

A photograph of two young men sitting at a desk in a modern, brightly lit office or training environment. The man on the left is wearing a maroon button-down shirt and a red lanyard, looking towards the right. The man on the right is wearing a dark blue hoodie and is smiling, looking towards the left. They appear to be engaged in a collaborative activity, possibly working on a computer. The background shows office equipment and a window with a green light source.

**Sandra Cheyne**

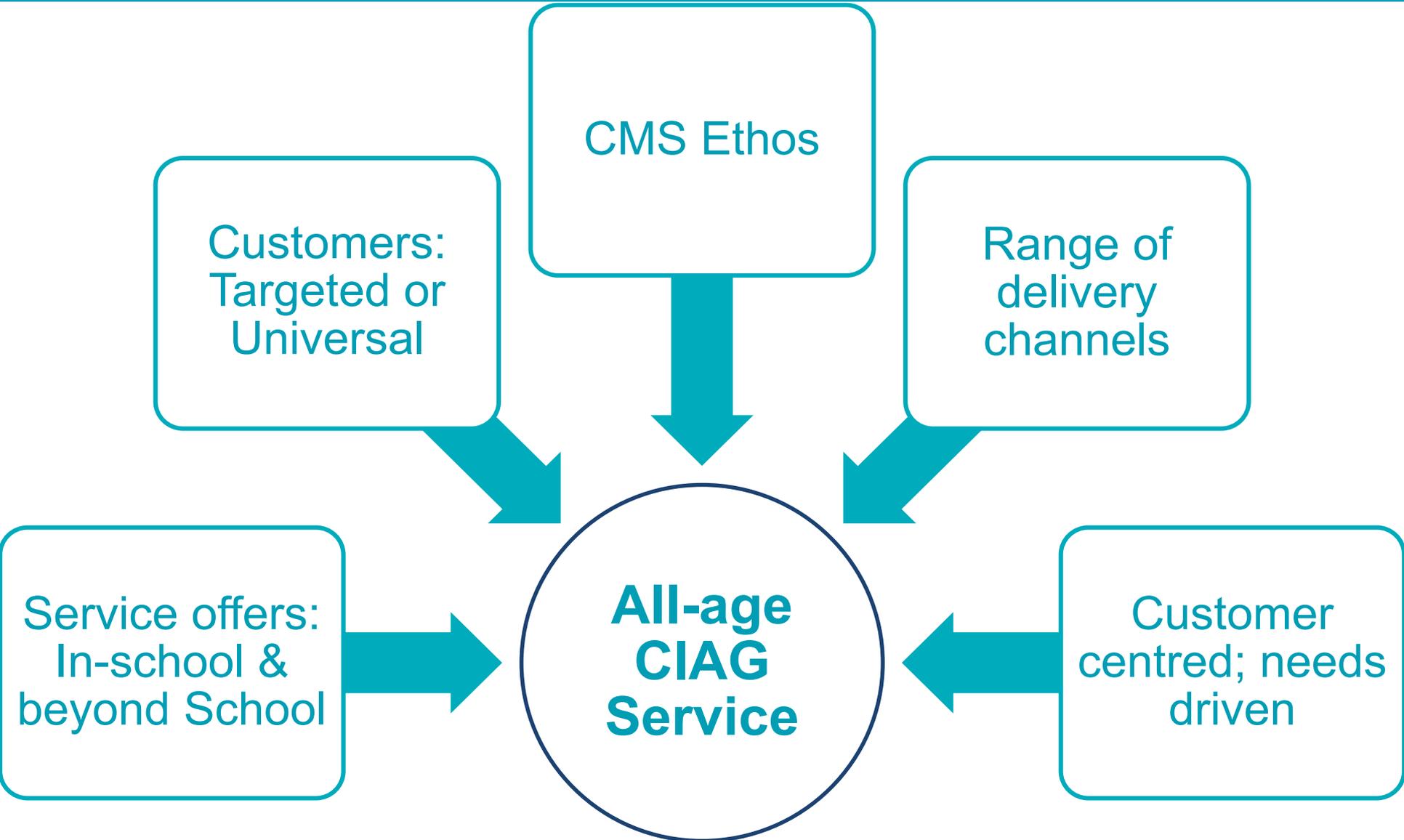
**National CIAG Policy & Professional Practice**

‘Impartial career guidance and the development of career management skills have a significant contribution to play in, not only helping to deliver **inclusive** economic growth, but also in equipping individuals of all ages with the skills to plan and manage their career decisions; now and in the future.

**The type of society we will be in the future is reliant on the choices that people make about their future.’**

*CIAG Strategy: Moving Forward 2020*

# Essence of CIAG Service Delivery



# Information & Advice

Presenting situation

Presenting needs

## Guidance

Exploring and understanding the story

**Customer-centred**

Identifying additional needs & high leverage issues

**Needs Matrix**

Identifying career management abilities & areas to develop further

**Coaching Approach**



Self

Knowing who you are



Strengths

Knowing what you are good at



Horizons

Knowing what is out there



Networks

Knowing who can help you

# Key characteristics of Coaching

The coaching approach aims **to unleash the individual's own capacity** to learn by adopting the following characteristics.

***The relationship***: should be *ethical* and *empowering*.

***A structured conversation***: although conversation may appear natural, there is an *underlying direction/ structure*.

***Facilitative approach***: tools and techniques are used to *build the individual's capacity to take action themselves* rather than telling her/him what to do.

***Incisive questioning***: ask *well phrased and highly effective questions*

***Motivational***: there is a link between *mindset and behaviour*.

***Diverse thinking and learning styles***: central to the coaching approach is the use of *diverse techniques which reflect the individual's method for making sense of themselves and their world*

***Goal and action orientated***: Helping the *customer identify their own goals and actions*.



## The Career Management Skills (CMS) Framework for Scotland

- **4 themes**
- **17 competencies – series of overlapping skills, attitudes and capabilities**
- **Competencies can be developed at home, school, college, university, work, anywhere**
- **Competencies can be developed throughout a lifetime**
- **Framework aimed at those who design, develop, deliver and quality assure CIAG services in Scotland**

Making skills work for Scotland



# CMS Improvement: stages of learning

Awareness

Understanding

Developing

Confidence

Unconscious  
incompetence

Conscious  
incompetence

Conscious  
competence

Unconscious  
competence

You're not  
**aware** that you  
don't know  
how to do  
something

Aware that you  
don't know how  
to do something  
but  
**understanding**  
the value in it

You are able to  
demonstrate you  
can do  
something, but  
still **developing**  
as it takes effort

Experience and  
practice means  
you have  
**confidence** in  
applying this  
without thinking  
about it

## **CMS I am thinking about”**

- Customer being introduced to CMS (concept/theme(s))
- Raising customer awareness of CMS as a concept – why it’s important and how it can help (E.g. themes; specific skills; metaphors)

## **“CMS I understand will help me”**

- Customer able to identify and articulate what they need to develop (skills/knowledge/behaviours/CMS themes etc) and how this will help achieve their goal(s) but recognise they don’t have it currently

## **“CMS I am starting to demonstrate”**

- Customer starting to develop and demonstrate CMS, but may need further support in recognising what they’ve learned
- Customer supported to identify further action/activity that will develop and embed their CMS

## **“CMS I have confidence in using**

- Customer able to identify and evidence their CMS; reflecting on experiences and what they’ve learned as well as how to apply/develop this in other areas of their career

# Our aim through approach

- **Our aim is to create CMS learning by undertaking a coaching approach to guidance**
- **We should aim to build the customer's capacity to take ownership of the guidance engagement and their career planning wherever possible**
- **We need to create the conditions and environment that best support learning**
- **We need to take our role as a facilitator of learning seriously**
- **We need to support customers to understand the need for CMS, and then develop it – however incrementally**

**“It is important that the clients feel a real sense of ownership as they attempt to better understand themselves, (identify patterns), to make decisions and generate action plans.**

**Without this form of involvement there is little chance that significant change will be realised”**

**(Amundson, Harris-Bowlsbey, Niles 2005:88)**

*Thank You*  
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