Career Management and Development

Purpose

Global competitive pressures, IT breakthroughs, heightened customer expectations and other, sometimes discontinuous, events are transforming organisations and the nature of the employment contract.

Entrants to the labour market can no longer expect to have a stable career in the same organisation for all their working lives. Instead it is becoming much more common for individuals to experience a number of organisations and a number of ways of working. Against this background it has never been more important to manage one's own career.

From an organisational perspective, helping to manage the careers of others is a key aspect of personnel and development work. In doing so, the personnel and development professional has to consider and balance:

- the aspirations and expectations of individual employees, who are increasingly aware both of their marketability and their vulnerability to market forces and therefore conscious of the need to acquire and maintain a portfolio of transferable capabilities
- the organisation’s need to secure its skills base, and develop people’s potential and commitment, in the face of global competition for knowledge workers and scarce managerial talent.
- the way people are increasingly concerned about maintaining a balance between work and ‘quality of life’.

This Standard looks at the psychological and sociological factors that influence employee thinking about careers, and the strategic, managerial and operational issues associated with career management and development within organisations. It aims to help practitioners acquire an understanding of careers and career management, and develop the skills needed to manage their own career and the careers of others.
Performance indicators

1 The labour market context for career management and development

Operational indicators
Practitioners must be able to:

1 Advise on how to integrate career management and a career advisory service with the strategic direction of an organisation.

Knowledge indicators
Practitioners must be able to understand, explain and critically evaluate:

1 How the wider economic, technological, political and social environments affect the nature of the employment contract and the careers of individuals.

Indicative content

1 The impact of forces such as globalisation, technological innovation, mass customisation, mergers and acquisitions, and competitive pressures on career management and development.
2 The implications of employer expectations of individuals: ‘task’ performance versus added-value ‘accountability’; instrumentality versus commitment; constrained role definition versus customer-focused autonomy; individual identification versus team loyalty.
3 Employee expectations of work and careers; the future for the work ethic; the work–life balance; lifestyle patterns and the dual career family; the influence of social class, ethnicity, gender, age and other considerations in creating assumptions about careers, jobs and work; the portfolio model.

2 Career as a concept

Operational indicators
Practitioners must be able to:

1 Demonstrate to key organisational decision-makers the contribution that career management and development can make to recruitment, retention and commitment strategies.
2 Practise, role-model and teach the key skills needed for career management of oneself and others.

Knowledge indicators
Practitioners must be able to understand, explain and critically evaluate:

1 The relationship between the job/work/career aspirations of people in the labour market and organisational strategic goals.
2 External sources of support and specialist information on career management and development issues, including government programmes to support:
   • young people in training
   • those returning to work
   • new business ventures.

Indicative content

1 Theories and models of career, including:
   • trait theories
   • matching theories
   • differential versus developmental theories of occupational choice
   • theories of occupational fit.
2 Transitions and processes in career building; continuity and discontinuity, detailed career ‘planning’ versus the benefits of opportunism.
3 Careers versus jobs.
4 Lifelong career development, career anchors and the meaning of career to individuals.
5 New ways of working, the changing nature of employment contracts.
6 Types of career pattern and paths, vertical versus lateral career development; the tournament notion of a career; the use of international and expatriate assignments, short-term secondments, sabbaticals.
3 The organisational management of careers

Operational indicators
Practitioners must be able to:

1 Advise on current approaches to work and flexibility in employment contracts.
2 Design, implement and review internal processes and procedures for career development and succession planning within an organisation.
3 Advise on the formation and implementation of an organisational outplacement policy.

Knowledge indicators
Practitioners must be able to understand, explain and critically evaluate:

1 The benefits and added value of effective and professional career management and development for individuals, the organisation and the wider community.
2 The role for outplacement and support networks.

Indicative content

1 The attribution of accountability for career management and development; the role of the organisation, line management, careers guidance specialist and individual.
2 The relevance of career management and development to the organisation’s strategic direction and its human resource strategies.

4 The individual’s role in their own career management

Operational indicators
Practitioners must be able to:

1 Identify and predict possible patterns of career development for individuals within organisations.

Knowledge indicators
Practitioners must be able to understand, explain and critically evaluate:

1 The subjective and objective meanings of career as a dynamic concept.
2 The nature and importance of self-assessment, and the creation and maintenance of self-confidence in individuals as they face job or role changes.
3 The differing career development needs of a diverse population, and the differing ways that work or role transitions affect and apply to individuals at various ages and stages of their working lives.
5 Careers guidance and counselling

Indicative content

1 The importance of self-reliance and taking personal responsibility; analysis and evaluation of career options against alternative employment and non-paid work scenarios; personal decision-making and choice.
2 The establishment of personal career goals, objectives and action plans and the specification of intermediate milestones; personal development plans and action plans; implementing decisions; the place of CPD.
3 The nature, relevance and importance of:
   • negotiation skills
   • presentation skills (written and oral).
4 Self-assessment of aptitudes, personality, motivation and interests.
5 Awareness of skills and limitations; past assessment, present strengths, future development.
6 The relationship between self-concept and self-efficacy; self-projection.
7 The value of personal and professional networks.
8 The balance between work and life outside.

Operational indicators

Practitioners must be able to:
1 Support and counsel individuals who may be addressing the possibility of career change, whether voluntary or otherwise.
2 Provide guidance on the value and application of psychometric tests and other diagnostic tools that might be employed to facilitate career management and development.
3 Handle the emotional implications of career management and recognise and deal appropriately with various reactions to:
   • job loss
   • managed career change
   • difficult situations
   • disappointment
   • success.

Knowledge indicators

Practitioners must be able to understand, explain and critically evaluate:
1 The psychological impact of continuity and discontinuity in careers, and its implications for the psychological/commitment contract between individual and employer.
2 The tools and techniques available for diagnosis and assessment in the field of career management, development and guidance.

Indicative content

1 Approaches towards helping people to discover/clarify needs and directions, set goals and form action plans.
2 Exploring and acknowledging differences in motivation and commitment.
3 Encouraging creativity.
4 The skills of careers counselling, mentoring and coaching.
5 The emotional content of career decisions.
6 Diagnostic and assessment tools for career guidance.
7 Psychometrics and the available aptitude, interest and personality measures including what they can and cannot do.
8 Development and assessment centres.
9 Ethical principles, confidentiality, obligations and legal guidelines for careers guidance and counselling.
6 The infrastructure for career management and development

Operational indicators

Practitioners must be able to:

1 Communicate relevant messages to ensure that people in an organisation understand the rationale for, and implications of, changes that may impact on their career.
2 Comply with all statutory and ethical requirements, obligations and conventions when practising or advising on job/work/career transitions.

Knowledge indicators

Practitioners must be able to understand, explain and critically evaluate:

1 The legal and ethical dimensions of career management and development, including equal opportunities, gender and ethnic monitoring, and confidentiality.
2 Mechanisms for evaluating the contribution and effectiveness of career management and development systems, practices and support agencies from the perspective of both individual and organisation.

Indicative content

1 Sources of technical assistance, expert advice and codes of practice: relevant professional bodies eg the CIPD, the British Psychological Society and institutes and associations working in related areas, such as:
   • the British Association of Counselling
   • the Institute of Careers Guidance
   • the Equal Opportunities Commission
   • the Commission for Racial Equality.
2 Government and EU policy initiatives and influences impacting on careers, including:
   • National Vocational Qualifications
   • Training Credits
   • the Technical and Vocational Education Initiative
   • the Careers Advisory Service
   • National Targets for Education and Training
   • LEONARDO.
3 Statutory and non-statutory referral agencies, including the Careers Research and Advisory Centre and the National Institute for Careers Education and Counselling.
4 Business and education partnerships; the role of schools, colleges and universities in career development.