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**Project WP2:** Basis for Student Career Education Services

## The Georgian Framework of Student Career Management Competencies

### I. General Provisions

1. The purpose of this document is to present the matrix of student career management competencies, which will enhance employability and career success of Georgian HEI graduates.
2. The document is based on the following Georgian laws, legal acts and other related documents:
  - 2.1. Law of Georgia on Higher Education (21 December 2004, adopted by the Government of Georgia);
  - 2.2. Higher Education Qualifications Framework (Annex No.3 to the Ordinance NO.120/5 on Approval of the National Qualification Framework by the Minister of Education and Science of Georgia, 10 December 2010);
  - 2.3. National Law for Education Quality Enhancement (21 July 2010, adopted by the Government of Georgia);
  - 2.4. Georgian Law on Professional Education (28 March 2007, adopted by the Government of Georgia);
  - 2.5. Labour Code of Georgia (17 December 2012, adopted by the Government of Georgia);
  - 2.6. Accreditation standards for higher education institution educational programmes (4 May 2011, approved by the Ordinance of Minister of Education and Science of Georgia);
  - 2.7. Report of the LEPL – National Centre for Educational Quality Enhancement for 2010;
  - 2.8. European Commission (2010). *Europe 2020. A strategy for smart, sustainable and inclusive growth*. COM (2010) 2020 final, Brussels;
  - 2.9. European Commission (2010). *An agenda for new skills and jobs: A European contribution towards full employment*, COM(2010) 682 final;
  - 2.10. Communication of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve (2009). *The Bologna Process 2020 - The European Higher Education Area in the New Decade*.
  - 2.11. Council of the European Union (2010). *Council conclusions of 19 November 2010 on the “Youth on the Move” initiative: an integrated approach in response to the challenges young people face*. Official Journal of the European Union, C 326;
  - 2.12. European Commission. *New Skills, New Jobs: Action Now*. A Report by the Expert Group on New Skills for New Jobs Prepared for the European Commission, 2010.
3. The document has been prepared taking into consideration the following:
  - 3.1. The political, social and economic trends which have an impact on the career development of individuals and on the career services offered: the global and Georgian economy, the growth of technology, the new ways of working, the changing work and family roles, as well as demographic changes.
  - 3.2. Requirements of the contemporary labour market developing a skilled workforce responding to labour market needs and promoting lifelong learning:
    - 3.2.1. The individual is an active constructor of his/her career, making conscious and informed career decisions;
    - 3.2.2. The individual is the owner of his/her career and needs to assume responsibility for his/her career direction;
    - 3.2.3. Flexibility, an optimistic attitude towards career opportunities, courage to take risks and resilience to possible failures are among the most important qualities of the individual that have to be developed;
    - 3.2.4. Career satisfaction and success are subjectively defined by the individual.
  - 3.3 Strategic trends of the Bologna process for modernization of the higher education area:

3.3.1. Student-centred learning, providing an individually tailored educational path, which could better prepare students for their future careers and enable their personal development;

3.3.2. Employability, equipping students with the advanced knowledge, skills and competencies they need throughout their professional lives and empowering them to fully seize the opportunities in changing labour markets;

3.3.3. Life-long learning for maintenance of employability, enabling to obtain qualifications, to extend knowledge and understanding, to gain new skills and competencies or to enrich personal growth;

3.3.4. Internationalization and marketization of Higher Education resulting in increased importance for employability.

4. The main concepts used in the document:

**Attitude** – a predisposition or a tendency to evaluate and to respond positively or, negatively towards a certain idea, object, person or situation.

**Career** – a sequence of work and study roles and experiences of a person during his/her life course.

**Career education** – the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings, which will enable students to manage their career in self-directed ways.

**Career information** - career resource that helps to clarify knowledge of occupational, educational, training and employment options.

**Career management** – the process of managing learning and work roles and experiences over the lifespan.

**Career management competencies** – the knowledge, skills and attitudes required for successful management of learning and work.

**Career plan** – a sequence of actions taken for achieving the set career purposes and receiving the desired education and satisfying employment.

**Career vision** - clear image of career future that inspires an individual in their work and study life.

**Employability** – the ability to gain and to maintain employment, or, when necessary, to be independent in the labour market by being willing and able to manage own employment transitions between and within organisations.

**Entrepreneurship (business start-up, self-employment)** – individual's creative capacity, independently or within an organization, to identify an opportunity and to pursue it in order to produce new value and economic success.

**Knowledge** – facts, concepts, statements, theories about ourselves and the world surrounding us, as well as about phenomena of this world.

**Occupation** – a group of similar jobs found in different industries or organisations.

**Skill** – proficiency at a given task, usually acquired through learning and experience.

**Work** – a set of paid or unpaid activities with an intended set of outcomes, meant to bring personal satisfaction to the individual involved in these activities.

## II. Aim and Background of the Framework

5. The aim of the Framework is to define the main student career management competencies, necessary for gaining and maintaining employability and achieving career satisfaction in a permanently changing labour market.

6. The Framework is based on the following philosophical assumptions:

6.1. Career management involves both knowledge relevant for career and skills reflection on the competencies gained;

6.2. The process of career management should be rational, performed by conscious, responsible and self-directed individual;

6.3. The process of the career management involves intuitive, creative and rational actions that individual benefits from making deliberate plans and harnessing the effects of unpredictable events.

6.4. Career is developed through career scenarios, which correspond to an individual's needs, possibilities and to the environmental realities.

6.5. The chosen career scenarios are implemented by a person who at the same time remains open to self-knowledge changes, new opportunities and is ready to reconsider and to improve self-career direction.

6.6. Career management competencies can be developed and improved through learning and practice.

6.7. Positive approach, self-efficacy, decision autonomy and resilience are key factors associated with career success.

### III. Structure of the Framework

7. The structure of the Framework includes 4 interrelated domains as self-awareness, exploration of career opportunities, career planning and career implementation (a detailed description of the competencies is presented in the article V of the document):

<b>Domains</b>	<b>Competencies</b>
Self-awareness	<ul style="list-style-type: none"> <li>- Becoming aware of the personal factors important for career</li> <li>- Exploring the influence of lifespan development on career</li> </ul>
Exploring career opportunities	<ul style="list-style-type: none"> <li>- Collection, assessment and use of career information</li> <li>- Exploring global and local political, social, environmental, economic and technological trends and drawing the personal implications</li> <li>- Exploring work and study opportunities and drawing the personal implications</li> </ul>
Career planning	<ul style="list-style-type: none"> <li>- Creation of a broad and adaptable career vision</li> <li>- Career decision-making</li> <li>- Career project planning</li> </ul>
Career implementation	<ul style="list-style-type: none"> <li>- Management of the learning process</li> <li>- Job search process management</li> <li>- Personal resource management</li> <li>- Securing/maintaining a workplace</li> <li>- Maintaining balanced life and work roles</li> <li>- Management of career changes</li> </ul>

8. Each competency is characterised by describing 3 structural elements: knowledge and understanding, skills and attitudes.
9. A detailed description of how to develop each competency will be provided in the *Student career competencies development programme*.

### IV. Use of the Framework

1. The Framework acts as a model guide for Georgian HEI staff in providing career education services. Professionals will be able to prepare career education programmes and tools on the basis of the Framework, taking into account the specific needs of their HEI.
2. The competencies are formulated in general terms. The users have to decide on the ways of using the statement of competencies according to global and local political, social, environmental, economic and technological trends.
3. Selected career management competencies or the complete Framework can be integrated into particular study subjects.
4. The following aspects have to be considered when adapting the Framework to Georgian HEI: vision and mission statement of the university, students' academic background, curriculum space, delivery timing, student engagement, integration into the degree programme, connection to the discipline base. Also to take into account regional and national opportunity structure, occurrence of other forms of employability-related learning elsewhere within the degree, pedagogic approaches, teaching and learning resources, students' composition, assessment activities.

## V. Detailed Description of the Framework

Competency	Knowledge and Understanding	Skills	Attitudes
<b>1. Self-awareness domain</b>			
1.1. Becoming aware of the personal factors important for career	<p>Understands the importance of self-knowledge for career management.</p> <p>Knows the importance of personal factors (traits, values, interests, aptitude, competencies) and understands their relation to career.</p> <p>Is aware of self-knowledge and self-assessment means and tools.</p> <p>Realizes the differences between self-assessment and assessment by other people (external assessment).</p> <p>Understands why real and positive self-image is important for career.</p> <p>Understands the benefits of reflection for self-knowledge and has the knowledge necessary for developing awareness.</p>	<p>Is able to select appropriate means and tools for cognition of personal qualities important for career.</p> <p>Is able to assess personal qualities important for career, such as personal characteristics, values, interests, talents, competences, etc.</p> <p>Is able to assess own strengths and weaknesses, i.e. things to be improved.</p> <p>Is able to experiment with his attitudes and behaviour, to conduct self-assessment of the experience acquired and to apply it to own career.</p> <p>Is able to use feedback from others for self-assessment.</p>	<p>Seeks to know oneself better</p> <p>Seeks to develop his awareness.</p> <p>Dares to take risks, seeks to openly explore self and to receive feedback from others and lessons learned from own activity.</p> <p>Seeks to create a real and positive self-image</p>
1.2. Exploring the influence of lifespan development on career	<p>Is aware of physical, psychological and social development of a personality and its relations to career.</p> <p>Is aware of important transition periods in life (creation of a family, birth of a child, losing a job, etc.) and the change of social roles they imply.</p> <p>Understands the impact of personal development and important transition periods on the career.</p>	<p>Is able to name the personal development related changes and the transition periods important for his personal career.</p> <p>Is able to observe and to define behaviour and experiences (thoughts, feelings, sensations, states of consciousness) related to the events important for career and understands their significance for career plans.</p> <p>Is able to assess career options in the context of personal growth.</p>	<p>Seeks to assess career options in the context of personal development.</p> <p>Seeks to consider the influence of important transition periods on the personal career.</p>
<b>2. Exploring career opportunities domain</b>			
2.1. Collection, assessment and use of career information	<p>Understands the significance of career information for career management.</p> <p>Knows various forms, sources and means of obtaining career information, as well as its systematizing schemes, enabling systematic exploration of career opportunities.</p> <p>Knows possibilities and limitations of career information use.</p> <p>Knows means and criteria for assessing the quality of career information.</p> <p>Understands how career information can be used for personal career management.</p>	<p>Is able to assess the need for career information in relation to personal career management.</p> <p>Is able to select and use various career information sources, forms and means of obtaining career information.</p> <p>Is able to evaluate the benefits, advantages and disadvantages of career information, its sources and means of obtaining it.</p> <p>Is able to establish and use a social network for exploring career opportunities.</p> <p>Is able to evaluate the quality of career information.</p>	<p>Seeks to use up-to-date and high quality career information for personal career management</p> <p>Seeks to constantly assess and improve his career opportunities exploring skills</p>

Competency	Knowledge and Understanding	Skills	Attitudes
	Understands the ways of improving exploration of career opportunities.	Is able to use career information for personal career management.	
2.2. Exploring global and local social, economic and technological trends and drawing the personal implications.	<p>Understands the influence of society's needs on the labour market and occupation changes</p> <p>Knows the main global and local, economic, social, environmental and technological development tendencies of the modern world and understands their influence on the current and future career opportunities</p> <p>Knows the means and tools used for exploring the global, local, economic, social and technological development tendencies</p>	<p>Is able to analyse society's needs and their changes, as well as to evaluate the influence of such changes on personal career</p> <p>Is able to assess career options in the context of forecasted economic, technological and social changes</p> <p>Is able to determine the impact of economic, social and technological development tendencies on personal career at the present moment and in the future perspective</p>	<p>Shows and maintains openness to global changes.</p> <p>Seeks to manage personal career taking into account personal and societal needs.</p> <p>Seeks to manage personal career taking into account economical, social and technological development tendencies.</p>
2.3. Exploring work opportunities and drawing the personal implications.	<p>Knows the major tendencies of the labour market and employers' expectations</p> <p>Knows different forms of employment</p> <p>Is aware of the requirements for entrepreneurship (business start-up and self-employment) understands its advantages and disadvantages.</p> <p>Knows the labour market's requirements to employees (competencies, aptitudes, experience, etc.)</p> <p>Is familiar with the concepts of sectors of the economy, career trends, organizations, work places, occupations, positions, as well as with their structure, means and tools for exploring them</p> <p>Understands interrelation of the information on occupations, employment and learning</p>	<p>Is able to collect, to interpret, to assess and to use for personal career purposes the collected information in public, private and non-profit sectors of the economy, career trends, organizations, work places, occupations and positions he is interested in</p> <p>Is able to determine the requirements for competencies and personal qualities of employees in particular public, private, non-profit sectors of the economy, career trends, occupations, organizations, work places and positions</p> <p>Is able to assess advantages and disadvantages of private business in relation to personal interests and values</p> <p>Is able to use labour market information for personal career management purposes</p>	<p>Is interested in employment opportunities</p> <p>Shows an open attitude towards all forms of employment</p> <p>Maintains a positive attitude towards entrepreneurship</p> <p>Seeks to develop competencies in accordance with the labour market requirements</p> <p>Seeks to evaluate changes of requirements for employees</p>
2.4. Exploring learning opportunities	<p>Understands the concept of lifelong learning and its significance for the career.</p> <p>Is familiar with the means and tools of exploring learning opportunities.</p> <p>Is aware of different funding sources supporting the learning processes</p> <p>Understands functioning of formal and informal education system, as</p>	<p>Is able to evaluate benefits of acquired competences for personal career.</p> <p>Is able to collect, to evaluate and to use for personal career purposes information on formal and informal learning opportunities</p> <p>Is able to determine appropriate learning opportunities and to develop a learning strategy in accordance with his career goals.</p>	<p>Thinks the benefits of learning opportunities</p> <p>Seeks constant development of the competences essential for career.</p> <p>Is open to the value of international mobility and work based learning</p>

Competency	Knowledge and Understanding	Skills	Attitudes
	<p>well as rights and obligations of its stakeholders/participants.</p> <p>Understands the relation of acquired (developed) competences with employment opportunities</p> <p>Understands the importance of knowing foreign languages</p> <p>Understands the importance of internationalization and mobility</p> <p>Is aware of the importance of volunteering, placement and on the job training</p>	<p>Is able to find suitable learning funding sources.</p> <p>Is able to make a choice on learning a particular language(s) which is (are) important for professional development</p>	
<b>3. Career planning domain</b>			
<p>3.1. Creation of a broad and adaptable career vision</p>	<p>Knows the concept of career vision and its importance for career success</p> <p>Knows the principle for creating own career vision</p> <p>Understands the relationship between: personal factors subjective career success, career opportunities, career goals and broad career vision</p> <p>Understands the relation of a career vision to a live wide vision and principles</p> <p>Is aware of the impact of environmental changes on the creation and further development of career vision</p>	<p>Is able to define the personal career vision.</p> <p>Is able to relate the career vision to personal factors, environmental changes, life vision and principles.</p> <p>Is capable of analysing internal and external trends, opportunities and integrating these into further development of career vision</p> <p>Is able to relate career vision to further career management steps (career decisions, goals, plans, etc.).</p> <p>Is able to make timely and informed decision</p>	<p>Seeks to manage personal career in accordance with career vision.</p> <p>Seeks to integrate all important personal and environmental factors when creating a career vision.</p> <p>Displays openness to various career opportunities.</p>
<p>3.2. Career decision-making</p>	<p>Knows the concept of career decisions, is aware of decision-making models, process and criteria</p> <p>Knows the personal and the external factors influencing the quality of career decisions</p> <p>Knows the impact of prejudices and stereotypes on career decision-making</p> <p>Is aware of the difficulties related to career decision-making and the ways of coping with them.</p> <p>Understands problem-solving techniques</p> <p>Knows the ways of improving the quality of career decisions.</p> <p>Understands the difference between risk taking and risk averse in</p>	<p>Is able to choose a suitable career decision-making model in a particular situation.</p> <p>Is able to define decision-making criteria and to apply them to the career decision-making process.</p> <p>Is able to evaluate the impact of internal and external factors influencing the quality of career decisions</p> <p>Is able to foresee potential consequences of possible career decisions.</p> <p>Is able to identify and to independently overcome the difficulties related to career decision-making or to find assistance necessary for coping with them.</p> <p>Is able to manage career decision-making process and to</p>	<p>Seeks to make timely and informed career decisions.</p> <p>Seeks to develop career decision-making skills</p> <p>Seeks to identify and to evaluate the personal and the external factors influencing the quality of career decision-making</p>

Competency	Knowledge and Understanding	Skills	Attitudes
	career decision making.	make timely and informed decisions.  Is resilient to uncertainty and able to cope with unpredictable situations.	
3.3. Career project planning	<p>Is familiar with the structure, the stages of development and the content of a career plan.</p> <p>Understands research on effective action planning</p> <p>Knows the criteria for defining career goals.</p> <p>Understands how a career plan is related to a targeted and purposeful implementation of a personal career vision.</p> <p>Understands the impact of internal and external changes on career project planning.</p> <p>Understands research on planned-happenstance</p> <p>Understands how the career resources can be used in career project planning</p>	<p>Is able to relate a career plan to a personal career vision.</p> <p>Is able to define long-term and short-term career goals.</p> <p>Is able to develop a plan for achieving career goals</p> <p>Is able to adjust career goals and plans, taking into account internal and external changes.</p>	<p>Seeks to work creatively with available resources when planning career</p> <p>Assesses the way how career plan can contribute to achieving career vision and goals.</p> <p>Seeks to integrate internal and external changes into career project planning.</p> <p>Seeks to take personal responsibility and to proactively manage own career</p>
<b>Career Implementation Domain</b>			
4.1. Management of the learning process	<p>Is familiar with the elements of effective learning processes, the ways of determining learning needs and the ways of improving competencies and own learning</p> <p>Knows the principles of drawing up learning plans.</p> <p>Knows the main learning barriers and the strategies contributing to overcoming them.</p> <p>Knows ways, means and tools of assessing effectiveness of own learning</p> <p>Understands the impact of learning on career success.</p> <p>Understands concept of knowledge and higher level of learning</p>	<p>Is able to assess personal learning needs, as well as long-term and short-term learning aims and to relate such aims to career goals.</p> <p>Is able to draw up a learning plan and to independently organize the learning process.</p> <p>Is able to evaluate the extent to which the learning content matches the learning aims.</p> <p>Is able to select appropriate learning forms, methods and tools.</p> <p>Is able to assess own style of learning and to apply different styles in accordance with the learning aims.</p> <p>Is able to determine learning barriers and to select strategies for overcoming them.</p> <p>Is able to conduct self-assessment of the competences accumulated during the learning process.</p>	<p>Seeks purposeful and continual learning and self-development.</p> <p>Seeks to assess whether the competences acquired contribute to successful work in a changing environment and to implementation of career goals.</p> <p>Seeks to assume responsibility for learning goals and learning outcomes.</p>

Competency	Knowledge and Understanding	Skills	Attitudes
4.2. Job search process management	<p>Knows and understands how to develop a job search strategy and how to manage own job search process</p> <p>Knows how to prepare job search documents (CV, motivation letter, recommendations, etc.)</p> <p>Knows effective means of self-presentation at a job interview</p> <p>Understands the importance of failure resilience for the job search process</p>	<p>Is able to develop a job search strategy according to own career goals</p> <p>To set job search goals and to develop a job search strategy</p> <p>Is able to secure the help of contacts in the job search process</p> <p>Is able to assess and to select the job offer which is suitable for own career needs</p> <p>Is able to prepare job search documents</p> <p>Is able to be well prepared for a job interview</p>	<p>Seeks to select job offer suitable for own career needs</p> <p>Seeks to use various job search strategies and means</p> <p>Seeks to evaluate and to improve job search skills</p> <p>Considers the job search is a purposeful activity, which requires efforts, time and competencies</p> <p>Willing to learn from failures, which occurred during the job search process</p>
4.3 Personal resource management	<p>Understands the relation of a person's resource situation to career decisions and opportunities</p> <p>Knows the tools and means of personal finance management</p> <p>Is aware of saving and investing methods</p> <p>Understands the ability of using competences, such as activity and time planning, efficient self-presentation, meaningful communication, etc. for successful adaptation at a workplace</p>	<p>Is able to define personal financial goals, to plan their implementation and to integrate them into a career plan</p> <p>Is able to draw up an income and expenditure budget and to use it as an efficient personal finance management tool</p> <p>Plans saving and investing opportunities which suit them best</p> <p>Is able to select the saving methods which suit him best</p> <p>Is able to assess his investing opportunities and select investing methods independently or with a help of external experts</p> <p>Is capable of planning activities, time and other resources in a way which enables him to implement the set goals</p>	<p>Sets personal financial goals</p> <p>Has a positive attitude towards saving and investing opportunities</p> <p>Keeps an income and expenditure budget</p> <p>Seeks to make rational decisions on financial expenses</p>
4.4. Securing/maintaining a workplace	<p>Knows how adapt a workplace and become established in it.</p> <p>Understands the importance of cooperation and the ways in which cooperation and its benefits in the workplace with other individuals can help to accomplish a task</p> <p>Understands the meaning of taking responsibility for own actions.</p> <p>Understand that some work opportunities require flexibility and adaptability (e.g., relocating, learning new skills)</p>	<p>Is able to define professional development goals for a probation period and beyond</p> <p>Is able effectively to present ideas and self in a workplace</p> <p>Is able to establish and to maintain contacts at a workplace</p> <p>Is able to constructively deal with conflicts at work.</p> <p>Is able to manage emotion and act assertively at</p>	<p>Assumes responsibility for securing a workplace.</p> <p>Seeks feedback on own learning and performance</p> <p>Seeks to develop relationships in a workplace</p> <p>Opens to challenges, sets high standards and perseveres to</p>

Competency	Knowledge and Understanding	Skills	Attitudes
	<p>Knows strategy for negotiation for salary and job role changes</p> <p>Understands the ethical standards appropriate to role and sector</p>	<p>workplace</p> <p>Is able to determine and to create career opportunities in a workplace</p>	<p>achieve goals</p>
<p>4.5. Maintaining balanced life and work roles</p>	<p>Is aware of various areas of life (career, leisure, family, etc.) and individual social role and responsibilities</p> <p>Understands the concept of the lifestyle and work life balance</p> <p>Understands the need to actively manage the potential tensions between different work and non-work role</p> <p>Knows strategies and tools for keeping balance between different areas of life and social role</p>	<p>Is able to define the areas of life and social role important for self</p> <p>Is able to identify priorities in the life</p> <p>Is able to recognize the importance of career in relation to areas of life</p> <p>Is capable of planning and organizing his activities, time, and resources to maintain balance of different areas of life and social roles important for self</p>	<p>Seeks to set priorities in life and recognize the importance of career in relation to other areas of life and social roles</p> <p>Seeks to achieve a harmony between various social roles and areas of life.</p> <p>Seeks to flexibly balance social roles</p>
<p>4.6. Management of career changes</p>	<p>Knows what career changes are and understands changes as inseparable part of a career</p> <p>Knows the factors and situations indicating the need for career change</p> <p>Knows and understands the issues with career change cycles</p> <p>Knows the strategies of coping with career changes</p> <p>Understands the process of planning and implementation of career changes</p> <p>Knows the risk factors of career changes and knows the means of reducing and eliminating the risk</p> <p>Knows the resources that can support career changes</p>	<p>Is able to identify the factors and situations indicating the need</p> <p>Is able to manage career change to achieve career goals Choose a direction of career changes, to change a career vision, to set new career goals</p> <p>Is able to assess his personal motivation for career changes Is able to identify the new competencies they need to develop</p> <p>Assess the competencies transferable to various work settings and to determine the competencies lacked for a new activity</p> <p>Is able to make a plan for career change</p> <p>Is able to assess the risk involved, to control and overcome the risk</p> <p>Is able to use the support necessary for career change and to efficiently manage the stress related to such changes</p>	<p>Keeps openness to career changes</p> <p>Seeks to be sensitive to the signs indicating the need for career change</p> <p>Seeks to assume for managing the process of career changes</p> <p>Demonstrates decisiveness and perseverance in overcoming changes</p>