

# MCEECDYA

Ministerial Council for Education, Early Childhood  
Development and Youth Affairs



Australian Government

Department of Education, Employment  
and Workplace Relations

*This is a joint initiative of the federal, state and territory governments.*

## A Professional Development Kit

Using the

blueprint

AUSTRALIAN *BLUEPRINT*  
FOR CAREER DEVELOPMENT

with adults

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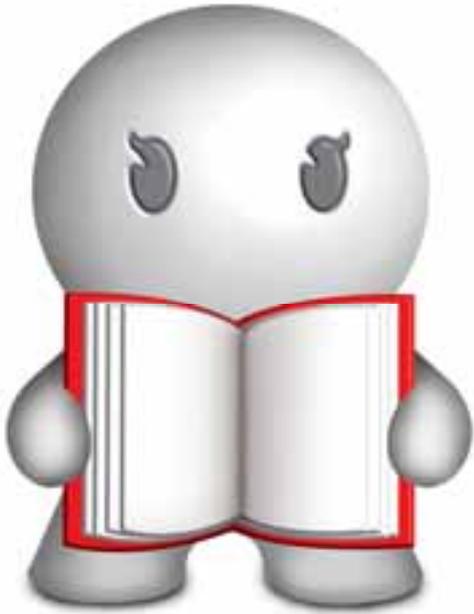
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## Section One: Introduction



This section outlines the purpose of the Professional Development Kit and outlines the key resources that you will need to access as you work through it.

## 1.1 Purpose

This Professional Development Kit has been created to help career development practitioners and others working with adults in learning institutions, career and employment centres, the workplace and other environments supporting the career development of adults, to gain a better understanding of the *Australian Blueprint for Career Development* and its many applications.

During the 2006–2007 trial of the *Australian Blueprint*, participants identified a number of implementation challenges as had facilitators of the *Canadian Blueprint for Life/Work Designs*, the framework which was adapted to create the *Australian Blueprint for Career Development*.

This guide responds to the experiences of these earlier users and provides information and resources that will help career development service providers to use it fully in their organisation. It has been developed to assist career practitioners, adult educators, employment service providers, career resource specialists, human resource professionals and others involved in supporting the career development of adults.

The resources contained in this kit:

- explore the importance of career development learning in assisting adults to develop and manage fulfilling careers in the dynamic and challenging 21st century work environment
- provide information, advice and practical instructions on the ways in which the *Blueprint* can be used to enhance the career development learning of adults
- illustrate how others in this sector have used the *Blueprint*
- present tools and guidance which provide practical assistance to users of the *Blueprint*, and
- assist users and advocates of the *Blueprint* to explain and market its benefits and applications to other key stakeholders in their organisation.

## 1.2 Navigating the *Blueprint* Resources

As well as this Professional Development Kit: *Using the Blueprint with Adults*, the *Blueprint* Toolkit contains:

- The *Australian Blueprint for Career Development* and the *Appendices*
- The Professional Development Kit: *Using the Blueprint with Young People*
- Worksheets and activities gathered together from various users of the *Blueprint* and categorised by Learning Area
- A series of case studies that record the experiences of other *Blueprint* users in a variety of contexts
- Special Purpose Tools that you can adapt and use with your clients/students, also gathered from other users of the *Blueprint*
- Promotional tools to be used to raise awareness of the *Blueprint* in your organisation and networks.

All of these resources are available at [www.blueprint.edu.au/index.php/toolkit](http://www.blueprint.edu.au/index.php/toolkit).



## Section Two: The Context



This section explains why it so important for adults to develop the understanding and skills to manage their careers.

- It provides an overview of the 21st century world of work.
- It outlines the benefits of career development programs for adults.
- It outlines how the *Blueprint* enhances career and transition programs.

## 2.1 Equipping Workers for the 21st Century World of Work

Over the past few decades, there have been significant and irreversible changes in the world of work. Globalisation, economic restructuring, technological advances and social trends have dramatically altered the work environment.

As a result, Australia's labour market has undergone considerable change, becoming a flexible and versatile extension of the globalised workplace – or the '21st century' world of work. This dynamic and uncertain workplace represents many challenges to the employees of today and the future.

Arguably, the most significant workplace change is the concept that a 'job for life' is no longer a reality. Most individuals will likely change jobs, if not careers, numerous times throughout their working life. Most individuals can no longer rely on one-off vocational training gained early in their working life; they will need to constantly learn and update their knowledge and skill set to meet changing demands.

Job changing is further influenced by the fact that permanent jobs are being replaced by more flexible working arrangements such as casual, contract and project work. Similarly, the desire for the best work–life balance has resulted in more flexible work opportunities with more part-time work, home-based employment and self-employment. Such changing workplace dynamics have also affected the way individuals seek work. The traditional method of securing employment via advertised job vacancies is increasingly being replaced by more proactive and creative job search methods.

Advances in technology have created new occupations and made others obsolete. These developments have further influenced work practices and introduced new demands on workers.

These changes in the world of work require workers to continually develop skills beyond those traditionally associated with their chosen occupation. Transferable skills such as communication, critical thinking and teamwork, and personal attributes such as adaptability, resilience, resourcefulness, creativity and enterprise will increase an individual's employability in this changing work environment.

And, significantly, it is recognised that employees of today and the future need to engage in lifelong learning and to develop specific career management skills which will assist them to continually and effectively transition between work, learning and other life roles.

However, recent Organisation for Economic Development and Co-operation (OECD) research indicates that career development services for adults in Australia are currently limited. The research found that existing services are primarily focused on initial transitions to work and services for the long-term unemployed. Few services are available for those individuals in jobs or those re-entering the labour market (OECD, 2002, p 14 and p 19). Furthermore, a recent standing committee inquiry into issues specific to mature-age workers found that many such workers have never had access to career counselling, but are just as much in need of it as young people (House of Representatives Standing

Committee on Employment, Education and Workplace Relations, 2000, cited in OECD, 2002, p 14).

In the context of the dynamic work environment, it is clear that career development service providers in Australia need to offer comprehensive career development programs accessible to all individuals, of all cultures and socioeconomic backgrounds, across all age cohorts and throughout all life stages.

The *Blueprint* provides a framework that supports the systematic career development of young people and adults faced with needing to more actively manage life, learning and work in the 21st century.

- It outlines the career competencies that adults at differing life and work stages need to demonstrate or develop in order to effectively manage their career.
- It provides a foundation for establishing or redesigning career development programs for adults.
- It presents guidelines for creating comprehensive, uniform and sequential programs and activities for adults at various stages of their life, learning and work.
- It also facilitates communication and coherent service provision for adults as they move from one service provider to another.

Moreover, the *Blueprint* framework enables career development service providers to clearly articulate the purpose, content and desired outcomes of their programs to all relevant stakeholders, which encourages a unified commitment to career development learning.

## 2.2 Career Development Services for Adults

The specific career issues of adults are unique; however their needs can be loosely grouped. This guide illustrates ways the *Blueprint* framework can be used to enhance the career development learning of adults of all ages, at different career stages and with diverse needs, including:

- adults across all age groups, who are trying to increase their financial security in an uncertain labour market environment
- tertiary graduates who are entering the labour market for the first time since graduation
- women returning to the labour force after a period caring for children or other family members
- many older workers, who expected security of job tenure, and now find the notion of becoming a self-managing worker unsettling and threatening
- workers who have not been prepared for a discontinuous working life that demands ongoing skill development
- individuals looking to explore new, more satisfying opportunities within their company
- under-educated older adults who need to understand the importance of developing their skills in order to maintain their place in an increasingly knowledge-driven economy
- people wishing to seek work outside of the company they currently work for
- adults seeking to establish their own business
- workers facing traditional retirement age who find that they need to continue to work to support themselves
- adults with disabilities or special needs choosing appropriate life directions
- people who are preparing to work differently in their later years or those wishing to plan for a retirement that encompasses fulfilling work
- workers, who have been made redundant, who want to identify and secure new employment
- employers seeking to attract and retain the best available workers
- adults with a disability or injury who are making the transition back to the workplace following rehabilitation
- adults undertaking adult literacy courses whose next step is volunteering or study in preparation for work, and
- tertiary institutions wishing to enhance the employability of their graduates.

### 2.2.1 Public and Private Benefits of Career Development Services

At first glance, it might seem that career development services exist mainly for the benefit of individuals. Indeed, the potential for career development services to have a positive impact on the lives of those who use them is 'substantial and convincing' (Watts, 1999, quoted in CICA, 2007, p 8).

From an individual's perspective, the key benefits from career development services are increased self-awareness and self-confidence and better informed education and work decisions. This should assist individuals over the long term to achieve higher workforce participation, lower unemployment (less time job searching and less skills mismatches), greater skill development on average (and, accordingly, higher earnings) and greater career satisfaction (Access Economics, p 1).

These benefits accrue to the individual but they also benefit society as a whole by:

- increasing labour force participation, as more people are motivated to make the best possible use of their talents and capacities
- increasing the productive capacity of the economy, as individuals continuously develop and fully utilise their skills, and the skills of individuals match the requirements of the labour force
- increasing tax revenue, while reducing government spending on welfare and health care as more people are connected to productive and fulfilling work
- increasing the efficiency of further education and training systems, as people are equipped to identify the most appropriate education and training pathways for themselves
- improving people's transitions between learning and work by providing them with information and support, and
- improving opportunities for existing workers and adults in transition who experience difficulty in finding long-term and appropriate employment.

The Third International Symposium on Career Development and Public Policy (2006) concluded that: 'career development is a significant contributor to the development of human capital and an important engine for economic growth and social cohesion'.

## 2.3 How the *Blueprint* Enhances Career Development Services

The primary purpose of the *Blueprint* is to provide a national framework of career competencies to create and implement comprehensive, effective and measurable career development programs which help Australians to better manage their lives, learning and work. Having a national framework of career competencies helps career development service providers achieve a number of aims:

Clarity of Outcomes	By identifying the career competencies, the <i>Blueprint</i> enables career practitioners to specify and measure the learning outcomes they are striving to achieve in the career development programs they design and use.
Service Consistency	Working with the identified career management competencies enables practitioners in the careers community to clearly identify the competencies addressed by the services they are delivering. This will also facilitate more seamless service provision for those moving from one institution/service provider to another.
Efficiency	A universal framework enabling products and programs to be coded according to the career management competencies helps practitioners and clients more efficiently review, compare and select career development products.
Reduced Ambiguity	Assumptions abound regarding the meanings of terms such as 'career', 'work' and 'guidance'. Articulating the career management competencies enhances clarity, reduces ambiguity and facilitates more effective communication regarding career development.
Career Development Culture	The <i>Blueprint</i> provides a structure that allows Australians to think and talk about career development and act on it in consistent ways. It brings increased coherence to the numerous independent efforts aimed at helping Australians manage their lives, learning and work and it will enhance all Australians' awareness of career development and life/work issues.

## Section Three: Practical Applications for Using the *Blueprint* for Adults



This section will walk you through using the *Blueprint* for a variety of career development applications for adult workers.

It assists you to identify how you would like to use the *Blueprint* and then provides clear instructions on making the most efficient use of the *Blueprint* to meet your objective.

### 3.1 Explain the Benefits of the *Blueprint* to Key Stakeholders in Your Organisation

#### Your Objective

You need to explain the key benefits of the *Blueprint* to the management group, your colleagues or clients of your organisation.



#### Steps to Achieving Your Objective

Step One	Read the following sections of the <i>Blueprint</i> Report: <i>Chapter 1 – Introduction</i> , and <i>Chapter 2 – The Elements of the Blueprint Framework</i> .
Step Two	Read the following sections of this Professional Development Kit: Introduction <i>Section 2.1 – Equipping Workers for the 21st Century World of Work</i> <i>Section 2.2 – Career Development Services for Adults</i> <i>Section 2.3 – How the Blueprint Enhances Career Development Services</i> <i>Section 3 – Practical Applications for Using the Blueprint for Adults</i> <i>Section 5 – Marketing the Value of Career Development Activities</i>

These components will provide you with:

- an understanding of the need for career development learning in the 21st century world of work
- the big picture of the *Blueprint* and what it is trying to achieve
- a summary of the main components of the *Blueprint*
- the economic and social benefits of career development learning
- specific applications of the *Blueprint* in your organisation, and
- suggestions about how you can market and promote the *Blueprint* to key stakeholders.

Reading the sections detailed above will provide you with the necessary information, guidance and supportive evidence necessary to explain the *Blueprint* and outline its benefits to key stakeholders.

## 3.2 Map Existing Career Development Activities to the *Blueprint* Career Management Competencies

### Your Objective

You want to review all activities within an existing adult career development program (eg, outplacement, career counselling, return to work) to identify the competencies that are covered and those that are not covered.



For this purpose, the clearly articulated learning objectives identified in the *Blueprint* provide the basis for evaluating existing career development programs.

### Steps to Achieving Your Objective

Step One	Clarify the target group this program services.
Step Two	Go to p 70 of the <i>Blueprint</i> and follow the four-step instructions outlined in Review a Career Development Course or Curriculum.
Step Three	Identify the appropriate development phase of learners. Refer to <i>Section 4.1 – Selecting the Developmental Phase</i> for tips on determining the most appropriate developmental phase.
Step Four	Go to <i>Appendix D</i> entitled <i>Career Management Competency and Performance Indicator Checklist by Phase</i> . Find the career management competency and performance indicator list for the development phase of the learners and make a copy for each activity that is to be evaluated (eg, workshops, assessment tools) against the career management competencies. Distribute copies to those responsible for undertaking evaluation.

Step Five	Evaluators to examine the course content and course learning objectives and identify those that correspond to the <i>Blueprint</i> career management competencies and performance indicators. Write the appropriate performance indicator number beside each learning objective of the activity under review. Also, check off the performance indicator on the <i>Appendix D: Career Management Competency and Performance Indicator Checklist by Phase</i> when a learning objective corresponds to it. Against each checked performance indicator, provide a brief description of the relevant learning activity in the evidence section. Evaluators to return completed Career Management Competency and Performance Indicator Checklist.
Step Six	Use the information collected across the subject areas to map all career management competencies and performance indicators covered for the specific learner group.
Step Seven	At the end of this process, you will be able to review the Career Management Competency and Performance Indicator Checklist to see which indicators are addressed, and which are not addressed or addressed only minimally.
Step Eight	The outcome of this evaluation will help to identify and articulate the quality career development activities that are already in place, and can assist with identifying missing elements and gaps in the career development learning of the specific group of learners. This can provide the basis for developing and introducing programs and activities which address any gaps in career development learning (refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of learning activities appropriate for adult learners).
Step Nine	You will find examples of the mapping activities of other organisations in the <i>Blueprint</i> Toolkit.

### 3.3 Design a Comprehensive Career Development Program

#### Your Objective

You want to establish a comprehensive adult career development program.



The *Blueprint's* career management competencies and performance indicators can be used as the framework on which to build the content of a local career development program.

#### Steps to Achieving Your Objective

Step One	Go to the <i>Blueprint</i> and read: <i>Chapter 2 – The Elements of the Blueprint Framework</i> , and <i>Chapter 3 – the Matrices of the Blueprint</i> .
Step Two	Go to the <i>Blueprint</i> and follow the comprehensive planning, development and implementation process outlined in pp 59–68 in <i>Design a Comprehensive Career Development Program</i> .
Step Three	Identify the issues, challenges and career development needs of your target group. Refer to <i>Section 4.2 – Assessing Your Clients' Needs</i> for tips on ways to identify the career development needs of your target group.
Step Four	Identify the career competencies and performance indicators most significant to this target group.
Step Five	Develop local standards and determine appropriate activities to enable adult learners to enhance/increase these key career competencies.
Step Six	Refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of learning activities appropriate for adult learners.

### 3.4 Determine Individual Client Competencies and Develop Plans to Address Gaps

#### Your Objective

You are an educator or career practitioner wishing to establish a client’s level of mastery of the *Blueprint* career competencies, so you can develop an intervention strategy that will meet their needs.



#### Steps to Achieving Your Objective

Step One	Go to p 71 of the <i>Blueprint</i> and follow the six-step instructions outlined in Determine Learners’ Mastery of the Career Management Competencies.
Step Two	Refer to <i>Section 4.1 – Selecting the Developmental Phase</i> for tips on determining the most appropriate developmental phase.
Step Three	Refer to <i>Section 4.2 – Assessing Your Clients’ Needs</i> for tips on assisting/enabling learners to complete the career management competency checklist.
Step Four	Refer to <i>Section 4.3 – Assessing Career Management Competencies</i> for tips on suitable methods for assessing career management competencies.
Step Five	Refer to <i>Section 4.4 – Developing Local Standards</i> for examples of local standards developed for performance indicators appropriate for adult learners.

### 3.5 Review a Career Development Resource to Determine the Career Management Competencies It Targets

#### Your Objective

You are considering purchasing a product for a library or career resource centre, and want to review the career management competencies it targets.



The *Blueprint* allows users to apply a national, uniform coding system of career management competencies to career products, which enables them to select products that are most appropriate to their needs.

#### Steps to Achieving Your Objective

Step One	Go to p 74 of the <i>Blueprint</i> and follow the four-step instructions outlined in Review a Product to Determine the Career Management Competencies It Targets.
Step Two	Refer to <i>Section 4.1 – Selecting the Developmental Phase</i> for tips on determining the most appropriate developmental phase.
Step Three	Refer to the case studies in the <i>Blueprint</i> Toolkit for further examples of comprehensive career development resources programs.

### 3.6 Create a Short Career Development Course

#### Your Objective

You want to create a short career development course for a targeted group of adults.



#### Steps to Achieving Your Objective

Step One	Clarify your target group of adult learners.
Step Two	Go to p 69 of the <i>Blueprint</i> and follow the instructions outlined in Create a Short Career Development Course or Workshop.
Step Three	Identify the issues, challenges and career development needs of your target group. Refer to <i>Section 4.2 – Assessing Your Clients’ Needs</i> for tips on ways to identify the career development needs of your target group.
Step Four	Identify the career competencies and performance indicators most significant to this target group.
Step Five	Develop local standards and determine appropriate activities to enable adult learners to strengthen these key career competencies.
Step Six	Refer to <i>Section 4.4 – Developing Local Standards</i> for examples of local standards developed for performance indicators appropriate for adult learners.
Step Seven	Refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of appropriate learning activities.
Step Eight	Refer to <i>Section 4.3 – Assessing Career Management Competencies</i> for tips on suitable methods for assessing career management competencies.

### 3.7 Ensure the Resources You Develop Address Specific Career Management Competencies

#### Your Objective

You are developing a new career resource for adults and you want to ensure that it addresses specific career management competencies for the desired developmental phase.



#### Steps to Achieving Your Objective

Step One	Go to p 73 of the <i>Blueprint</i> and follow the three-step instructions outlined in Ensure that a Newly Developed Resource Addresses Specific Competencies.
Step Two	Refer to <i>Section 4.1 – Selecting the Developmental Phase</i> for tips on determining the most appropriate developmental phase.

### 3.8 Review Your Organisation’s Career Information Resources to Determine the Career Management Competencies That Are Covered

#### Your Objective

You want to review your career information resource collection and determine what client needs are being addressed well, and what client needs are not being addressed by your current set of resources.



#### Steps to Achieving Your Objective

Step One	Go to p 76 of the <i>Blueprint</i> and follow the five-step instructions outlined in Determine the Career Management Competencies That Are Covered in Your Resource Collection.
Step Two	Refer to <i>Section 4.1 – Selecting the Developmental Phase</i> for tips on determining the most appropriate developmental phase.

## 3.9 Using the *Blueprint* with Adults in Particular Settings and Circumstances

### 3.9.1 Using the *Blueprint* with Tertiary Students

The provision of career development learning opportunities for tertiary students has traditionally been the domain of the university careers service. Career development learning opportunities are often provided in the form of workshops, focusing on specific skills such as resume writing and addressing selection criteria, career expos held on campus and one-on-one counselling sessions. This type of service provision tends to isolate career development learning from other learning areas on campus and relies on students themselves to recognise the need to incorporate career development competencies into their learning.

The *Blueprint* provides a framework that can be used to explore other ways to facilitate students' career management competencies. The *Blueprint* can also be used to engender a career development culture more broadly, to ensure all students have access to career development learning opportunities and to make explicit those opportunities that already exist.

1. The Career Service at the University of Technology, Sydney, used the *Blueprint* to develop a career research module designed to be included within a first year subject in any learning area. The module was implemented with first-year students (BA Organisational Learning and Environmental Science) as an online element of one of their first-year subjects. The integration of the career research module into first-year subjects meant non-careers service staff were involved in the career development learning of their students, explicitly at least, for the first time.
2. Working with culturally and linguistically diverse (CALD) international tertiary students, Career Kaleidoscope, a coaching and counselling service, further developed their career development programs to enable international graduates to more easily adapt to employment in Australia and to make the most of the opportunities available at the completion of their studies.

This agency mapped their existing programs against the *Blueprint* framework and performed a needs assessment with students to identify the career competencies they should focus on. This information was then used to refresh and expand the curriculum.

For more information on how these organisations used the *Blueprint* to develop their programs go to the case study section of the *Blueprint* Toolkit.

### 3.9.2 Using the *Blueprint* with Mature Age Workers Returning to Work

*I would like to return to work, but don't know how I can balance work with my family responsibilities.*

There are several reasons people may have for re-entering the workforce. Some may be returning to work after having children, while others may be trying again after retrenchment. Others may have taken time out to study so that they could make a career change.

Several issues face mature-age workers returning to work or entering the workforce for the first time. These can include outdated skills, age discrimination, long-term unemployment, lack of targeted employment programs, and lack of self-confidence. Mature-age workers tend to need assistance in increasing self-awareness of transferable skills and past experiences and how to use these to market themselves to employers. Mature-age workers also have a diverse range of backgrounds and work experiences, and career development program developers need to take this diversity into account as well.

A recently completed project explored and addressed the career development needs of women returning to the workforce following a career break. Specifically, the study found the most significant issues and challenges that face women returners, were:

- balancing work and family commitments
- lack of confidence
- outdated skills and knowledge, and lack of computer literacy
- lack of clarity as to future career direction
- uncertainty about how to access job opportunities
- issues of childcare, and
- concerns over interrupted non-sequential career path.

The researcher used this understanding to devise an appropriate career development program, which would meet the needs of this target group.

The *Blueprint* framework was used to identify the specific career competencies and performance indicators significant to this target group. The resulting career development program (in the form of a one-day workshop) aimed to address the key issues of women returners, and support them to develop their career management competencies, empowering them to re-enter the workforce with confidence.

Further, by clarifying the career development issues and needs of women returners, and by identifying specific career management competencies relevant to this target group, the study serves as a guiding tool for the assessment and creation of other career development programs and resources appropriate for women returners.

For more information on the findings of this research go to the case study section of the *Blueprint* Toolkit.

### 3.9.3 Adults Who Have Disengaged from Learning and Work

Career development programs offered to disengaged adults tend to be one-off, short-term and interventionist in nature and this can pose a challenge for those working in this area. Although the *Blueprint* emphasises the developmental nature of careers, using the framework to help clients identify the career management competencies they need to most develop can provide some direction.

A Community of Practice in the Limestone Coast region of South Australia, facilitated by the Career Development Centre in Mt Gambier, participated in the trial of the *Blueprint* and found that the framework enabled practitioners to articulate concrete learning goals and outcomes to their clients.

For more information on the Limestone Coast trial go to the case study section of the *Blueprint* Toolkit.

### 3.9.4 Adults with Special Needs

Adults with special needs can face multiple levels of disadvantage, including physical and/or intellectual disability, mental health issues and extreme social disadvantage. To facilitate the development of career development competencies for adults with special needs providers need to coordinate their services. This can be difficult without a shared language and understanding of career development.

#### People with a Disability

During the trial of the *Blueprint*, Adult Community Education (ACE) providers and community health organisations worked together to explore the potential for building a cross-organisational culture of career development. The group aimed to build the capacity of participating organisations to facilitate career development for their clients. To this end, the group used the framework and *Blueprint* Special Purpose Tools in the *Blueprint* Toolkit to map the services they already provided, assess the needs of their clients, and develop and/or adapt career development programs.

By developing local standards that reflected the unique circumstances of their clients, service providers found that, rather than providing a standardised measurement of career management competency, the *Blueprint* provided an inherently flexible framework that was 'responsive to the needs of individuals with differing life circumstances' and allowed performance indicators to be personalised.

For more information on the trial go to the Developing a Program for Adults with Learning Disabilities case study in the case study section of the *Blueprint* Toolkit.

## People from Culturally and Linguistically Diverse Backgrounds

The two trial pilots, working with migrants and overseas students, encountered general issues concerning the language of the *Blueprint* in relation to the literacy levels of their clients, as well as specific issues concerning the cultural appropriateness of some competency parameters and performance indicators.

Both pilots found that when working with groups from diverse cultural and language backgrounds, their capacity to demonstrate some of the Area A: Personal Management competencies was influenced by their cultural backgrounds. Consideration needs to be given to the students' lack of experience of teamwork and self-directed learning in some cultural settings. The notion of an individually constructed self-concept, rather than one constructed by family background or by membership of a particular organisational structure was also an area where care needed to be exercised in the application of performance indicators.

In both cases, the learning facilitators successfully adapted their teaching and assessment strategies in ways that recognised these areas of difference.

## Adaptation Is the Key

The *Blueprint* is designed to be adapted to local needs, circumstances and conditions. Therefore, if the wording of a performance indicator needs to be changed to suit your learners' needs, then it is completely appropriate to do so.

If there are strategies and mechanisms for meeting your learners' needs that the *Blueprint* does not encompass, these should also be utilised. You may find that some career competencies need to be given greater primacy than others, or that some performance indicators are more workable than others – these are completely legitimate considerations. For example, Competencies 1–3 may need modification because these have been identified as the most difficult career competencies to operationalise across diverse cultural groups.

Above all, remember that the *Blueprint* and its *Appendices* are not intended for unmediated use. You may need to simplify the language, modify the indicators, and develop culturally appropriate local standards and delivery mechanisms to ensure their cultural appropriateness.

### 3.10 Career Portfolios

As more people, by both choice and necessity, embrace a variety of learning and work pathways that comprise part-time work, self-employment, short-term contract and consulting work, it becomes crucial that they are able to identify the skills and attributes they have, and can demonstrate them to prospective employers and clients.

In the context of career development, career portfolios represent both a process and a product that assists individuals with the identification and demonstration of knowledge, skills and understanding to assist them to achieve success in the challenging world of work.

As a **PRODUCT**, the career portfolio is a portable means of storing, tracking and presenting tangible evidence which demonstrates an individual's skills and abilities. Contents of a career portfolio can include work samples, educational qualifications, accomplishments, resume, professional development activities and letters of recommendation. These items can be in paper form, or in the form of photographs, videos, CDs or other technology formats. Individuals can use portfolios to show others what they have accomplished, learned or produced across all aspects of their life, learning and work.

As a **PROCESS**, the career portfolio offers a framework for individuals to guide and capture all aspects of their career development, including self-assessment, skills identification, education, training and work transitions, goal-setting, securing and maintaining work, and lifelong professional development. Compiling the portfolio involves both reflection and analysis. It places the individual in the driver's seat and enables career development practitioners to work as facilitators in the process. As an ongoing developmental process, the career portfolio provides documentation of the past and offers a guide to the future.

Career portfolios, therefore, represent a process by which clients develop greater awareness of their life, learning and work competencies, and a product that communicates them to others. As such, the career portfolio is one of the key methods that career practitioners can use to incorporate the *Blueprint* competencies into their work with clients.

Depending on its purpose, a career portfolio might also be referred to as a career plan or a job search portfolio. What is important is not the label, but the developmental learning process that occurs during the portfolio's construction, and the ways in which clients use the portfolio to further their career development.

Portfolio collection can and should go on for a lifetime, but the habit needs to be acquired young and encouraged at every stage of career development. In the end, we are reminded that it is the unique, evolving potential of the individual that the portfolio truly represents.

*Humans are the ultimate, portable collection, possessing an adaptable and ever-expanding portfolio of talents and potential. These are the very qualities which help them to snatch up opportunity in the midst of today's fickle labor (sic) market. ...a portfolio may be the perfect vehicle for helping students, clients, and ourselves navigate in these uncertain times.*

Martin Kimeldorf

### 3.10.1 Using Portfolios with Adult Clients

The formats for portfolios used with adult clients vary widely and the applications can often overlap. However, in this context, career portfolios can be a valuable tool for:

- career and transition planning
- job search
- employee skills assessment and performance development
- demonstrating mastery of the *Blueprint* career competencies.

#### For Career and Transition Planning

The portfolio is a useful tool for managing career transitions. It can support adults moving from post-secondary education to the workplace, or those returning to the workplace after a career break. It is also a particularly important tool for those faced with involuntary career change. The process of compiling a portfolio enables self-discovery and self-evaluation and assists the learner to identify the transferable skills that they can use in the world of work.

The portfolio itself offers individuals a place to store information about themselves which will help them to identify their skills and interests and to make career decisions and plans. As individuals change and grow, they can add new information to their portfolios – about themselves, about the world of work, and about their life, learning and work goals. If used consistently and thoughtfully, the career planning portfolio can evolve into a dynamic career management tool that individuals use over a lifetime to help them make successful transitions.

*For adults caught in career transition, either voluntarily or involuntarily, the portfolio offers an organisational tool and a process to help them make good decisions about their future.*

Nancy Perry

## For Job Search

The use of the career portfolio for obtaining work is becoming increasingly common. A job search portfolio is a marketing and self-promotional tool for individuals to use in interviews or for the self-employed to present to prospective clients.

The evolution from the resume as a stand-alone self-marketing tool to the resume as part of the career portfolio parallels the change from permanent secure jobs to more temporary forms of work. The career portfolio becomes an essential tool to support the resume, as employers become more interested in evidence of the skills that prospective employees have, rather than relying on academic qualifications or what their experience has been in the past.

The only job security that workers can count on in today's economy is the transportability of their own skills. Skills security is replacing job security, and the portfolio represents concrete proof of a worker's skills package. This package of skills may have been developed through volunteer jobs, hobbies, parenting, and other learning experiences. It is important, however, to realise that the portfolio does not replace the resume, which is still a commonly used tool in recruiting.

## For Employee Skills Assessment and Professional Development

In this changing world of work, companies are increasingly shifting away from job titles and job descriptions towards team-based projects and outcomes. As a result, the way the performance of employees is evaluated is changing. In performance appraisals, employers are now evaluating employees on the basis of their accomplishments and outcomes, rather than simply on the time they have put in to a job. In this new work environment, the portfolio becomes an essential tool for employees to demonstrate how well they have performed during the year, what skills they have developed, and what professional development they have undertaken.

Employers can use the process to help workers to set goals, evaluate performance and identify further training requirements. For employees, the portfolio offers an opportunity to track their skill development, set career and educational goals and think productively about their future in the industry.

## For Demonstrating Mastery of the *Blueprint* Career Competencies

The portfolio process provides an excellent vehicle for integrating the *Blueprint* career competencies into career development practice. Portfolio samples can also become a talking point for practitioners and learners to discuss the career competencies and performance indicators, and how they relate to a learner's particular career story.

In the same way that individuals need to develop skills literacy, they also need to learn about the skills required to develop and manage their life, learning and work successfully. Appreciating their own specific career management competencies and being able to identify the ways in which they are able to be demonstrated is important self-knowledge for individuals. You may find the checklists provided at *Appendix C* and *Appendix D* useful for this purpose.

The portfolio can also be used to:

- facilitate self and collaborative assessment of the *Blueprint* career management competencies against performance standards that are determined locally
- engage clients in their own career development learning
- provide clients with a record of the ongoing development of their career management competencies, and
- provide clients with an accessible collection of evidence that can be rearranged to demonstrate their career management competencies in various ways for various purposes.

The *Blueprint* also provides an organising framework for career portfolios. For example, portfolio activities could be initially structured around the three broad areas of competence:

- personal management
- learning and work exploration, and
- career building.

A more detailed format might involve using the 11 *Blueprint* career competencies to structure the portfolio. At the same time, it is important to remember that one of the greatest strengths of a portfolio is its capacity to creatively capture the unique life, learning and work goals and experiences of individuals. Using a strictly uniform format might 'homogenise' portfolios in the same way that some template-driven resumes do. Variety and flexibility are important. Nonetheless, structuring the portfolio so as to demonstrate the *Blueprint* career competencies will ensure that portfolios signify a purposeful, inclusive learning process, as well as a product that is portable.

Portfolios based on the *Blueprint* career management competencies will also become a simple vehicle for integrating the various aspects of career development that are occurring across all work, learning and life roles.

Compiling a portfolio requires both reflection and analysis on the part of the learner. Instead of putting the onus on the practitioner to identify activities that contribute to the career development of their clients, clients are encouraged to become more active partners in determining the career development outcomes of a range of learning experiences.

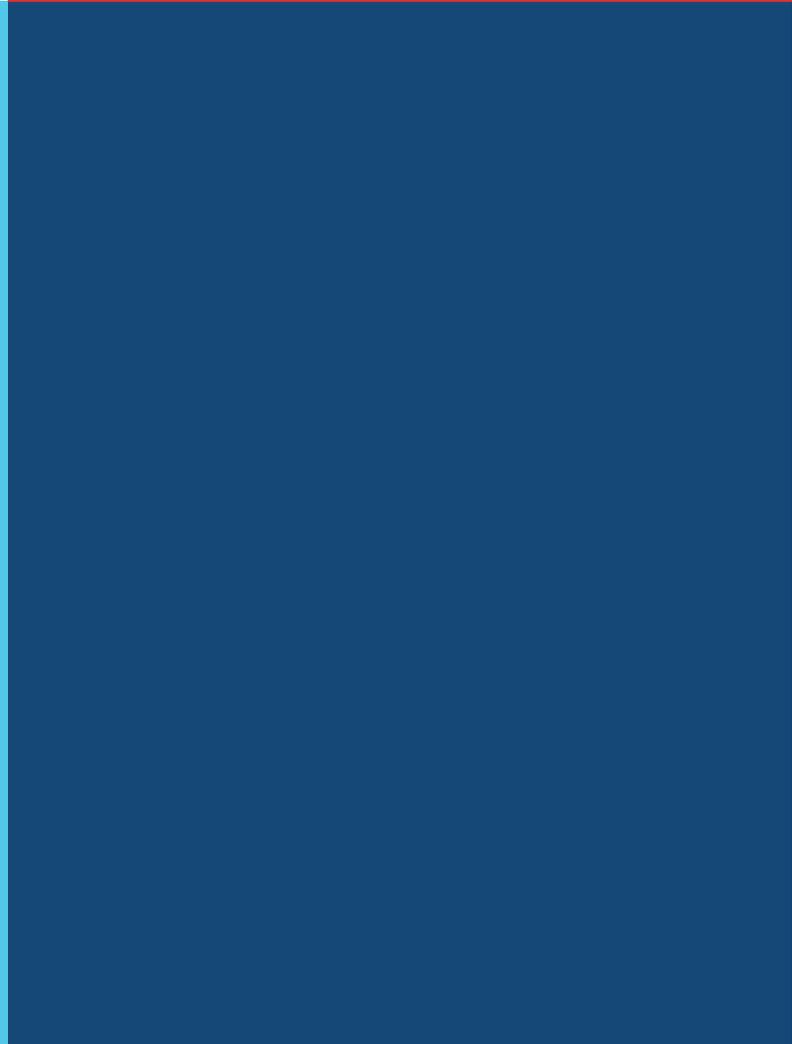
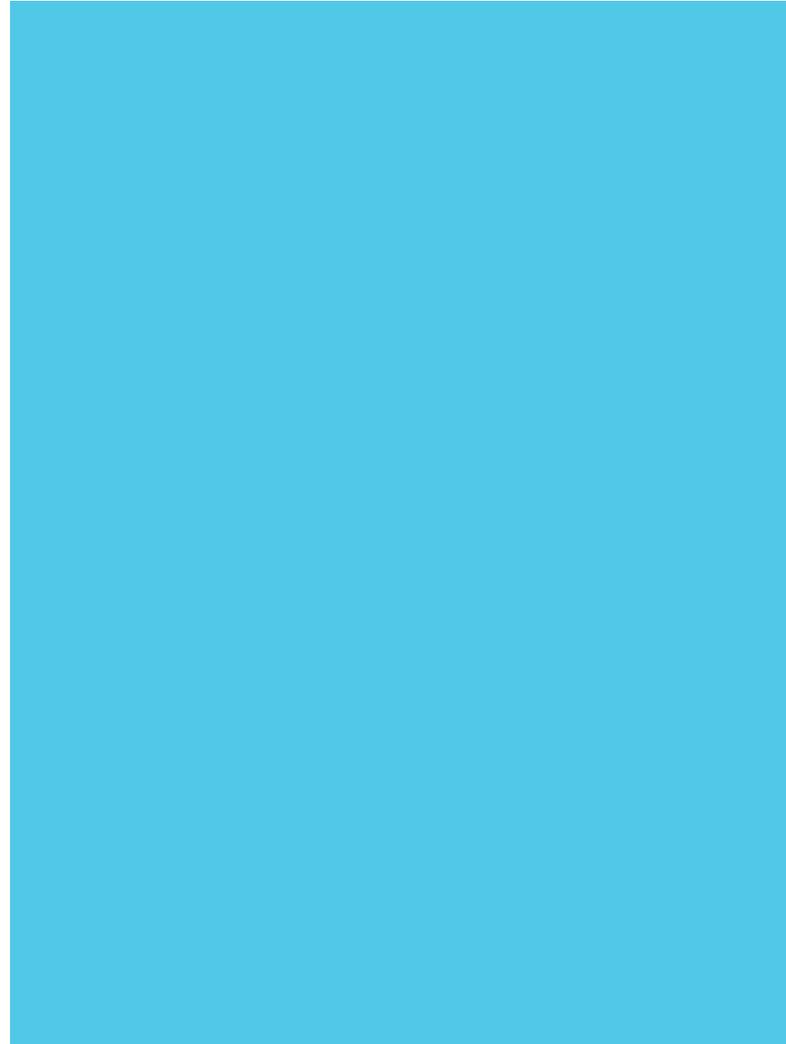
## Portfolio Formats

Career portfolios can be created in an unlimited variety of formats and styles. Some career development practitioners provide clients with a pre-printed portfolio package that clients fill out as they work through the portfolio process. In other situations, the client builds a portfolio from scratch using a ring binder, page protectors and a variety of techniques to present the contents professionally. Increasingly, multimedia work samples such as diskettes, video and audiotapes, CDs, and photographs are included in portfolios, and with the burgeoning use of the internet, workers and students are designing career portfolios for their personal websites, using the interactive capacity of the web to create innovative and professional self-marketing tools. Other online resources are also emerging which help students and job seekers to use the power of the internet to develop an online portfolio.

The format that a career portfolio takes will depend on the application, the requirements of the setting, the needs and capabilities of the client group, and the technology that is available. One of the most exciting aspects of the career portfolio process is that it can be totally open-ended, offering clients the opportunity for creativity and free self-expression. Given the diverse applications of the portfolio, there is no one approach that can fit all circumstances.



## Section Four: Other Tips for Working with the *Blueprint*



## 4.1 Selecting the Developmental Phase

Because of the developmental nature of the career management competency phases, it is suggested that the selection of the appropriate career competencies and phases is done on the basis of need rather than age. This is because many people in Australia, including a large number of young people and most adults, may not have had access to comprehensive career development services, products and programs in the past. Gender, disability, and a client's cultural or linguistic background may also influence development of the career management competencies. Indeed, many trial users of the *Blueprint* cautioned against assuming that all adults would sit at Phase IV competencies.

For many adults, therefore, it may be necessary to start with some Phase I career competencies and performance indicators, and/or to create a blend of performance indicators across all phases to address their specific needs.

It is important to remember that:

- the developmental nature of career learning needs to be respected
- adult clients will be more motivated if the learning objectives correspond to their learning level
- it is easier for individuals to build on their successes by starting at a lower phase, than to overcome the disappointment of not being able to demonstrate competence at a higher phase.

## Quick Guide for Determining the Appropriate Developmental Phase

Step One	Read <i>Chapter 2</i> of the <i>Blueprint</i> , pp 20–23, The Competencies across Four Developmental Phases.
Step Two	Go to <i>Appendix A: Career Development Needs Assessment Survey</i>
Step Three	<p>Clarify your target group.</p> <p>If you are in a school setting or other learning environment, the following <i>Blueprint</i> phases may be applied, with care, in the following ways:</p> <p>Phase III – Students in Senior/Post-compulsory School or its equivalent</p> <p>Phase IV – Adults</p> <p>OR, consider how much intentional career development learning your target group has had in the past as a guide to selecting the appropriate phase:</p> <ul style="list-style-type: none"> <li>▪ no previous participation in career development activities – consider using Phase I</li> <li>▪ a small amount of previous exposure to career development activities – consider using Phase II</li> <li>▪ a moderate amount of previous exposure to career development activities – consider using Phase III</li> <li>▪ a substantial amount of previous participation in career development activities – consider using Phase IV</li> </ul>

## 4.2 Assessing Your Clients' Needs

Prior to developing a career development program, course, workshop or resource, it is imperative to assess the career development needs of your clients. Once you have identified the needs of your clients, you can determine the appropriate developmental phase and verify the key career management competencies and performance indicators that need to be addressed by your career development intervention/s.

**Blueprint career competencies that are frequently ranked highly by adults include:**

- Career Competency 1: Build and maintain a positive self-concept
- Career Competency 4: Participate in lifelong learning supportive of career goals
- Career Competency 5: Locate and effectively use career information
- Career Competency 7: Secure/create and maintain work
- Career Competency 11: Understand, engage in and manage the career building process

### Quick Guide for Assessing Your Clients' Needs

Step One	In <i>Chapter 4</i> of the <i>Blueprint</i> , pp 60–62, read <i>Step Two: Assess Your Learners' Needs</i> .
Step Two	Clarify your target group.
Step Three	Clarify who will be involved in assessing your learners' career development needs.
Step Four	Provide explanations of the career management competencies to all participants contributing to the career development needs assessment.
Step Five	Conduct a career development needs assessment. Refer to <i>Appendix A</i> of the <i>Blueprint</i> entitled <i>Career Development Needs Assessment Survey</i> (collect data by means of formal survey, group brainstorming, one-on-one interviewing etc). Consider your target group and modify the survey questions, design or delivery as appropriate to the needs and abilities of your groups.

Step Six	You may also wish to conduct an appropriate literature search to explore any broader research and enhance your understanding of the career development needs of your target group.
Step Seven	On the basis of the needs assessment, prioritise the career development needs of your target group.
Step Eight	Verify developmental phase and identify key <i>Blueprint</i> career management competencies and performance indicators which are significant to this target group.

#### A NEEDS ASSESSMENT SURVEY CHECKLIST

1. Write clear and simple directions.
2. Check to see that the reading level is appropriate for your population.
3. Ensure that the survey is bias-free.
4. Plan to accommodate people with disabilities who are part of your survey group.
5. Keep the length of the survey reasonable. People are not as likely to respond to a survey that is excessively long.
6. Structured responses (yes/no, multiple-choice, scale ranking) are easier to tabulate than open-ended responses.
7. Develop a system to ensure confidentiality of responses, if necessary. Conform to ethical guidelines that apply to your context, and develop permission forms where necessary.

## 4.3 Assessing Career Management Competencies

Because in the past, practitioners frequently ‘tested’ individuals to determine their career direction, the view of assessment is sometimes limited to the idea of matching or testing in order to find the ‘right’ occupation, rather than being inclusive of a range of non-standardised formal and informal assessment methods, including self-assessment.

Once you know what you are measuring, you need to select an appropriate assessment method from the host of possibilities, including:

- direct observation
- simulations
- role-plays
- written questions
- interviews
- portfolios
- information about life experience
- testimonials, and
- reports from others.

The widespread community view that everything can be measured with a number has made some career development practitioners very wary of assessing career management competencies. Obviously, it’s easier to assess countable items, but some things just cannot be counted (eg, the taste of chocolate, the beauty of a music solo, the quality of a decision).

Unfortunately, because people often have difficulty answering the questions ‘How are we going to measure this?’ and ‘What does “well” mean?’, they stop efforts to find observable behaviours to measure. Resist this temptation as much as you can.

When something can be measured in an objective way, make every effort to do so. When something can be measured in only a qualitative way, do not try to reduce the behaviour to something countable! The following qualitative assessment methods have proved suitable for assessing career management competencies.

### Interviews

Interviewing is a data collection technique in which information about an individual’s achievement levels can be obtained through a one-to-one conversation. Typically, these interviews are conducted in person; however, they may also be conducted by telephone. A set of semi-structured interview questions provides the basis for the interview. This method gives the interviewer an opportunity to probe for further information if warranted by the initial response.

### Diaries and Journals

Self-reporting diaries and journals can provide insight into an individual’s activities, attitudes and feelings. They are subjective and provide indicators of growth and change.

### Checklists

It is often convenient and effective to develop checklists of behaviours, events, characteristics or skills. In an unobtrusive, systematic way, observations of the individuals can then be made and recorded as they engage in program activities and interact with others.

### Simulations

Simulations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure understanding of career management competencies.

### Role-playing Situations

Role-playing situations can provide an opportunity for individuals to demonstrate behaviours and applications of knowledge in 'lifelike' situations.

### Career Portfolios

Career portfolios contain a wealth of information about individuals and their experiences. Usually included are entries about interests, work values, skills, abilities, aptitudes, attitudes, achievements, education, life roles, work experience and much more. A career-building plan, which identifies goals and action steps to reach them, is often a key element of the portfolio.

The portfolio process provides an excellent vehicle for integrating the *Blueprint* career competencies into practice. Portfolio samples can also become a talking point for practitioners and learners to discuss the career management competencies and performance indicators, and how they relate to a learner's particular career story.

In the same way that individuals need to develop technical skills, they also need to learn about the skills required to develop and manage their life, learning and work successfully. Appreciating their own specific career management competencies and being able to identify the ways in which they are able to be demonstrated is important self-knowledge for individuals.

For more information on using career portfolios, see p 29.

## 4.4 Developing Local Standards

The purpose of local standards is to specify the task requirements that must be demonstrated in order to produce a tangible and/or measurable outcome against each performance indicator.

A local standard specifies:

- **what** the individual will do to demonstrate their ability to demonstrate their competence against an indicator
- **the conditions** under which individuals will perform the task asked of them
- **how well** individuals should perform the task asked of them (how well might refer to accuracy, quality, speed, quantity or tolerance).

For adult clients, local standards may look more like individual learning or development goals. Or they may be a tangible way of demonstrating an outcome such as the development of a career ‘product’, such as a resume or career portfolio.

However, local standards are intended to be flexible. They are designed to reflect individual circumstances and local decisions. Remember, you decide what you want the local standard to be for your program.

### Quick Guide for Developing Local Standards

Step One	Determine what it is you are trying to measure.
Step Two	<p>Consider the performance indicator, and the learning stage to which it corresponds.</p> <p>Note the verb that begins the performance indicator, as this indicates the type of learning expected from the individual. Verbs such as <i>discover</i>, <i>explore</i>, <i>understand</i> and <i>examine</i> require learners to know something but not necessarily do anything with that knowledge. Acquisition performance indicators can often be measured with local standards that include verbal reports, written lists and diagrams such as mind maps.</p> <p>Verbs such as <i>create</i>, <i>engage</i>, <i>transform</i> and <i>demonstrate</i> require learners to actively do something that directly affects their own lives. Paying attention to the verb within the performance indicator will assist with developing local standards.</p> <p>Refer to The Learning Taxonomy boxes on pp 25–26 of the <i>Blueprint</i>, especially the components ‘learners might be asked to...’ for help developing local standards.</p>

Step Three	Consider the size of your cohort of learners.
Step Four	Consider the abilities of your learners.
Step Five	Consider the resource requirements.
Step Six	Consider your learners' access to resources, equipment and settings.
Step Seven	Ensure your local standards are achievable by clients and those responsible for implementing and measuring them.
Step Eight	Conditions of measurement can include many possibilities, such as multiple-choice tests, true/false tests, short-answer questions, matching tasks or prompts given to the participant requiring action (eg, given a scenario, the individual will...).

## Examples of Local Standards for Adults Returning to Work After a Career Break

### Example 1 – Local Standard for Performance Indicator 4.3.8

#### **CAREER MANAGEMENT COMPETENCY 4.3**

Link lifelong learning to the career-building process.

#### **PERFORMANCE INDICATOR 4.3.8**

Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.

#### **LOCAL STANDARD**

Clients will complete a competency inventory outlining the knowledge, skills and attributes they currently have. They should include examples from their work history as well as achievements in hobbies, volunteer or other unpaid work.

### Example 2 – Local Standard for Performance Indicator 5.4.5

#### **CAREER MANAGEMENT COMPETENCY 5.4**

Use career information effectively in the management of your career.

#### **PERFORMANCE INDICATOR 5.4.5**

Use career information resources to identify work opportunities that are available to someone with your set of work skills, knowledge and attitudes.

#### **LOCAL STANDARD**

Using the myfuture website, clients to identify three future work options which fit with their personal competency profile. Choose one of these options and write a brief report detailing why this work option represents an attractive prospect for them, from both a personal and labour market perspective.

### Examples of Local Standards for Disengaged Adults/Long-term Unemployed Adults

### Example 3 – Local Standard for Performance Indicator 9.2.2

#### **CAREER MANAGEMENT COMPETENCY 9.2**

Explore and understand the interrelationship between life and work roles.

#### **PERFORMANCE INDICATOR 9.2.6**

Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work.

#### **LOCAL STANDARD**

Adult clients to nominate three non-paid work roles (volunteer, leisure, family, community) they have undertaken over the last three years. Under each role, identify at least two skills or knowledge areas which have been developed through participation in these areas.

#### Example 4 – Local Standard for Performance Indicator 7.4.4

##### **CAREER MANAGEMENT COMPETENCY 7.4**

Improve on abilities to seek, obtain/create and maintain work.

##### **PERFORMANCE INDICATOR 7.4.4**

Update your work search tools and the skills required to seek, obtain/create and maintain work.

##### **LOCAL STANDARD**

Adult clients to select employment vacancy they wish to apply for and create personalised resume. Resume should clearly respond to identified selection criteria that can be presented in a clear and concise format.

### Examples for Adults Transitioning between Jobs

#### Example 5 – Local Standard for Performance Indicator 3.3.5

##### **CAREER MANAGEMENT COMPETENCY 3.3**

Learn to respond to change that affects your wellbeing.

##### **PERFORMANCE INDICATOR 3.3.6**

Apply stress management strategies.

##### **LOCAL STANDARD**

Adult clients to explore and identify at least five things they can do to reduce their feelings of stress surrounding career change.

#### Example 6 – Local Standard for Performance Indicator 7.4.3

##### **CAREER COMPETENCY 7.4**

Improve on abilities to seek, obtain/create and maintain work.

##### **PERFORMANCE INDICATOR 7.4.3**

Identify relationships that will help with finding work.

##### **LOCAL STANDARD**

Adult clients to develop an inventory of friends and acquaintances who may be appropriate and valuable mentors or information sources in approaching the job market. Include contact details and details of how each person may be able to help.

## Example for Adults' Ongoing Career Development

### Example 7 – Local Standard for Performance Indicator 7.3.10

#### **CAREER MANAGEMENT COMPETENCY 7.3**

Develop abilities to seek, obtain/create and maintain work.

#### **PERFORMANCE INDICATOR 7.3.10**

Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining/creating work.

#### **LOCAL STANDARD**

Adult clients to choose three employability skills and describe the personal challenges they have experienced in developing these (one page maximum).

## Example for Adults with Special Needs

### Example 8 – Local Standard for Performance Indicator 1.3.4

#### **CAREER MANAGEMENT COMPETENCY 1.3**

Develop abilities to maintain a positive self-concept.

#### **PERFORMANCE INDICATOR 1.3.4**

Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes.

#### **LOCAL STANDARD**

Over several hours, individually or in groups, participants develop a personal profile of skills, interests, values, beliefs and attitudes.

**Example 9 – Local Standard for Performance Indicator 8.3.10**

**CAREER COMPETENCY 8.3**

Engage in career decision making.

**PERFORMANCE INDICATOR 8.3.10**

Develop a range of scenarios supportive of your preferred future.

**LOCAL STANDARD**

Participants review their personal profile and choose two ideas to follow up on. They then choose one of these to work on in the immediate future, giving reasons why the choice was made and document the decision in an appropriate way eg, diagram, written report, spoken review.

## 4.5 Selecting Learning Activities

To ensure that the career development process is a successful one, not only do activities need to be integrated into a structured program, learners need sufficient time to engage with the material and make it personally relevant and meaningful. When clients are encouraged to see and to reflect on the relationships between learning activities, their capacity to establish and work towards achieving their unique life, learning and work goals will be enhanced.

Step One	Go to <i>Appendix B</i> , which contains the Activity Selection, Design and Measurement Form, and make a copy. (Complete a copy of this form for every local standard related to each career management competency.)
Step Two	Use the results of your needs assessment (refer to <i>Section 4.2 – Assessing Your Clients’ Needs</i> ) to verify your selection of the career competencies and performance indicators that are most appropriate for your client/s. As you begin to define the scope of the career development program, keep in mind your organisation’s capabilities and resources. Remember that successful programs often begin in a small way and build on experience.
Step Three	Develop an appropriate local standard to demonstrate competence of each selected performance indicator. Each learner-focused activity should relate to a <i>Blueprint</i> career management competency and performance indicator, and include a local standard that states how and at what level the learner is expected to demonstrate their skills against a specific performance indicator (refer to <i>Section 4.4 – Developing Local Standards</i> ).

<p>Step Four</p>	<p>Determine the appropriate learning activity. Career development learning opportunities may include:</p> <ul style="list-style-type: none"> <li>▪ counselling sessions</li> <li>▪ career development group workshops</li> <li>▪ workplace learning or community-based learning</li> <li>▪ computer-based delivery of career modules</li> <li>▪ self-help learning activities</li> <li>▪ advice from transition advisors or other intermediaries.</li> </ul>
<p>Step Five</p>	<p>The measure or method of assessment should also be described (refer to <i>Section 4.3 – Assessing Career Management Competencies</i>).</p>

## 4.6 Incorporating the *Blueprint* Career Management Competencies into the Performance Appraisal Process for Employees

Many of the skills that individuals need to manage their careers, are also skills that employers seek in their employees. It is possible to develop performance appraisal systems that not only assess an employee's technical skills but also some of the career management competencies of the *Blueprint*. Competencies 1–4, and 9–10 are applicable to most workplaces, for example.

Assisting staff to develop career management skills, and to incorporate them into their professional development plans creates a win-win situation for managers and staff.

During the *Blueprint* trial, the performance management process in a state government department was reviewed to make linkages with the *Blueprint*. As part of the review a manager within the department surveyed 10 line managers, using resources from the *Blueprint Appendices*.

The manager found that even line managers who demonstrated some of the competencies, were unaware of their significance as career management competencies, and were unable to articulate the nature and function of many of the career management competencies that they were already building with staff.

The manager developed and conducted a workshop on career development and the *Blueprint*, focusing on the Phase IV competencies. Participating line managers were given the opportunity to complete the Career Management Competency Checklist (see *Appendices* in *Blueprint Toolkit*) and explore the 'High 5' approach to career development. During the workshop it became apparent that Competency 1: Build and maintain a positive self-concept was particularly relevant in the workplace, so a brainstorming session was used to identify behaviours that would demonstrate the competency at different developmental phases.

The manager drafted and circulated local standards relevant to this particular work setting, circulated these to staff for comment and finalised them. These local standards were then presented at follow on sessions held with staff to introduce the concept of career development competencies as part of the performance management and review processes.

On the whole, the participating line managers were very enthusiastic about the idea of incorporating a competency approach into their HR management practices, and the workshop process demonstrated the relevance of the *Blueprint's* career management competencies to the workplace.

The workshop and trialling process made it clear that the *Blueprint* offers a useful framework for exploring HR issues within the workplace and the manager's long-term goal was to incorporate relevant career management competencies into recruitment, selection and performance management strategies. You will find a sample Performance Management Template in the *Blueprint Toolkit*.

## 4.7 Employability Skills Framework

The Employability Skills Framework, developed by the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) for the Department of Education, Science and Training defines employability skills as those ‘required not only to gain employment but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions. Employability skills are also sometimes referred to as transferable or generic skills or capabilities, or key competencies’. (ACCI and BCA, 2002, p 3).

The framework describes skills that can be learnt and also identifies a set of important personal attributes that employers felt were as important as the employability skills and other technical or job specific skills.

**The key personal attributes and skills that contribute to overall employability are summarised below:**

Loyalty  
 Commitment  
 Honesty and integrity  
 Enthusiasm  
 Reliability  
 Personal presentation  
 Common sense  
 Positive self-esteem  
 A sense of humour  
 A balanced attitude to work and home life  
 An ability to deal with pressure  
 Motivation  
 Adaptability

Skill	Element (facets of the skill that employers identified as important, noting that the mix and priority of these facets vary from job to job)
<b>Communication</b> that contributes to productive and harmonious relations between employees and customers	<ul style="list-style-type: none"> <li>▪ Listening and understanding</li> <li>▪ Speaking clearly and directly</li> <li>▪ Writing to the needs of the audience</li> <li>▪ Negotiating responsively</li> <li>▪ Reading independently</li> <li>▪ Empathising</li> <li>▪ Speaking and writing in languages other than English</li> <li>▪ Using numeracy effectively</li> <li>▪ Understanding the needs of internal and external customers</li> <li>▪ Persuading effectively</li> <li>▪ Establishing and using networks</li> <li>▪ Being assertive</li> <li>▪ Sharing information</li> </ul>

<p><b>Teamwork</b> that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> <li>▪ Working with people of different ages, genders, races, religions or political persuasions</li> <li>▪ Working as an individual and as a member of a team</li> <li>▪ Knowing how to define a role as part of the team</li> <li>▪ Applying teamwork skills to a range of situations eg, futures planning, crisis problem solving</li> <li>▪ Identifying the strengths of the team members</li> <li>▪ Coaching, mentoring and giving feedback</li> </ul>
<p><b>Problem solving</b> that contributes to productive outcomes</p>	<ul style="list-style-type: none"> <li>▪ Developing creative, innovative solutions</li> <li>▪ Developing practical solutions</li> <li>▪ Showing independence and initiative in identifying problems and solving them</li> <li>▪ Solving problems in teams</li> <li>▪ Applying a range of strategies to problem solving</li> <li>▪ Using mathematics including budgeting and financial management to solve problems</li> <li>▪ Applying problem-solving strategies across a range of areas</li> <li>▪ Testing assumptions, taking the context of data and circumstances into account</li> <li>▪ Resolving customer concerns in relation to complex project issues</li> </ul>
<p><b>Self-management</b> that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> <li>▪ Having a personal vision and goals</li> <li>▪ Evaluating and monitoring own performance</li> <li>▪ Having knowledge and confidence in own ideas and vision</li> <li>▪ Articulating own ideas and vision</li> <li>▪ Taking responsibility</li> </ul>
<p><b>Planning and organising</b> that contribute to long- and short-term strategic planning</p>	<ul style="list-style-type: none"> <li>▪ Managing time and priorities – setting timelines, coordinating tasks for self and with others</li> <li>▪ Being resourceful</li> <li>▪ Taking initiative and making decisions</li> <li>▪ Adapting resource allocations to cope with contingencies</li> <li>▪ Establishing clear project goals and deliverables</li> <li>▪ Allocating people and other resources to tasks</li> <li>▪ Planning the use of resources including time management</li> <li>▪ Participating in continuous improvement and planning processes</li> <li>▪ Developing a vision and a proactive plan to accompany it</li> <li>▪ Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>▪ Collecting, analysing and organising information</li> <li>▪ Understanding basic business systems and their relationships</li> </ul>
<p><b>Technology</b> that contributes to effective execution of tasks</p>	<ul style="list-style-type: none"> <li>▪ Having a range of basic IT skills</li> <li>▪ Applying IT as a management tool</li> <li>▪ Using IT to organise data</li> <li>▪ Being willing to learn new IT skills</li> <li>▪ Having the OHS knowledge to apply technology</li> <li>▪ Having the appropriate physical capacity</li> </ul>

<p><b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> <li>▪ Managing own learning</li> <li>▪ Contributing to the learning community at the workplace</li> <li>▪ Using a range of mediums to learn – mentoring, peer support, networking, IT courses</li> <li>▪ Applying learning to technical issues (eg, learning about products) and ‘people issues’ (eg, interpersonal and cultural aspects of work)</li> <li>▪ Having enthusiasm for ongoing learning</li> <li>▪ Being willing to learn in any setting – on and off the job</li> <li>▪ Being open to new ideas and techniques</li> <li>▪ Being prepared to invest time and effort in learning new skills</li> <li>▪ Acknowledging the need to learn in order to accommodate change</li> </ul>
<p><b>Initiative and enterprise</b> that contributes to innovative outcomes</p>	<ul style="list-style-type: none"> <li>▪ Adapting to new situations</li> <li>▪ Developing a strategic, creative, long-term vision</li> <li>▪ Being creative</li> <li>▪ Identifying opportunities not obvious to others</li> <li>▪ Translating ideas into actions</li> <li>▪ Generating a range of options</li> <li>▪ Initiating innovative solutions</li> </ul>

## 4.8 Mapping Employability Skills Against the *Blueprint* Career Management Competencies

The following mapping process provides *Blueprint* users with a starting point for finding ways to achieve complementarity between the frameworks. It should not be viewed as prescriptive or applicable to all settings and circumstances. Rather, it provides a basis for understanding possible avenues for making linkages, and for identifying differences in the orientation of each framework.

### Personal Attributes

The first table examines the personal attributes section of the Employability Skills Framework. Personal attributes are seen to contribute to overall employability. As there are many places within the *Blueprint* for these personal attributes to be mapped, not all of the performance indicators which cover these attributes have been recorded in this table – the intention is rather to demonstrate possible examples of where personal attributes may be enacted through career development learning that is based on the *Blueprint*.

EMPLOYABILITY SKILLS	BLUEPRINT	
	Examples of career competencies	Examples of performance indicators
loyalty	1. Build and maintain a positive self-concept	1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute in achieving personal, social, educational and professional goals
commitment	7. Secure/create and maintain work	7.3.7 Demonstrate employability skills, knowledge and attitudes necessary to obtain and maintain work
honesty and integrity	2. Interact positively and effectively with others	2.3.5 Demonstrate skills for assisting others, such as problem-solving and facilitation skills
enthusiasm	9. Maintain balanced life and work roles	9.2.1 Understand how different work and family roles require varying kinds and amounts of energy, participation, motivation and abilities

EMPLOYABILITY SKILLS	BLUEPRINT	
reliability	7. Secure/create and maintain work	7.2.1 Explore personal qualities (eg, dependability, punctuality, getting along with others) that are needed to get and keep work
personal presentation	3. Change and grow throughout life	3.3.11 Adopt habits and engage in experiences that maintain or improve one's mental and physical health
common sense	8. Make career-enhancing decisions	8.1.13 Engage in responsible decision making
positive self-esteem	1. Build and maintain a positive self-concept	1.4.7 Examine your personal achievements and acknowledge their influence on your self-concept
sense of humour	2. Interact positively and effectively with others	2.3.1 Discover the skills, knowledge and attitudes needed to work effectively with and for others
balanced attitude to work and home life	9. Maintain balanced life and work roles	9.2.3 Examine how personal goals can be satisfied through a combination of work, community, social and family roles
ability to deal with pressure	3. Change and grow throughout one's life	3.4.4 Understand how changes related to work (eg, job loss, job transfer) impact on your life and may require life changes
motivation	3. Change and grow throughout life	3.4.8 Examine your personal motivations and aspirations and determine their impact on your career decisions
adaptability	4. Participate in lifelong learning supportive of career goals	4.3.6 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals

## Elements and Skills

The remaining employability skills have been grouped into eight key areas. These include communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology. These are represented in the following table and have been mapped onto the *Blueprint* career competencies and performance indicators in the right-hand columns. Although there are potentially other performance indicators that may cover these skills and elements, those recorded in this table represent the most obvious mapping avenues.

EMPLOYABILITY SKILLS FRAMEWORK		BLUEPRINT	
Skill	Element	Competencies	Performance indicators
<b>Communication that contributes to productive and harmonious relations between employees and customers</b>	Listening and understanding	2. Interact positively and effectively with others	2.1.4; 2.1.5; 2.1.10; 2.2.3; 2.3.1; 2.3.5; 2.4.1
	Speaking clearly and directly	2. Interact positively and effectively with others	2.1.4; 2.1.5; 2.2.3; 2.3.5; 2.3.7; 2.3.10; 2.4.1
	Writing to the needs of the audience	2. Interact positively and effectively with others	2.1.4; 2.1.5; 2.1.10; 2.2.3; 2.3.1; 2.3.5; 2.4.1
	Negotiating responsively	2. Interact positively and effectively with others	2.1.3; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10; 2.2.1; 2.2.3; 2.2.5; 2.2.6; 2.2.7; 2.2.8; 2.3.1; 2.3.2; 2.3.3; 2.3.5; 2.3.7; 2.3.9; 2.4.1; 2.4.9; 2.4.11
	Reading independently	4. Participate in lifelong learning supportive of career goals  7. Secure/create and maintain work	4.1.1; 4.1.2; 4.1.3; 4.2.6; 4.2.7; 4.3.2; 4.3.5; 4.3.7; 4.4.10  7.2.2; 7.3.2; 7.4.8
	Empathising	2. Interact positively and effectively with others	2.1.3; 2.1.8; 2.2.1; 2.2.6; 2.3.1; 2.3.9; 2.4.8
	Using numeracy effectively	4. Participate in lifelong learning supportive of career goals	4.1.1; 4.1.2; 4.1.3; 4.1.5; 4.2.2; 4.2.3; 4.2.6; 4.2.7; 4.2.8; 4.2.12; 4.3.1; 4.3.2; 4.3.5; 4.3.7
	Understanding the needs of internal and external customers	2. Interact positively and effectively with others	2.1.1; 2.1.5; 2.1.9; 2.1.10; 2.2.5; 2.2.6; 2.2.7; 2.2.8; 2.3.1; 2.3.2; 2.3.3; 2.3.5; 2.3.7; 2.3.8; 2.3.9; 2.4.4; 2.4.5; 2.4.8; 2.4.9; 2.4.11
	Persuading effectively	2. Interact positively and effectively with others	2.1.4; 2.1.6; 2.1.7; 2.1.10; 2.2.3; 2.3.1; 2.3.3; 2.3.5; 2.3.7; 2.4.1; 2.4.8
	Establishing and using networks	2. Interact positively and effectively with others	2.1.3; 2.1.10; 2.3.1; 2.3.3; 2.3.5; 2.4.4; 2.4.8; 2.4.9

	Being assertive	2. Interact positively and effectively with others	2.1.4; 2.1.6; 2.1.7; 2.1.10; 2.2.3; 2.2.8; 2.3.1; 2.3.5; 2.3.7; 2.4.1; 2.4.2; 2.4.5; 2.4.7; 2.4.8
	Sharing information	2. Interact positively and effectively with others	2.1.3; 2.1.9; 2.2.5; 2.3.2; 2.3.8; 2.3.9; 2.4.4; 2.4.8; 2.4.11
	Speaking and writing in languages other than English	2. Interact positively and effectively with others	2.1.8; 2.1.10; 2.2.3; 2.3.3; 2.3.5; 2.4.1; 2.4.11
Skill	Element	Competencies	Performance indicators
<b>Teamwork that contributes to productive working relationships and outcomes</b>	Working with people of different ages, genders, races, religions or political persuasions	2. Interact positively and effectively with others  7. Secure/create and maintain work  10. Understand the changing nature of life and work roles	2.1.1; 2.1.5; 2.1.7; 2.1.8; 2.1.10; 2.2.1; 2.2.6; 2.2.7; 2.3.1; 2.3.5; 2.4.4; 2.4.8; 2.4.11  7.1.4; 7.1.7  10.1.2; 10.2.4; 10.2.6; 10.2.8; 10.3.1; 10.3.2; 10.3.3; 10.3.5; 10.4.1; 10.4.2; 10.4.3; 10.4.4; 10.4.7; 10.4.8
	Working as an individual and as a member of a team	2. Interact positively and effectively with others  7. Secure/create and maintain work	2.1.4; 2.1.5; 2.1.10; 2.2.3; 2.2.4; 2.3.1; 2.3.4; 2.3.5; 2.3.6; 2.4.1; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 2.4.8; 2.4.10; 2.4.11  7.1.3; 7.1.5; 7.1.8
	Knowing how to define a role as part of a team	2. Interact positively and effectively with others  7. Secure/create and maintain work	2.1.3; 2.1.4; 2.1.5; 2.1.9; 2.1.10; 2.2.3; 2.2.5; 2.2.7; 2.3.1; 2.3.2; 2.3.5; 2.3.8; 2.3.9; 2.4.1; 2.4.5; 2.4.8  7.1.8; 7.1.10; 7.2.2; 7.3.2
	Applying teamwork skills to a range of situations, eg, futures	2. Interact positively and effectively with others  7. Secure/create and maintain work	2.1.3; 2.1.4; 2.1.5; 2.1.10; 2.2.3; 2.3.5; 2.4.1; 2.4.5; 2.4.11  7.1.3; 7.2.2; 7.3.3; 7.4.8
	Planning, crisis problem solving	2. Interact positively and effectively with others	2.1.6; 2.1.7; 2.2.4; 2.3.4; 2.3.6; 2.4.3; 2.4.6; 2.4.10
	Identifying the strengths of team members	2. Interact positively and effectively with others	2.1.1; 2.1.10; 2.2.7; 2.3.5; 2.4.5
	Coaching, mentoring and giving feedback	2. Interact positively and effectively with others	2.1.3; 2.1.9; 2.2.5; 2.3.2; 2.3.8; 2.3.9; 2.4.4; 2.4.8; 2.4.11

Skill	Element	Competencies	Performance indicators	
<b>Problem-solving that contributes to productive outcomes</b>	Developing creative, innovative solutions	7. Secure/create and maintain work	7.1.2; 7.1.6; 7.2.8; 7.3.5; 7.3.11; 7.4.8	
	Developing practical solutions	7. Secure/create and maintain work	7.1.10; 7.2.2; 7.2.9; 7.2.10; 7.3.2; 7.3.11; 7.4.8; 7.4.13	
	Showing independence and initiative in identifying problems and solving them	7. Secure/create and maintain work	7.1.3; 7.1.5; 7.2.2; 7.3.2; 7.4.8	
	Solving problems in teams	2. Interact positively and effectively with others		2.1.3; 2.1.9; 2.2.5; 2.3.8; 2.4.8
		7. Secure/create and maintain work		7.1.2; 7.1.3
	Applying a range of strategies to problem solving	7. Secure/create and maintain work		7.1.3; 7.2.2; 7.3.2; 7.4.7
	Using mathematics including budgeting and financial management to solve problems	7. Secure/create and maintain work		7.1.3; 7.2.2; 7.3.2; 7.4.7
	Applying problem-solving strategies across a range of areas	7. Secure/create and maintain work		7.1.3; 7.2.2; 7.3.2; 7.4.7
	Testing assumptions, taking the context of data and circumstances into account	7. Secure/create and maintain work		7.1.3; 7.2.2; 7.3.2; 7.4.7
Resolving customer concerns in relation to complex projects issues	2. Interact positively and effectively with others		2.1.3; 2.2.5; 2.2.6; 2.3.3; 2.3.5; 2.3.9; 2.4.4; 2.4.8; 2.4.11	

Skill	Element	Competencies	Performance indicators
<b>Initiative and enterprise that contribute to innovative outcomes</b>	Adapting to new situations	4. Participate in lifelong learning supportive of career goals	4.2.8; 4.3.3; 4.3.5; 4.3.6; 4.3.7; 4.3.8
	Developing a strategic, creative, long-term vision	4. Participate in lifelong learning supportive of career goals	4.1.1; 4.1.2; 4.2.7; 4.2.8; 4.2.11; 4.3.8; 4.4.7; 4.4.12
	Being creative	7. Secure/create and maintain work	7.3.4; 7.3.11
	Identifying opportunities not obvious to others	7. Secure/create and maintain work	7.3.4; 7.3.11
	Translating ideas into action	7. Secure/create and maintain work	7.3.4; 7.3.11
	Generating a range of options	7. Secure/create and maintain work	7.3.4; 7.3.11
	Initiating innovative solutions	7. Secure/create and maintain work	7.3.4; 7.3.11
Skill	Element	Competencies	Performance indicators
<b>Planning and organising that contribute to long- and short-term strategic planning</b>	Managing time and priorities – setting timelines, coordinating tasks for self and with others	2. Interact positively and effectively with others	2.1.4; 2.1.9; 2.2.4; 2.2.5; 2.3.4; 2.3.6; 2.4.2; 2.4.5; 2.4.10
	Being resourceful	7. Secure/create and maintain work	7.3.5; 7.3.11
	Taking initiative and making decisions	8. Make career-enhancing decisions	Almost all indicators facilitate the development of this transferable skill
	Adapting resource allocations to cope with contingencies	7. Secure/create and maintain work	7.3.5; 7.3.11
	Establishing clear project goals and deliverables	7. Secure/create and maintain work	7.3.5; 7.3.11
	Allocating people and other resources to tasks	7. Secure/create and maintain work	7.3.5; 7.3.11

	Planning the use of resources including time management	2. Interact positively and effectively with others	2.1.5; 2.1.10; 2.2.4; 2.2.5; 2.3.1; 2.3.3; 2.3.4; 2.3.6; 2.4.3; 2.4.6; 2.4.10; 2.4.11
	Participating in continuous improvement and planning processes	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Developing a vision and a proactive plan to accompany it	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Collecting, analysing and organising information	5. Locate and effectively use career information	Almost all indicators facilitate the development of this transferable skill
	Understanding basic business systems and their relationships	5. Locate and effectively use career information 6. Understand the relationship between work, society and the economy	Indicators in both competencies facilitate the development of this transferable skill
Skill	Element	Competencies	Performance indicators
<b>Self-management that contributes to employee satisfaction and growth</b>	Having a personal vision and goals	The <i>Blueprint</i> as a whole facilitates the development of these skills	
	Evaluating and monitoring own performance		
	Having knowledge and confidence in own ideas and visions		
	Articulating own ideas and visions		
	Taking responsibility		

Skill	Element	Competencies	Performance indicators
<b>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes</b>	Managing own learning	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Contributing to the learning community at the workplace	2. Interact positively and effectively with others 4. Participate in lifelong learning supportive of career goals 6. Understand the relationship between work, society and the economy	A combination of indicators from these competencies would enable the development of this skill
	Using a range of mediums to learn – mentoring, peer support, networking, IT courses	2. Interact positively and effectively with others 4. Participate in lifelong learning supportive of career goals	A combination of indicators from these competencies would enable the development of this skill
	Applying learning to technical issues (eg, learning about products) and ‘people issues’ (eg, interpersonal and cultural aspects of work)	2. Interact positively and effectively with others 4. Participate in lifelong learning supportive of career goals	A combination of indicators from these competencies would enable the development of this skill
	Having enthusiasm for ongoing learning	4. Participate in lifelong learning supportive of career goals	4.1.8; 4.3.3; 4.4.12
	Being willing to learn in any setting – on and off the job	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Being open to new ideas and techniques	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Being prepared to invest time and effort in learning new skills	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill
	Acknowledging the need to learn in order to accommodate change	4. Participate in lifelong learning supportive of career goals	Almost all indicators facilitate the development of this transferable skill

Skill	Element	Competencies	Performance indicators
<b>Technology that contributes to effective execution of tasks</b>	Having a range of basic IT skills	Although some aspects of these skills have transferable elements, such as organisation, management, and a willingness to learn, the content is largely specific to the Employability Skills Framework	
	Applying IT as a management tool		
	Using IT to organise data		
	Being willing to learn new IT skills		
	Having the OHS knowledge to apply technology		
	Having the appropriate physical capacity		

## Summary

This mapping process highlights the following findings. First of all, personal attributes represent broad behavioural outcomes desired by employers, and these are likely to be developed in a variety of settings, including work, family, social and educational arenas. The *Blueprint* can facilitate the development of these, however it is the identification of these personal attributes that is perhaps of greatest utility to employers and individuals.

Secondly, the elements and skills from the Employability Skills Framework tend to map most heavily onto Competency 2: Interact positively and effectively with others, Competency 4: Participate in lifelong learning supportive of career goals and Competency 7: Secure/create and maintain work. There are a few skills that also map onto Competency 10: Understand the changing nature of life and work roles, Competency 8: Make career enhancing decisions, Competency 5: Locate and effectively use career information, and Competency 6: Understand the relationship between work, society and the economy.

It is perhaps not surprising given the comprehensiveness and the intention of the *Blueprint* that there are many competencies and performance indicators that are unique to career development. The elements and skills in the Employability Skills Framework do not address these, as the emphasis of that framework is different from that of the *Blueprint*. These unique areas include Competency 1: Build and maintain a positive self-concept, Competency 3: Change and grow throughout life and Competency 11: Understand, engage in and manage the career-building process.

There are also many performance indicators within the career competencies that were mapped onto the Employability Skills Framework which contain important content that is unique to the *Blueprint*. Program developers/administrators should therefore be mindful that addressing employability skills alone is unlikely to prepare people to effectively manage their own personal career development processes.

Finally, the element of technology within the Employability Skills Framework is relatively content-specific, and may best be addressed through specific education and training programs.



## Section Five: Marketing the Value of Career Development Activities



It is often the case that you will need to market the benefits of career development to your colleagues. The following section provides you with some suggestions for doing this.

## 5.1 Establish a Supportive Organisational Structure

Developing and consolidating a career development culture within your organisation will be greatly enhanced if a solid, supportive organisational structure exists. This includes giving consideration to:

**Leadership** – The executive team of the learning institution or organisation provides direction and explicit support for the career development program.

**Management** – A process for organising program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery and revising the program is established. The program management team needs to be advised by or led by a qualified career development practitioner.

**Marketing** – Regular reports about career development activities, including stakeholder feedback and reporting on measures of success against objectives, are widely available.

**Networks** – Career development practitioners enlist the involvement and support of other staff, community members, alumni, and employers, who can help serve the wide range of individual career development needs of program participants.

**Facilities** – Adequate space, materials and equipment that ensure the delivery of accessible, high quality career development services are available.

**Resources** – Sufficient funds to purchase materials, equipment and other items required to implement a career development program are available.

## 5.2 Market the Benefits of Career Development Programs and Products

The fact that Australia has not always had a strong career development culture makes the marketing of available career development services particularly important. Vitrally, it is imperative that you actively market your career development services to those likely to be in most need of your services (your target market).

### 5.2.1 Develop a Marketing Strategy

The following steps can help you develop a strategy to market your career development services or programs:

- identify your stakeholders (eg, employees, colleagues, executive management, education and training providers, customers, community groups)
- identify how your services/programs satisfy the needs and wants of your target market
- describe your services/program, in writing, outlining mission statement, goals, content and scope
- determine your marketing methods for communicating information about your services/program, and
- collect feedback to assist in evaluating your program and improving how you market it in the future.

### 5.2.2 Market the Benefits

Promoting the benefits of a program or product, rather than merely describing its content or features is a key marketing concept. When you concentrate on the benefits, you relate your program to the needs it satisfies or the problems that it addresses. The needs of stakeholder groups will differ, so each audience should receive marketing messages that have been tailored to emphasise those benefits that will be most significant to its members.

For an overview of the benefits of career development:

<b>Step One</b>	Refer to the following sections of the <i>Blueprint: Chapter 1 – Introduction</i> , and <i>Chapter 2 – The Elements of the Blueprint Framework</i> .
<b>Step Two</b>	Read the following sections of the Professional Development Kit: <i>Introduction</i> , <i>Section 2.1 – Equipping Workers for the 21st Century World of Work</i> , <i>Section 3.1 – Explain the Benefits of the Blueprint to Key Stakeholders in Your Organisation</i> .

To shift the focus from the contents or features of your program to its benefits, you will need to be able to answer these questions:

1. What are the needs and priorities of your targeted audience?
2. What program features relate most closely to the audience’s needs and priorities?
3. What results are attained?
4. What is the benefit or value to the targeted audience?

Needs are powerful motivators, so the time that you invest in creating marketing messages that highlight your program’s benefits to your targeted audiences will certainly be rewarded. Communicate those benefits regularly, and you will solidify commitment to your program from those stakeholders that can have a positive impact on its continuation and growth.

### 5.2.3 Marketing Methods

Marketing your career development program will have the desired results only if your efforts are comprehensive, organised and a daily part of ‘doing business’. Marketing for program promotion is critical. In this case, you seek not only to inform, but also to elicit action from an audience on behalf of the program.

Discussed below are some marketing methods you might want to include in your marketing strategy. Select a marketing mix that is appropriate to your audiences, practical in terms of budget, time and other resource constraints, and is aligned with your program’s promotional goals.

#### Marketing through Personal Contact

Personal contact is an extremely effective marketing tactic. Listed below are examples of strategies that might work for you.

- Be active on committees that could be relevant to your program.
- Offer to speak to clubs, community organisations, the Chamber of Commerce and other groups.
- Use a team approach to make presentations and involve members from your various stakeholder groups.
- Invite Board members, administrators, and managers to special events or to view the program in action.
- Make a presentation to your colleagues and other important stakeholders using the PowerPoint presentation in the *Blueprint* Toolkit.

## Marketing through Print Media

Marketing can reach large audiences when you use print as your medium. Print that works catches the eye, holds attention and is easy to read. Consider the following print options.

### Business Stationery

Business stationery – including letterheads, memos and business cards – create and maintain your program’s professional image. In many cases, you will use the business papers of your school, company or organisation for program correspondence. However, you might be able to add a line or two that gives identity to your career development program within the greater entity.

### Informational Pieces

To create an effective brochure or pamphlet, present your information in various ways utilising text, charts and visuals. Create lots of white space through bulleted statements, and carefully chosen font styles and sizes. Keep your message positive and use the active voice. Remember to include a call to action or a response device if you want your reader to take a next step.

### Newsletters

You can create your own newsletter or contribute articles about your program to existing newsletters. This is a great way to provide information on your career program’s services and announce upcoming events.

### Press Releases

Press releases sent to local newspapers have the potential of reaching numerous audiences, but it is not always easy to get your article accepted. To improve your chances of acceptance, get to know your local news reporters and establish rapport with them. Also, learn about the kind of news your local paper would be interested in and any special requirements they might have, and submit only those items that are newsworthy. The following guidelines may be useful for those who’ve never had to prepare a press release.

#### HINTS FOR PREPARING A PRESS RELEASE

Type on one side of the page. If the article continues to a second page, type ‘More’ at the bottom of the first page.

Be sure that your transmittal begins with a heading that includes:

*Organisation name*

*Address*

*Phone number*

*Name of person to call for further information*

*Date of release*

Make sure the headline is short and interest-grabbing.

The lead paragraph should answer the questions:

What? Where? Who? Why? When? How?

Two short sentences, totalling about four lines, is the standard paragraph length for a newspaper article.

At the end of the article, type 'End'.

## Promotional Pieces

### Advertisements

Advertisements may or may not be an appropriate marketing vehicle in your setting. Before deciding to place an ad, be sure that the publication under consideration reaches an audience that is consistent with your marketing targets. Most magazines and journals have an editorial schedule that will alert you to the themes of particular issues. Some may be more relevant to your program than others.

On occasion, local newspapers run special features about education, workforce trends or the state of local business. You might be able to capitalise by placing an ad that positions your program relative to the needs or problems the newspaper describes.

Ads come in a wide range of sizes and prices. Each publication has its own specifications for an ad's mechanical requirements. Ask for a copy of their media kit. It contains formatting rules, prices and the closing deadlines for receipt of copy.

### Flyers

Flyers present a single marketing message and are inexpensive to produce. They are ideal for specific situations and can effectively invite, recruit, notify or announce an event or activity. Use them as handouts, tack them to bulletin boards, insert them into newsletters, etc.

### Posters

Large, colourful posters can be expensive to produce but can be a powerful way to promote services and events. It is wise to consider posters for promoting marketing messages that have a relatively long lifespan.

### Evaluation Reports

The evaluation report of your program is a marketing vehicle that can be used for both information and promotional purposes. Of course the entire evaluation report must be presented to those audiences to whom you are accountable. An executive summary might be presented to other audiences for marketing purposes. Highlight program successes. Give equal time to program areas that need redesign or suffer from a lack of resources (human, facility, material or funding). When handled properly, the evaluation report becomes a meaningful tool for program growth and improvement. It is a vital element of your marketing strategy.

## Marketing through Other Media

### Community Service Announcements

Community service announcements are accepted by radio and sometimes television stations. As with other media, ensure that the radio or television station appeals to the audiences you are targeting and find out about their requirements in terms of the length of the announcement and the appropriateness of information, before you send it.

### Using New Media for Marketing

We are living in the age of electronic media. The web, satellite telecasts, cable television with public access stations, fax machines, email, teleconferencing, videos, multimedia computer programs, and more provide exciting marketing possibilities for career

development. However, it is beyond the scope of this work to discuss the technical intricacies of creating a marketing product in each of these media. Please be assured that the basic principles of effective marketing that have been discussed above apply to even the most exotic of marketing vehicles.

## A Final Word

Marketing your career development program should be an integral part of both the planning and implementation stages of your program. Use the ideas described above to build an active promotional campaign that reaches out to all of your stakeholders, all year long.

The *Blueprint* is designed to be adapted to local needs, circumstances and conditions. Therefore, if the wording of a performance indicator needs to be changed to suit your learners' needs, then it is completely appropriate to do so.

If there are strategies and mechanisms for meeting your learners' needs that the *Blueprint* does not encompass, these should also be utilised. You may find that some career competencies need to be given greater primacy than others, or that some performance indicators are more workable than others – these are completely legitimate considerations.

Above all, remember that the *Blueprint* and its *Appendices* are not intended for unmediated use. You may need to simplify the language, modify the indicators, and develop culturally appropriate local standards and delivery mechanisms to ensure their cultural appropriateness.



## REFERENCES

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