the necessary time required to each activity (Randel, 2010; Tracy, 2007). Effective time management allows individuals to allocate their time according to their priorities and applies to both vocational and personal life. In detail, the concept of time management consists of the following elements: Effective / Proper planning, timeframe, prioritizing activities (important / urgent) and appropriate timing of investment in the appropriate activity.

It would be recommendable that the person plans their day from the previous one, creating a list of all the activities he/she has to carry out. Then, the activities should be prioritized, starting from the most significant. A very functional and well-established method for prioritizing activities is based on the separation of "important" and "urgent." "Important" is what should be done anyway and has a serious impact but not necessarily today. The "emergency" may not be so important but should be done immediately because if it is not done today will largely affect other areas. It is important that the person designs an actual timeline of activities that will be satisfactory for the individual. Three key features that help in effective time management is organization, proper utilization of time and a focus on each activity. It is important to realize that a large portion of our time is consumed in off-work activities, such as smoking, chatting, social media, phone calls, etc. It is practical to plan some time for break, but this needs to be time-bound. Finally, it is necessary to have a personal commitment of the individual to follow the plan which has been set.

Questions and tasks	Issues for reflection and review
	<ol style="list-style-type: none"> <li>1. Why is it really important for the career guidance counsellor to learn about new approaches in career management? <b>(Mandatory)</b></li> <li>2. What the concept of "career adaptability" is about?</li> <li>3. What the concept of "readiness to happenstance" is about?</li> <li>4. What the concept of "self-efficacy in career planning" is about?</li> <li>5. How would you work with a client to enhance their career adaptability skills and their self-efficacy beliefs in career planning? (a case study with a client facing a transition will be implemented) <b>(Mandatory)</b></li> </ol>

### 3.3 Development of lifelong CMS in various population groups

#### Short Summary of the Chapter

In this chapter are briefly presented groups in which CMS can be cultivated. Specifically, there is a focus on adolescence, VET, Higher Education and adults. Information is provided about both the purposes of CMS development for each group and examples of methods or techniques used to develop these skills to individuals.

#### The development of CMS in adolescence

At European level, it is widely supported that the cultivation of skills for lifelong career management in adolescents can be done in an organized way in the educational context, either through a separate course or as by diffusion across the curriculum in secondary education, utilizing experiential and innovative learning strategies (e.g. career games, computer applications) and use of evaluation methods for the acquisition of CMS (e.g. portfolios). Special mention is made for the need to develop national frameworks for CMS based on the developmental approach in order to determine the minimum base of knowledge and skills for all citizens, and it is considered that this approach needs to be exploited to prevent school dropout (ELGPN, 2012). The actions of relevant programs need to include either learning of different groups of lifelong CMS (such as self-efficacy, training for transitions) or development of transferable and social skills that are considered important for life and career (e.g. searching and evaluating information, setting and achieving goals, strengthen self-esteem and self-confidence, team work, projection of the self in the future) (ELGPN, 2012; Maclean & Wilson, 2009). The most important aim of these programs is to help adolescents-students develop lifelong CMS and be able to transfer this knowledge to multiple life challenges.

#### The development of CMS in vocational education and training (VET)

It is considered, often incorrectly, that those attending vocational education and training have already made decisions related to the career they would like to follow and they have developed CMS either through their experiences in formal apprenticeship or through work after graduation. Research data and experience show that students of vocational education and training are often not there by choice but because they have been driven from the general educational system, or because they had not better options (Sidiropoulou-Dimakakou, Argyropoulou, Drosos, & Terzaki, 2012; Skipitari-Vantsioti, 2011). Additionally, these trainees often have negative school experiences and see little relationship between formal learning and the world of work. The frequent changes in production and economy, coupled with the increasingly insecure employment contracts, strengthen the claim that students of vocational education and training should develop lifelong CMS, using techniques such as the following: a) creation of a portfolio, a business profile, registry of training, which collect, summarize and document various learning experiences and skills acquired during the involvement of students in vocational education and training programs, work and everyday life; b) workshops incorporated in the weekly course (training for the development of social, personal and job search skills; c) the use of electronic navigation systems that cultivate entrepreneurial skills and vocational adjustment skills (Nathan & Hill, 2006).

#### The development of CMS in higher education

Programs about the development of CMS in higher education typically include training, lifelong learning, experiential exercises, individual or group counselling, asynchronous education through e-learning tools for the digital platform. The main objective of these programs is to completely support students / graduates towards smooth integration into the labor market and to develop a successful career, while at the same time it aims at developing transition management skills, positive self-concept, effective interaction, information management, career decision-making, access to the labor market.

### The development of CMS of adults

In adult education programs several skills for lifelong career management can be designed with a customizable way to meet various needs of adults, including vertical and horizontal work mobility, tackling periods of unemployment, turning to part-time work, as well as retirement.

As regards with the vocational reintegration process this could be facilitated by learning problem-solving skills, information management skills, teamwork skills, positive attitude towards change and job search techniques (e.g. self-presentation skills) (Zikic & Klehe, 2006).

For the long-term unemployed individuals the framework of lifelong CMS development should place emphasis on: (a) The development of features that will help them gain career adaptability, e.g. development of self-esteem and optimism for the future (Bolles, 2010). This is a prerequisite to enable the person to believe that the unfavorable situation that experiences can change and that change will come about through their own motivation and action, (b) the provision of information on both educational and vocational opportunities, (c) learning job search skills, given that usually people are looking for employment with non-systematic or erroneous ways (e.g. after the second week of job search they get frustrated and stop intensive searching), (d) clearly practical issues, and (e) interconnection with local labor market bodies.

Questions and tasks	Issues for reflection and review
	<ol style="list-style-type: none"> <li>6. Where emphasis should be placed regarding the development of CMS of adults?</li> <li>7. Which specific needs students in VET have as regards with CMS?</li> <li>8. Which are the main targets of a CMS development program in higher education?</li> <li>9. Mention 3 examples of relevant activities for CMS development in higher education <b>(Mandatory)</b></li> </ol>

### 3.4 Methods and techniques for developing lifelong CMS: The role of career counsellor

#### Short Summary of the Chapter

In this chapter a variety of methods and techniques that can serve to develop lifelong CMS to individuals are highlighted; with reference to the narrative approach, experiential learning and seminars. In addition, the text deals with issues related to the role of the career guidance counsellor in the CMS development and the need for advancing their own career counselling skills. Guidelines that address the several expanded roles of the counsellor in the new era are given as well as recommendations about the development of respective career counseling skills.

In the context of the *Lifelong Counselling and Career Guidance*, assistance for the development of CMS requires the adoption and design of appropriate career counselling interventions, methods and techniques in order to help people managing their careers. It is observed that specific counselling approaches can be effective in "learning" skills for lifelong career management. For instance, the *narrative approach* represents a shift from collection of information to generation of experience through the "life stories" the person narrates. Life stories can be used by the counselee in order to "rewrite" new stories which highlight favorite ways to connect with yourself and others (Brott, 2001). The world of the client in the above approach is investigated through a process of construction, deconstruction, reconstruction and co-construction (detailed description of the process can be found in Brott, 2001; Kaliris & Kriwas, 2014; Savickas, 2013).

The narrative approach is a valuable tool for any career guidance practitioner, as personal narratives help interests, strengths, and individual's identity emerge. Personal narratives help the individual to develop expectations for the future which allow to integrate the experiences of the present and the past into a number of future prospects (McMahon & Watson, 2012). However, it is worth mentioning that any attempt to apply this approach to the counselling process requires on the part of the counsellor special training and long experience, active listening skills, targeted questions and collaborative relationship with the client.

*Experiential activities* (e.g. case studies, role-representations, drawings) also play a crucial role in the development of lifelong CMS as they can stimulate active participation of clients in the learning process and foster feedback through action, connect thought to action, develop critical thinking and a heuristic path to acquiring knowledge. Meanwhile, experiential exercises provide stimuli for free expression, experimentation and development of social skills (Sidiropoulou-Dimakakou, Argyropoulou, & Drosos, 2010b).

Additionally, career guidance counsellors can implement seminar-type workshops to facilitate learning about specific topics such as job search techniques, resume preparation, utilization of professional social media etc. These workshops should be learner-centered and give each participant the possibility to put new knowledge into practice. Potentially, career guidance counsellors could utilize new technologies and the internet to maximize the learning outcome.

The need to develop new skills for lifelong career management leads to remodeling and enrichment of career guidance and counselling services, as well as a similar need for awareness and expertise of counselling practitioners, so that they can respond effectively to the demands of the users of their services (Vondracek, Ferreira, & Santos, 2010). Counsellors should be agents of change and simultaneously develop the ability to adapt to change (Sidiropoulou-Dimakakou, 2004a). It should be noted that the role of career counselling as a method to support the individual to define what actually matters in life and give meaning to it will strengthen further in the future (Guichard et al., 2012). According to this approach career is a personal process, where vocational issues cannot be addressed separately from personal ones (Barclay & Wolff, 2012).

The economic and social crisis in the world and high unemployment rates affect humans and eventually lead to a loss of human dignity. In such situations, career guidance can act as a mechanism which offers people hope, affirmation of their dignity and value and support to create new career opportunities (Herr, 2001). For this purpose, career counselling and guidance practitioners are required to integrate new knowledge to current interventions and benefit from

multidisciplinary approaches which tend to be more holistic and have a more global perspective<sup>5</sup> (Sidiropoulou-Dimakakou, 2004a).

Specifically, in the century we are going through it seems that career guidance counsellors will be undertaking new expanded roles:

- As people who can explain to others the relationship between education / retraining and new career paths
- As keynote speakers at programs related to specific essential skills such as assertiveness, decision-making, conflict resolution, stress reduction, and employment seeking; skills necessary for citizens to explore and obtain a successful and meaningful working life.
- As mentors who provide feedback, coaching and counselling on employment issues.
- As counsellors and mentors for culturally different individuals and for those who belong to high risk groups, as well as therapists who offer hope and possibilities in a confused and without support systems world of work (Sidiropoulou-Dimakakou, 2012).

All these roles have become pressing and challenging and obviously require a great deal of knowledge and a variety of techniques that lead to the need for the career guidance counsellor to become eclectic, in a philosophical sense<sup>6</sup>, that is they can no longer be based on a single theory to address all clients' issues, but they must turn to a wide range of theories, conceptual structures and ideas.

It is then understood that the work of counsellors to develop lifelong CMS of their clients requires the acquisition of additional skills or at least adjustment of counsellors' skills (Kaliris & Sidiropoulou-Dimakakou, 2012; Sidiropoulou-Dimakakou & Pavlakos, 2007). In 2012 the Network for Innovation in Career Guidance and Counselling in Europe (NICE) proposed the development of a series of "core competencies" focused exclusively on the profession of career counsellor (Graph 1). These core competencies relate to *career counselling*, *career information and assessment*, *career education*, *social systems intervention and development*, *management of programmes and services*, and *professionalism* (Schiersmann et al., 2012). All prior skills are equally important while many of these find application in many areas.

More specifically, *career counselling* describes the skill of a career counsellor to enhance the client's understanding about their present situation, to work on a variety of options and to make decisions through ideographic and reflective methods<sup>7</sup>. *Career information and assessment* includes counsellor's skill to support the individual in assessing their characteristics and linking them with information about opportunities and requirements of the labor market and the educational system. *Career education* refers to the career guidance counsellor skill to teach and train their clients in developing CMS needed to manage transitions. *Social systems intervention and development* refers to counsellor's skill to support the person in improving and developing their educational and work environment through networking and counselling services. *Programmes and services management* describes application skills and skills related to the

---

<sup>5</sup> These approaches support multiplicity of individuals and their ability to reflect on their experiences. Furthermore, the above approaches highlight the importance of continuous socio-cultural interactions the individual receives and the concept of life as a "story", a narrative or a sum of narratives contrary to a sum of traits (Young & Collin, 2004). These models are based on the theoretical concepts of *constructivism* and *social constructionism* according to which social perceptions formulate both the person and their experiences, whereas the person is able to differentiate them.

<sup>6</sup> This means that their views is a synthesis of others' views.

<sup>7</sup> It refers to methods such as solution-focused questionnaires, narrative counselling methods, reframing (see Schiersmann et al., 2012, p. 57)

improvement of quality of counselling services in an organization. Finally, *professionalism* describes the basic skill of the counsellor to adopt the professional values and the code of ethics in all work roles, to develop and regulate adequately their relationships and achieve continuing improvement of their professional qualifications (Schiersmann et al., 2012).

In the near future it seems that particular emphasis will be placed on counselling self-efficacy beliefs (Kaliris, Sidiropoulou-Dimakakou, Argyropoulou, & Fakiolas, 2013), that is, the perception about counsellor's ability to perform and coordinate successfully career counselling activities (Barnes, 2004). This factor is associated with the persistence of counsellors in their work, endurance despite adversities (see resilience) as well as the selection of specific interventions (Kaliris & Sidiropoulou-Dimakakou, 2012; Kozina et al., 2010).



*Figure 1. Core competencies for career counsellors.*

Source: Schiersmann, Chr., Ertelt, B. J, Katsarov. J., (....), & Weber, P. (Eds.). (2012). *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals*. Heidelberg: Institute of Educational Science.

The previous features are very important given that the career guidance counsellor needs to show endurance against various challenges and retain a stable interest in their work despite possible adversities and frustrations so as they would be able to cope with emotions of uncertainty and depression caused in clients due to the rapid changes in the labor market (Kaliris & Sidiropoulou-Dimakakou, 2012). In fact, according to Sidiropoulou-Dimakakou (2012) the development of counsellor's psychological resilience contributes much to the success of their work and to sustaining psychosomatic health. Particularly interesting also are *self-assessment* techniques as regards with counsellor's work through critical thought and reflection exercises (Sidiropoulou-Dimakakou, 2012).

In the context of a society being in a transitional phase, preparedness, training and work experience of counsellors are rendered more important than ever; because they can strengthen interest in career counselling while at the same time can reduce anxiety that is related to the acquisition of complex skills (Kozina et al., 2010). Thereafter, is given a number of

guidelines/recommendations to counsellors that could improve the quality of career counselling and enhance counsellors' self-efficacy (Athanasou & van Esbroeck, 2008; Nathan & Hill, 2006):

- Honestly examine your prejudices and try to adjust them.
- Accept emotions of anger and frustration felt by clients coming from groups that encounter discrimination or emotions of embarrassment and inadequacy which a dismissed person might feel.
- Help clients understand the process of transition.
- Encourage clients to explore all available career choices and support them to gain access to appropriate informational sources.
- Help individuals and especially individuals who belong to special groups (e.g. women, aging workforce) to understand they are *employable*, not only identifying that they possess transferable skills but useful experience as well.
- Encourage clients to take the control of career management.
- Invite clients to continue using career counselling tools and techniques after the counselling process has been completed.

<p><b>Questions and tasks</b></p>	<p><b>Issues for reflection and review</b></p> <p>10. How learning about a variety of methods and techniques which can be used to develop CMS could be useful for the roles you undertake as career guidance counsellors? <b>(Mandatory)</b></p> <p>11. Which roles are career guidance counsellors expected to successfully undertake in the 21st century? How have they changed compared to the past?</p> <p>12. What could you do as a counsellor to improve the quality of your work?</p> <p>13. Describe in brief the process used when working from a narrative perspective in career guidance.</p>
-----------------------------------	---

### 3.5 Exercises for the development of lifelong CMS

#### Short Summary of the Chapter

In this chapter are illustrated some representative examples of activities related to theoretical approaches of CMS mentioned in previous chapters. These activities can be used by the counsellor within a holistic career counseling process to activate clients toward the implementation of career goals, to enhance client's self-awareness, to develop skills to manage unexpected events with impact on life and career, to adapt to change and career transitions, to improve career planning self-efficacy and find balance between career and life roles.

#### Readiness to happenstance

The activities are based on the principles of Happenstance Learning Theory and they aim at encouraging the pupil, the student, the adult and, in general, any interested individual to be activated in order to create opportunities and capitalize on fortuitous events by taking full advantage from what life offers.

#### *Try even if you do not know the result*

Trying to do something new is a risk. You never know what the result will be. Nevertheless, if you want to be definitely sure about the results there is only one way: to do nothing. Of course, you can fail in a try, albeit failure can prove a valuable experience. Mistakes and failures provide exceptional learning experiences while they can serve as learning opportunities, foster creativity, support personal and mental development as well as to help us understand that we do not only have strengths but limitations as well.

#### **Activity: "Find new things to do and do not be afraid of failure"**

1. There are some activities you would like to do regardless of your abilities?

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Walking      | <input type="checkbox"/> Cooking        |
| <input type="checkbox"/> Skiing       | <input type="checkbox"/> Travelling     |
| <input type="checkbox"/> Carpentry    | <input type="checkbox"/> Dancing        |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Anything else? |

2. Close your eyes and imagine freely for a minute. Think about an activity you really love. Which would it be;

- Playing a musical instrument  
 Learning a foreign language  
 Building your house  
 Something else (define) \_\_\_\_\_

3. Nobody is born successful. Success is learned gradually –a step at a time. If you really wanted to take up an activity which would be the first step you would make;

\_\_\_\_\_

\_\_\_\_\_

4. Would you be willing to try starting with this first step;  
 Yes, I have nothing to lose and perhaps I would enjoy it  
 No, perhaps I would not succeed
5. When would you begin with a first step;  
 Today  
 Tomorrow  
 (Define another date) \_\_\_\_\_
6. When you mention to somebody else your intention to take up an activity this usually increases the probability to start doing it. With whom would you share your intention to make the first step?

---

### The Positive Orientation for the future as a means of career formulation

*Positive orientation* to the future can help individuals in various life phases to broaden their perception about what is possible and achievable, to know themselves more deeply and express their views about self in the future. The following activity aims at supporting adults to assess strengths and weaknesses; to realize hopes, expectations, worries and fears which may constitute obstacles in career development; to organize an action plan towards the achievement of a target and give positive meaning to change.

#### **Activity 1: Who are you going to be next year?**

Each of us has some insight into what they are going to be next year and what they would avoid to be in the future. Think about your future – imagine how are you going to be and what are you going to do next year.

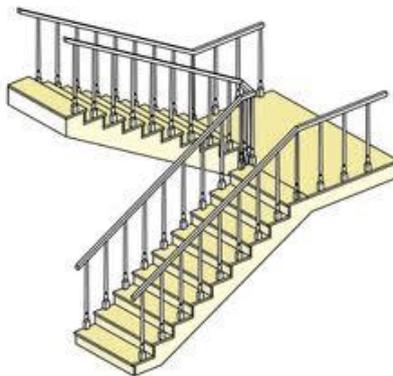
Next to every pursued goal (Possible self) indicate Yes (X) if you work towards its achievement or No (X) if you do not work towards the achievement of this goal.

For every pursued goal in which you indicated YES, write about what you are doing now in order to achieve it. Use the first gap for the first pursued goal, the second gap for the second pursued goal and so on.

Next year I am going to be / I would like to be...	Am I working towards this direction;		If yes, what am I doing now that will lead me to fulfilling this goal?
	No	Yes	
Possible self 1			
Possible self 2			
Possible self 3			
Possible self 4			

### Career adaptability - Activity: *Designing the future*

The counsellor hands participants a photocopy of a ladder and asks them to think about the goal they noted down in their career autobiography, which in this case has to be completed sooner. Just then, the career guidance counsellor motivates participants to write on each stair the steps needed to reach their goal. At this point, the counsellor/educator clarifies to participants what is needed: a) to start from the bottom of the ladder, b) to write down thoroughly and specifically on each stair the process they are going to follow and how much they should strive to proceed to the next step



and c) to manage to reach the top of the ladder which constitutes the achievement of their goal. Meanwhile, it is rendered clear by the counsellor/educator that each step assumes the attainment of the previous one; that is, each step is a specific goal that cannot be attained if the prior one has not been completed. For this reason, the counsellor/educator has to explain to participants *the features of the “smart” career goal* (Nathan & Hill, 2006) and for each feature to pose a corresponding question. Mnemonic “smart” is derived from the 5 core characteristics of the smart goal as they are attributed in English: **S**pecific, **M**easurable, **A**tttractive, **R**ealistic, **T**ime-bound. Below, is presented the appropriate question to be asked by the counsellor for each feature:

- **Specific:** The counsellor/educator needs to help participants enhance the accuracy of an “intention statement”, asking the question “*how?*”.
- **Measurable:** Except for the goal to be specific it should also be measurable (verifiable), namely, “I will know that I have attained the goal when.....”.
- **Attractive:** The goal should be expressed by the person himself; it should belong to the person so as they commit to it. If the goal belongs to someone else or there is another goal lying behind the one which is expressed, then the initial goal will be hampered.
- **Realistic:** Goals should respond to the individual’s value system and be adequately important to them so as their accomplishment would be rewarding for the person. Goals should not belong to the realm of phantasy, because this would make difficult to attain them. However, they should not be that easy to accomplish resulting in lack of motive for action. That is, participants need to address the question: “How realistic is it?”.
- **Time-bound:** Determining time bounds for a goal provides the possibility for the goal to serve as a motive and for the person to evaluate the degree in which the process toward achievement of the goal has proceeded, raising the question “*Until when?*”(Nathal & Hill, 2006).

### Career resilience – Activity: *Question about the Miracle*

The purpose of this activity is to help the individual to express their emotions and thoughts in order to cope effectively with unexpected events in occupational life. The counsellor motivates the person to *imagine they have gone home to sleep, wakes up next morning and realizes a miracle has occurred and they can survive the change, a fact that makes them control their lives and explore personal strengths.*

Auxiliary questions:

---

*How would you know that the miracle has occurred? Which would be the first signs?*

*What will you do in a different way?*

*Which emotions will you experience?*

*How will you cope with these emotions?*

*Which supportive sources will you search for?*

*What the others will observe to you?*

*Which is the most important thing you will do in a different way to prove to you and the others that you can deal effectively with unanticipated events in your life?*

---

### **Perceived self-efficacy in career planning**

The following activities are relying on the four factors of the Perceived Self-efficacy in Career Planning Scale (Sidiropoulou-Dimakakou et al., 2012) and aim to strengthen individual's self-efficacy (teenagers and adults) in managing various issues related to career.

- **career management:** refers to individual's ability to adequately cope with practical or sentimental career issues.
- **career skills:** includes the development of skills related to better organization and execution of a task, especially when the person works under difficult conditions.
- **career flexibility:** highlights the ability to adapt in transitions or the individual's ability to correspond to the changes which occur at work.
- **career creativity:** includes the development of skills related to active correspondence to work; such as resourcefulness, creativity and public relations.

### **Career management – Activity: “The career circle”**

I make out a circle. I draw a circle moving from the circumference to the centre according to the significance they have in my life career issues I have managed to deal with effectively in the past. Closer to the centre, I note down issues that I have managed to deal with pretty well while closer to the circumference I note down issues I have not managed to deal with so effectively.

Then I think and complete the circle:

- Is there an event in my work life I would like to cope with in a different way?
- Do I wish I had placed that event in another position within the circle?
- How do I think that I use my skills to fulfill my career goals?

### **Career skills – Activity: “Accomplishments”**

Using the following table, make a catalogue with three or four of your accomplishments (execution of a task) which took place especially while you were working under difficult

conditions. These should be specific and not just general statements. Afterwards, in the other two columns note down:

- a) What gave you satisfaction?
- b) Which competencies and characteristics/qualifications did you use in each accomplishment?  
Re-examine the task with a friend or a colleague, placing emphasis on achievements and skills you might have omitted.  
How your accomplishments and skills have affected your work life or career planning?

Accomplishments that give me satisfaction		
Events	Which thing gave me satisfaction	Competencies and characteristics/qualifications I used
1.		
2.		
3.		
4.		
Comments/surprises/effects:		

**Career flexibility – Activity: “Every obstacle for good”**

*(appropriate activity for students and adults)*

Through the following web site

[http://www.youtube.com/watch?feature=player\\_detailpage&v=IOL-K2Lwuh0](http://www.youtube.com/watch?feature=player_detailpage&v=IOL-K2Lwuh0) I am watching an excerpt (in video format) from Steve Jobs’ speech to graduates from the University of Stanford and I answer the questions below:

Which three adjectives would you use to describe Steve Jobs?

- A)
- B)
- C)
- Which actions make him flexible?
- If you could define career flexibility which definition would you use?
- How is somebody benefited from career flexibility?
- Can you think based on your personal experience a chance that appeared at a specific moment in your life? Did you use the skill of career flexibility in order to capitalize on it? In which ways?

**Career creativity – Activity: “If creativity was a person how would it look like?”** *(appropriate activity for adults)*

Think that “career creativity” is a person and answer the following questions:

- ✓ How is their outward appearance?
- ✓ What kind of clothes do they wear?
- ✓ How does they relate to others?
- ✓ What does they do to survive?
- ✓ What’s their name?
- ✓ Which is their favourite moto?

- ✓ What would they tell you if they came across you on the street?

**Social awareness - Activity: *The spacecraft*:** The goal of the activity is to help the individual realize the relationship between personal and social well-being and enhance their empathic understanding. Since the participant is asked to argue in favor of an occupation, they reflect on it and gradually identify the interaction among individuals as part of a wider social system. The number of participants should not exceed 10-15. Material required: Cards with key words.

The career guidance counsellor presents to the participants the hypothetical scenario described below, on which a role playing can be based: *“A new planet has been discovered which is similar to earth and the launch of a special mission has just been decided. A group of people will travel there with the aim to settle the first colony. You have the chance to take part, too. The only thing you need to do is to persuade others that your occupation would be indispensable for the new community.*

Then, the counsellor hands every participant a card with an occupational title on it:  
(indicative occupations)

Trainer	Builder
Baker	Advertiser
Medical practitioner	Teacher
Musician	Engineer

We ask each person to say a few words about their “job” and try to persuade others about how important is their contribution to the mission. We encourage dialogue among participants and direct the discussion according to the answers given in the question: ***“why my occupation would be useful for all?”***

### **Activities for the development of assertiveness skills and balance between personal and work life**

Below there are selected indicative activities for the development of assertive behavior and balance between work and personal life. Actually, assertive behavior promotes equivalence in human relationships, giving us the chance to defend our interests, to defend ourselves without anxiety, to truthfully and comfortably express emotions and exercise our personal rights, without refusing others’ rights (Alberti & Emmons, 2008). Assertiveness is a positive concept which contributes to personal satisfaction as well as the quality of our relationships with others.

#### **Assertiveness activity: *Gaining positive thinking*** (Bishop, 2007) (appropriate activity for pupils, students and adults)

The aim of this activity is to help us identify the non-assertive way of thinking and to start thinking more positively.

1<sup>st</sup> step: There are presented a few statements which lack assertive content.

2<sup>nd</sup> step: Afterwards, try to convert/restate them giving a new more positive and optimistic meaning, so as they express assertiveness:

- 1) Really I should have completed the task today.
- 2) If only I had not yelled at the foreman .....

3) I want to, but I cannot go to the country house at the weekend because I have too much work to do/ or to prepare an assignment for school.

4) Why do I have to agree to do this job? There is no chance to go well.

Conversion/restatement might take the following form:

1) The phrase “should have” creates guilt while it is implied that the individual has not got an option. Some positive assertive statements could be: “Today I could have completed the task but I chose to do something else (e.g. to watch television). However, certainly tomorrow this will be one of the first things to do”.

2) Time does not turn back. Thus, there is no meaning to complain about the past. Any of us is responsible for their actions and their results. Nevertheless, it is important to learn from our experiences. The phrase could be restated as follows: “From what happened today I learned that...so next time I will...”.

3) “I cannot” implies that I do not have an option and control in my life, something that most of the times does not hold true. This phrase could be stated as follows: “I want to go to the country house but it is equally important for me the job / or to prepare the assignment for school. So I choose instead of going to the country house to stay at the city and work/or prepare the assignment for school, because I have high workload”.

4) When somebody begins to do something, thinking it will not go well, the probability to confirm their beliefs are increased. The individual should consider difficult tasks as a challenge and not as a problem, so the sentence could be rephrased as: “This job is tough, however, I will manage and I will learn a lot from this experience”.

### **Activity on the balance between work and personal life: *The roles circle***<sup>8</sup>(appropriate activity for adults)

The purpose of this activity is to help the person to realize which areas of their life are out of balance and to take action in order to attain necessary changes.

**1<sup>st</sup> step:** I make the “*roles circle*” (Figure 2) and I split it into parts, where each part represents one of the roles I usually undertake in life. Usual roles are the ones below: (a) worker, (b) friend, (c) parent, (d) colleague, (e) engaged in leisure time activities (entertained) and (f) socially active citizen. Of course, there can appear differentiations from individual to individual.

**2<sup>nd</sup> step:** I assess the degree of satisfaction regarding my performance in each role at a scale from 1 to 10 and I note down the number with big letters within the corresponding part of the circle. In this way, I have a visualized representation of the satisfaction derived from each role I undergo and then I can detect areas which are out of balance.

**3<sup>rd</sup> step:** Afterwards, I think about which would be for me the ideal level (since some areas are more important for a person according to their priorities) and I juxtapose it with the true level of satisfaction. Thus, I detect areas that I have to pay more attention on.

**4<sup>th</sup> step:** The last step is to design an action plan in order to change the present situation. In this last step I can take into consideration the features of the “smart goal”.

---

<sup>8</sup> This activity is a free adaptation of the activity “Life wheel”. For further information see [http://www.thecoachingtoolscompany.com/free\\_resources/wheel-of-life-coaching-tool/](http://www.thecoachingtoolscompany.com/free_resources/wheel-of-life-coaching-tool/)

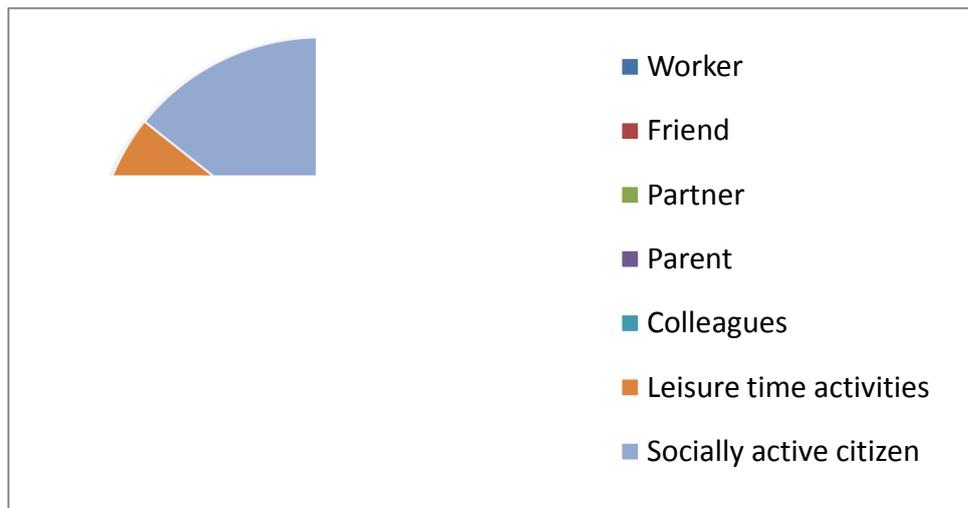


Figure 2. Life roles circle.

Questions and tasks	Issues for reflection and review
	<p>14. In your view, which are the advantages and disadvantages of implementing with a client the career resilience activity: “Question about the Miracle”? (Mandatory)</p> <p>15. In the activity “Find new things to do and do not be afraid of failure” fill the 6 sub activities that aim to develop preparedness for happenstance, foster new alternative choices and interests you may have and overcome the fear of failure.</p> <p>16. In the activity “Accomplishments” Fill the accomplishments that gave you satisfaction and reflect on the things that gave you satisfaction and the competencies you used to achieve each accomplishment.</p> <p>17. In the activity: “If creativity was a person how would it look like?” Think that “career creativity” is a person and answer the following questions:</p> <ul style="list-style-type: none"> <li>➤ How is their outward appearance?</li> <li>➤ What kind of clothes do they wear?</li> <li>➤ How does they relate to others?</li> <li>➤ What would they do to survive?</li> <li>➤ What’s their name?</li> <li>➤ Which is their favourite moto?</li> <li>➤ What would they tell you if they came across you on the</li> </ul>

	<p style="text-align: center;">street?</p> <p>18. In the activity “on the balance between work and personal life: The roles circle” assess the degree of satisfaction regarding performance in each role by adding a number from 1 to 10 in each triangle that is embedded in the role circle. (1=the role is not performed at all, 10= I perform this role completely). Then reflect on the roles you perform well and those you do not.</p>
--	---

### 3.6 Conclusion

The goal of the present guide was to introduce at a first level interested career guidance counsellors to the concept of lifelong CMS and its importance about educational and career development in the context of the 21<sup>st</sup> century. Furthermore, through the writing of this guide we tried on the one hand to briefly present the key theoretical approaches associated to CMS, while on the other hand to present some examples of methods, techniques and activities which can serve as a tool for teaching and developing the aforementioned skills within a complete counselling intervention. We suggest that the counsellor who studies this guide will be consulting it any time they consider they need support in their scientific-theoretical or/and clearly, practical work. We also hope that the counsellor who studies the guide will be following a continuous training process and will be using it as a reference point for further research; learning and constructing new techniques and activities; utilizing the abundance of references included.

### 4. Assessment procedure

**Successful completion of the module is conditional upon:**

- Attendance at face-to-face session.
- Successful completion of 4 out of 5 **obligatory tasks** No 1, 5, 9, 10, 14. Completion of the tasks will be evaluated by the tutor on scale 1-100. All obligatory tasks as well as other tasks chosen by the trainee will be prepared by the trainee and his answers/work will be uploaded by him to the e-learning platform before the final assessment procedure.
- Successful pass of a **written test** which will evaluate the competences acquired by the trainee. It will include 10 multiple choice questions and 1 open question. For a successful pass, 80% of the questions (9 questions) must be answered correctly. The test will be evaluated by the tutor on scale 1-100. The test will be given to the trainees by the tutor of the module at the final assessment phase of the module.
- Filling in a **self-evaluation questionnaire** containing multiple choice and open questions aiming to assess the learning outcomes before and after the module training. Before the

start of the training at the particular module trainees will complete the questionnaire to make the initial assessment of their competences. After the end of the training and until the final assessment phase they will complete the same questionnaire with the aim to assess changes that happened as a result of the participation at the training program.

**The final (summative) assessment procedure of the trainee consists of a:**

- **Written essay on a training module topic chosen by the trainee.** If the trainee chooses this module he/she must choose one of the following topics:
  - Significance of developing career management skills in university students: Methods-Techniques-Activities.
  - Career Adaptability: Its role in workers' career development.
  - Career guidance counsellor's qualifications and skills towards the development of career management skills of clients.
  - The skill of preparedness to happenstance: Implications for its use in career counselling.

The essay must have a length of 15-20 standard pages minimum including bibliography, tables and contents. One standard page is 1800 characters with spaces. The essay must be uploaded by the trainee to the e-learning platform before the final assessment phase.

OR, alternatively

- **Simulation of a counselling session combining the theory and practice of a module chosen by the trainee.** If the trainee chooses this module he must cooperate with another trainee having chosen the same module. At the final assessment phase the two trainees will play the role of counsellor – counselee and vice versa. The simulation will last approximately 1 hour/couple. The goal is to create an environment very similar to the working one in order to better evaluate the participant's skills in practice (performance assessment). The simulation will be evaluated by the the module tutor.

## 5. Indicative reading list

Adamopoulou, A., Vlachaki, F., Tetradaou, S., Charokopaki, A. (2007). *Preparation to approach the labour market in employment-Career planning and job search techniques. Career Guidance and Counselling Textbook for employment* (In Greek). Athens: National Center of Vocational Guidance (EKEP).

Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R. W. B. (2013). Competencies for the contemporary career: Development and preliminary validation of the Career Competencies Questionnaire. *Journal of Career Development, 40*(3), 245-267. doi: 10.1177/0894845312467501

Alberti, R. E., & Emmons, M. L. (2008). *Your perfect right: Assertiveness and equality in your life and relationships*. USA: Impact Publishers.

Amundson, N. E., Poehnell, G., & Pattern, M. (2005). *Career scope: Looking in, looking out, looking around*. Athens: National Center of Vocational Guidance (EKEP).

Athanasou, J. A, & Van Esbroeck, R. (Eds.). (2008). *International Handbook of Career Guidance*. Dordrecht: Springer Science & Business Media B.V.

Bandura, A. (1997). *Self-Efficacy: The exercise of control*. USA: Freeman & Company.

Barclay, S. R., & Wolff, L. A., (2012). Exploring the career construction interview for vocational personality assessment. *Journal of Vocational Behavior, 81*, 370-377. <http://dx.doi.org/10.1177/1069072705277923>.

Barnes, K. L. (2004). Applying Self-Efficacy Theory to Counselor Training and Supervision: A comparison of two approaches. *Counselor Education and Supervision, 44*, 1, 56-69. doi: 10.1002/j.1556-6978.2004.tb01860.x.

Baruch, Y. (2004b). Transforming careers-from linear to multidirectional career paths: Organizational and individual perspective. *Career Development International, 9*(1), 58-73.

Bimrose, J., Barnes, S.-A., & Hughes, D. (2008). *Adult career progression and advancement: A five year study of the effectiveness of guidance*. Coventry: Warwick Institute for Employment Research and the Department for Innovation, Universities and Skills.

Bimrose, J., Brown, A., Barnes, S. A., & Hughes, D. (2011). *Evidence Report 35. The role of career adaptability in skills supply*. Warwick Institute for Employment Research, University of Warwick, UK.

Bishop, S. (2007). *Develop your assertiveness* (Rev. 2nd ed.). UK: Kogan Page.

Bolles, R. N. (2010). *“What colour is your parachute?”: A practical manual for job hunters and career changers*. USA: Ten speed press.

Brott, P. E. (2001). The storied approach: A postmodern perspective for career counseling. *The Career Development Quarterly, 49*, 304-313. <http://dx.doi.org/10.1002/j.2161-0045.2001.tb00958.x>.

Duffy, R. D., & Blustein, D. L. (2005). The relationship between spirituality, religiousness and career adaptability. *Journal of Vocational Behavior, 67*(3), 429-440. <http://dx.doi.org/10.1016/j.jvb.2004.09.003>

European Lifelong Guidance Policy Network (2012). *ELGPN Tool No. 1. Lifelong Guidance Policy Development: A European resource kit*.

Fazio, R. H., Eiser, J. R., & Shook, N. J. (2004). Attitude formation through exploration: Valence asymmetries. *Journal of Personality and Social Psychology, 87*(3), 299-311. doi: 10.1037/0022-3514.87.3.293

Ford, M. E., & Smith, P. R. (2007). Thriving with social purpose: An integrative approach to the development of optimal human functioning. *Educational Psychologist, 42*(3), 153-171. doi: 10.1080/00461520701416280

Guichard, J., Pouyaud, J., Calan, C. de, & Dumora, B. (2012). Identity construction and career development interventions with emerging adults. *Journal of Vocational Behavior, 81*(1), 52–58. <http://dx.doi.org/10.1016/j.jvb.2012.04.004>.

Herr, E . (2001). Career development and practice: An historical perspective. *The Career Development Quarterly, 49*(3), 196-211, doi: 10.1002/j.2161-0045.2001.tb00562.x

Hirschi, A. (2011). Effects of orientations to happiness on vocational identity achievement. *The Career Development Quarterly, 59*, 367-378. doi: 10.1002/j.2161-0045.2011.tb00075.x.

Hunter, J., & Csikszentmihalyi, M. (2003). The positive psychology of interested adolescents. *Journal of Youth and Adolescence, 32*, 27-35. <http://psycnet.apa.org/doi/10.1037/0003-066X.59.4.268>.

Kaliris, A., & Kriwas, S. (2014). The contribution of the postmodern approaches to career counseling theory and practice: Their emerging role in a crucial era for the world of work. <http://www.elesyp.gr/index.php/news/drastiriotes>

Kaliris, A., & Sidiropoulou-Dimakakou, D. (2012, November). Self-efficacy beliefs and specialized competencies of human resources management executives and career counsellors working in enterprises: Their indirect role in the confrontation of the crisis. Paper presented at the 4<sup>th</sup> Panhellenic Conference of Counselling Psychology(1-4/11), Hellenic Psychological Association (ELPSE) – Counselling Psychology Sector, Aristotle University of Thessaloniki (AUT), Thessaloniki, Greece.

Kaliris, A., Sidiropoulou-Dimakakou, D., Argyropoulou, Ek., & Fakiolas, N. (2013). Self-efficacy beliefs and counseling competencies of career counselors providing services in big enterprises and counseling companies (In Greek). *Psychology, 20*(2), 230-246.

Karavia, A. (2012). Career development and behavior in the contemporary social changes: New perspectives in theory and practical application. Assignment for the course “Career Development Theories”, Post Graduate Programme “Counselling and Career Guidance”, Department of Philosophy, Pedagogy and Psychology, University of Athens, Athens, Greece.

Koen, J., Klehe, U. C., & Van Vianen, A. E. M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior, 81*, 395-408.

Kozina, K., Grabovari, N., De Stefano, J., & Drapeau, M. (2010). Measuring changes in counselor self-efficacy: Further validation and implications for training and supervision. *The Clinical Supervisor, 29*, 117-127.

Kriwas, S. (2013, October). *Career Counseling in the postmodern era*. Presentation at the Qualitative Research in Communication International Conference, Bucharest (3-4/10/2013).

Krumboltz, J. D (2009). The Happenstance Learning Theory. *Journal of Career Assessment, 17*(2), 135-154.

Krumboltz, J. D. (2011). Capitalizing on happenstance. *Journal of Employment Counseling, 48*, 156-158.

Krumboltz, J. D., Foley, P. F., & Cotter, E. W. (2013). Applying the Happenstance Learning Theory to involuntary career transitions. *The Career Development Quarterly, 61*, 15-26. doi: 10.1002/j.2161-0045.2013.00032.x

Lent, R. W. (2004). Toward a unifying theoretical and practical perspective on well-being and psychosocial adjustment. *Journal of Counseling Psychology, 51*, 482-509.

London, M. (1997). Overcoming career barriers: A model of cognitive and emotional processes for realistic appraisal and constructive coping. *Journal of Career Development, 24*(1), 25-38.

Lo Presti, A. (2009). Snakes and ladders: Stressing the role of meta-competencies for post-modern careers. *International Journal of Educational and Vocational Guidance, 9*, 125-134. doi: 10.1007/s10775-009-9157-0

Maclean, R., & Wilson, D. (Eds.) (2009). *International Handbook of Education for the Changing World of Work. Bridging Academic and Vocational Learning*. Dordrecht: Springer Science & Business Media B.V .

Markus, H., & Nurius, P. Y. (1986). Possible Selves. *American Psychologist, 41*, 954-969.

McMahon, M., & Watson, M. (2012). Story crafting: strategies for facilitating narrative career counselling. *International Journal for Educational and Vocational Guidance, 12*(3), 211-224. doi: 10.1007/s10775-012-9228-5

Mikou, M., & Kaliris, A. (2014, November). *Capitalizing on happenstance: Happenstance Learning Theory as a key for career management*. Paper presented at the 5th Panhellenic Conference of Counselling Psychology (6-9/11). Hellenic Psychological Association (ELPSE)-Counselling Psychology Sector – Department of Primary Education and Department of Early Childhood Education, University of Patras – Laboratory of Educational Psychology, Counselling & Research, Department of Primary Education. University of Ioannina. University Campus, Patras.

Mikedaki, K. (2012). *The role of career adaptability in developing and enhancing competencies in a period of crisis and uncertainty*. Assignment for the course “Counselling Theory and Practice II”, Post Graduate Programme “Counselling and Career Guidance”, Department of Philosophy, Pedagogy and Psychology, University of Athens, Greece.

Nathan, R. & Hill, L. (2006). *Career Counselling: The counselling approach of vocational choice and career*. Athens: Metaichmio.

Phan, H. P. (2012b). Informational sources, self-efficacy and achievement: a temporally displaced approach. *Educational Psychology: An International journal of Experimental Educational Psychology, 32*(6), 699-726. doi: 10.1080/01443410.2012.708320

Plimmer, G. (2012). Adult career counseling using possible selves-A quasi-experimental field study in naturalistic settings. *Journal of Career Assessment, 20*(1), 53-70. doi: 10.1177/1069072711417164

Poehnell, G., & Amundson, N. (2002). CareerCraft: Engaging with, energizing, and empowering career creativity. In M. Peiperl, M. Arthur, & N. Anand (Eds.). *Career creativity: Explorations in the remaking of work* (pp. 105-122). Oxford, UK: Oxford University Press.

Randel, J. (2010). *Time management: How to maximize your 24-hour gift*. USA: The skinny on.

Rossier, J., Zecca, G., Stauffer, S. D., Maggiori, C., & Dauwalder, J-P. (2012). Career Adapt-Abilities Scale in a French-speaking Swiss sample: Psychometric properties and relationships to personality and work engagement. *Journal of Vocational Behavior, 80*, 734-743.

Savickas, M. L. (2013). Career construction theory and practice. In R. W. Lent & S. D. Brown (Eds.), *Career development and counseling: Putting theory and research to work*. Hoboken (2nd ed., pp. 144-180). New Jersey: John Wiley & Sons Inc.

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior, 80*, 661-673. doi: 10.1016/j.jvb.2012.01.011

Schiersmann, Chr., Ertelt, B. J, Katsarov. J., (...), & Weber, P. (Eds.). (2012). *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals*. Heidelberg: Institute of Educational Science.

Sidiropoulou-Dimakakou, D. (2004a). Counselling and Career Guidance in the contemporary era: Tendencies and perspectives (In Greek). *Nea Paideia, 112*, 159- 173.

Sidiropoulou-Dimakakou, D. (2012, December). *Professional and personal empowerment of the counsellor aiming to address contemporary challenges*. Paper presented at Cypriot-Greek Conference of Counselling and Professional Education. European University of Cyprus, Nicosia (7-8/12).

Sidiropoulou-Dimakakou, D., Argyropoulou, K., & Drosos, N. (2010a). Development of personal flexibility skills, a new perspective in career guidance: Activities of the Center for Research and Assessment in Career Counselling of the University of Athens (In Greek). *Review of Counselling and Guidance, 94-95*, 227-233.

Sidiropoulou-Dimakakou, D., Argyropoulou, Ek., & Drosos, N. (2010b). Training of executives working at the liaison offices of the Technological Vocational Schools on school career guidance. In R. Kalouri, N. Kimoulakis, G. Pagiatakis, S. Panetsos, & G. Tsakirakis (Eds.). *Education of the teachers working at the Secondary Vocational and Technological Education in Greece* (pp.633-641) (In Greek). Athens: ASPAITE.

Sidiropoulou-Dimakakou, D., Argyropoulou, K., & Drosos, N. (2013). *Development of lifelong CMS: Theoretical Background* (In Greek). Athens: EOPPEP.

Sidiropoulou-Dimakakou, D., Argyropoulou, Ek., Drosos, N., Kaliris, A., & Mikedaki, K. (2014, November). *Developing CMS in Higher Education: Reconsidering the role of career counselling in theoretical and practical level*. Paper presented at the 5th Panhellenic Conference of Counselling Psychology (6-9/11). Hellenic Psychological Association (ELPSE)-Counselling Psychology Sector – Department of Primary Education and Department of Early Childhood Education, University of Patras – Laboratory of Educational Psychology, Counselling & Research, Department of Primary Education. University of Ioannina. University Campus, Patras.

Sidiropoulou-Dimakakou, D., Argyropoulou, K., Drosos, N., & Terzaki, M. (2012). Career beliefs of Greek and Non-Greek Vocational Education students. *Creative Education, 3(7)*, 1241-1250. doi: 10.4236/ce.2012.37183.

Sidiropoulou-Dimakakou, D., Mylonas, K., & Argyropoulou, K. (2012, October). *Perceived Self-Efficacy in Career: A New Scientific and Research Approach in Career Guidance and Counseling for Sustainable Employment*. Poster presented at the International Conference of Career Guidance and Counselling of the International Association for Educational and Vocational Guidance (IAEVG), Mannheim (3-5/10).

Sidiropoulou-Dimakakou, D., & Pavlakos, N. K. (2007). Specialized competencies of career counsellors in Greece (In Greek). *Review of Counselling and Guidance, 80-81*, 231-255.

Skipitari-Vantsioti, E. (2011). Career decision-making difficulties of Greek and foreign students in vocational high schools in the context of School Vocational Guidance. *Review of Counselling and Guidance, 94 – 95*, 293 – 295.

Tracy, B. (2007). *Eat that frog: 21 great ways to stop procrastinating and get more done in less time*. USA, San Francisco: Berrett-Koehler Publishers.

Vondracek, Fr. W. , Ferreira, J. A. G., & Santos, A. G. R. (2010). Vocational behavior and development in times of social change: new perspectives for theory and practice. *Educational Journal of Vocational Guidance*, *10*, 125-138. doi: 10.1007/s10775-0109176-x.

Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social constructionism in the career field. *Journal of Vocational Behavior*, *64*, 373–388.  
<http://dx.doi.org/10.1016/j.jvb.2003.12.005>

Zikic, J., & Klehe, U-C. (2006). Job loss as a blessing in disguise: The role of career exploration and career planning in predicting reemployment quality. *Journal of Vocational Behavior*, *69*, 391–409. doi: 10.1016/j.jvb.2006.05.007

***Development of CMS (CMS) of individuals  
Study Module No 05 of INNO-CAREER project***

<b>Project:</b>	INNO-CAREER: Develop Prototype Training System of Career Guidance Counsellors - 20132-1-GR1-LEO05-13878
<b>Partners:</b>	EOPPEP Leading partner (Greece), EURICON Consultants LTD (Greece), Cyprus Labor Institute (INEK – ΠΕΟ) (Cyprus), Ufficio Scolastico Regionale per il Veneto (Italy), National Training Fund, o.p.s. (Czech Republic).
<b>Funding:</b>	Lifelong Learning Program – Sub Program Leonardo da Vinci, Transfer of Innovation (75% Lifelong Learning Program – 25% National Fund).
<b>Project manager:</b>	Fotini Vlachaki, Career Counselor MSc, Head of Career guidance Directorate of EOPPEP
<b>Manager:</b>	Gaitanis Dimitrios, Head of Counselling & Vocational Guidance Counselors & Provider’s Scientific Support Department.

**Scientific Editing:**

Fotini Vlachaki, Gaitanis Dimitrios, Stavroula Tetradaou, Stavroula Douiami Members of Career Counseling and Guidance Department of EOPPEP.

Andronikos Kaliris, External Partner of EOPPEP for the INNO CAREER Project

**Version:** Final

**Number of Pages:** 35

Copyright © 2014 **NATIONAL ORGANIZATION FOR THE CERTIFICATION OF  
QUALIFICATIONS & VOCATIONAL GUIDANCE (EOPPEP)**

Career Guidance Directorate.

41 Ethnikis Antistaseos Avenue, Nea Ionia, 14234 Attiki

Tel.: 210 2709174 - 210 2709184 [guidance@eoppep.gr](mailto:guidance@eoppep.gr)

*“This project has been funded with support from the European Commission. This publication - communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”*