



# CMS Context

- **Postindustrialism** consequences and connections
- **Changes of**
  - Socioeconomic factors
  - Organizations
  - **Work**
  - Strategic management, management, HRM etc.
  - **Career** concepts
  - Different **requirements** for employees

# CMS Context



- Career – **all** life dimensions
- Organizational career → **individual career**
- Contemporary psychological contract
- Employment security → **employability**
- **Individual responsibility** for career development, for life
- **Life designing**

# On CMS



- Different concepts, lists, contexts etc.
- **Agreement**
  - Skills /competencies for career/life planning and management
- **Application**
  - Career counseling
  - Education system
    - CMS concept is not included in the Czech educational system

## Context of CMS Reflection



- Faculty of Economics VŠB-Technical University of Ostrava, Department of Management
- Subject: **Career Development**
  - Compulsory for **2<sup>nd</sup>** year students of master degree study of Management studies
  - Career development in terms of **individual** and **HRM/HRD**
  - Requirements for passing:
    - 4 **assignments**
    - Written exam

## Context of CMS Reflection



- Subject **Individual Career Development**
  - Optional for foreign students (e. g. Erasmus +)
  - Career development in terms of **individual**
  - Requirements for passing
    - Written exam
    - **3 assignments**

# Assignments



- **Individual SWOT analysis**
- **Individual career development plan**
  - Short term
  - Medium term
  - Long term
  - Development strategy
  - Reflection
- A short **self-presentation**
- **CV** (only for Czech students)
  - A selection from 3 types



# Assignments Goals

- **Application** of theoretical concepts
- **CMS-** a structured approach
- Focus on **goals**
- **Self reflection**
- Stimulation of **taking over responsibility for** own life, for life /career construction
- **Preparation** for labor market requirements





# Assignments Preparation

- Lectures
- Relevant information sources
- Seminars
  - Individual and group assignments, questionnaires etc.
  - Videos
  - Feedback



# SWOT Results



## Czech Students

- Problems with self-reflection, self-assessment, e.g. with skills assessment
- A low level of language skills
- Cliché, stereotypes  
stereotype
  - S, W, O, T

## Foreign Students

- In most cases more detailed and comprehensive
- Continuous consultation of problems with self-assessment
- Higher level of language skills
- 3-5 foreign languages
- A larger range of skills and experience

# Results of Career Development Plans

## Czech students

- Short term goals
  - Job search
    - Financial rewards
  - Abroad holiday job (language)
  - Advancement
- Medium term goals
  - Advancement
  - Managerial positions
  - Foreign languages
- Long term goals
  - Managerial positions

## Foreign students

- Short term goals
  - Graduation
  - University change (abroad)
  - Internship
- Medium term goals
  - Job search
    - Job content
  - Professional and personal development
- Long term goals
  - Professional and personal development
  - Entrepreneurship

# Self-Presentation



## Czech students

- Initial insecurity
- Lesser content variability
- Information about oneself, e. g. about interests, town etc.

## Foreign students

- Initial insecurity
- Significant content variability
- Information about oneself, e. g. about interests, family, town, university, historic sights, country, national cuisine etc.

# CMS Reflection

## Czech students

- More passive
- Problems with self-assessment – validity?
- Connections of SWOT and plans?
- Expectation of traditional linear career
- Career/life success
  - Advancement/career ladder
  - Financial rewards

## Foreign students

- More active
- Problems with self-assessment
- Connections with SWOT and plans
- Expectations of non-linear career
- Career/life success
  - Professional/personal development
  - W-L & L-W

# Differences - Discussion

**The same generation** – generation values are always influenced by **contextual factors**

- **Differences of the groups**

- Particularities management studies students vs. others business studies students?
- Motivation for management studies?
- Framing, cognitive biases – consequences, influence of previous courses?
- Socioeconomic factors
  - Intercultural differences
  - family
- Educational system

- **Dunning - Kruger** effect



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