

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 young people

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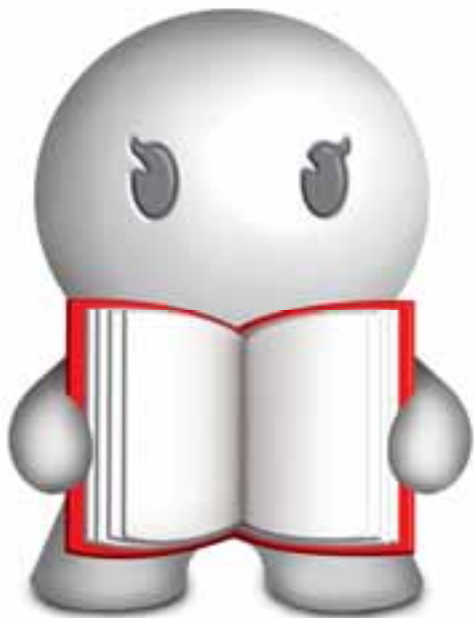
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Section One: Introduction



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 young people in schools and other learning environments to gain a better understanding of the *Australian Blueprint for Career Development* and its many applications.

During the 2006–2007 trial of the *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, teachers, guidance officers, VET coordinators, curriculum developers and others involved in career development learning in the K–12 years.

The resources contained in this kit:

- explore the importance of career development learning for young people
- explain the Blueprint’s relationship to other important educational goals for young people
- provide information, advice and practical instructions on the ways in which the Blueprint can be used in schools and other places where young people learn
- illustrate how others working with young people 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 Young People*, the *Blueprint* Toolkit contains:

- The *Australian Blueprint for Career Development* and the *Appendices*
- The Professional Development Kit: *Using the Blueprint with Adults*
- 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.

Section Two: The Context



This section explains why it is so important for young people to develop the understanding and skills to manage their pathways from learning to work.

- It provides an overview of the 21st century world of work which young people will enter.
- It outlines how the *Blueprint* enhances career and transition programs.
- It shows the relationship of the *Blueprint* to the new and established Educational Goals for Young Australians.

2.1 Equipping Young People 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 working environments of people in many countries throughout the world.

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 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.

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.

2.1.1 Lifelong Career Development

As the future for young people becomes increasingly uncertain, parents, students and other concerned individuals have made it clear that random, isolated career interventions for students are no longer adequate to prepare them for the changing nature of life, learning and work. We now live in an environment characterised by complexity and discontinuity (Patton & McMahon, 1997), where individuals need to become lifelong learners, and effective managers of their own careers, in order to successfully negotiate the many transitions and challenges they will encounter.

2.1.2 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 mismatch), greater skill development on average (and, accordingly, higher earnings) and greater career satisfaction (Access Economics, 2007, 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 youth transitions from school to further education, training and work, by providing information-rich and supported pathways for young people
- 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’.

2.1.3 Developing Career Management Competencies at School

Schools that are committed to giving every young person their best chance of leading happy, healthy and independent lives, need to offer comprehensive career development programs that provide students with learning activities designed to help them reach their unique career potential. In this way, schools can play a vital role in laying the foundation for empowering young people in this challenging climate (Patton & McMahon, 1997).

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 also enables career development service providers to clearly articulate the purpose, content and desired outcomes of their programs to all members of the school or learning community, which encourages a unified commitment to career development learning.

2.2 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 about 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.

2.3 Relationship of the *Blueprint* to Educational Goals for Young Australians

Implementing the *Blueprint* not only facilitates the career development of individuals, it also assists schools to achieve many of the overarching goals for the education of young people. Equipped with the career management competencies of the *Blueprint*, students are encouraged and feel equipped to take charge of their lives, their learning and their work futures.

The *Blueprint* outlines processes to support lifelong learning, empowerment and capacity building for all Australians, regardless of their age, educational background or life circumstance. People who acquire and fully integrate these career management competencies will be able to demonstrate behaviour that exemplifies self-management, resilience, flexibility and the capacity to adapt to changes in the environment and in circumstances around them.

2.3.1 Melbourne Declaration on Educational Goals for Young Australians (2008)

Career development learning was acknowledged as an important schooling goal in 1999, when MCEETYA adopted the *National Goals for Schooling in the Twenty-First Century*. Ministers agreed that:

Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should ... have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and lifelong learning.

(MCEETYA, 1999, Adelaide Declaration on National Goals for Schooling in the Twenty-First Century)

The Melbourne Declaration of Ministers (2008) re-affirms this commitment and suggests that all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Successful learners are on a pathway towards continued success in further education, training, or employment, and acquire the skills to make informed learning and employment decisions throughout their lives.

Mastering the skills needed to find and maintain fulfilling employment also equips people to be better students, partners, parents and citizens because career management skills are transferable across life, learning and work roles. In particular they assist young people to become:

Confident and creative individuals who embrace opportunities, make rational and informed decisions about their own lives and accept

responsibility for their actions, and have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.

Ministers in their commitment to action asserted that:

Schools need to provide information, advice and options to students so that they can make informed choices about their futures. All governments and school sectors need to support young people's transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning. (MCEETYA, 2008, Melbourne Declaration on Educational Goals for Young Australians)

2.3.2 The Career and Transition Services Framework

The Career and Transition Services Framework, developed by MCEETYA, presents a range of options that could be implemented to support young people in making effective transitions through school and between school and post-school destinations.

The Framework is a guide for all jurisdictions when developing and progressing strategies for the transition years. It emphasises the responsibility of the community as a whole to work together to support young people in their transition and proposes the following supports for students:

- learning pathways plans
- transition plan and portfolios
- exit plans
- follow-up support
- career education
- vocational education & training (VET) and structured workplace learning (SWL)
- career information, guidance and counselling
- brokerage: placement or referral
- individual support approaches, and
- monitoring and tracking.

The *Blueprint* provides a useful tool for determining which career management competencies will be developed through the application of these learning and support strategies. In many jurisdictions, the *Blueprint* provides the connecting framework to draw these activities together into a coherent career development program for young people from primary school through to the senior years of schooling or its equivalent.

2.3.3 Facilitating Employability Skills Development

Developing the career management competencies of the *Blueprint* will obviously benefit individuals, because they then possess the tools needed to design the lifestyle that is most appropriate for them, while working within the existing constraints that impact upon all of

us, such as the availability of opportunities in the labour market, and obligations to family and friends.

However, having an empowered and competent workforce also has benefits for employers. Individuals, for whom career development is intentional, are more likely to be productive, skilled, and willing to learn and acquire new skills, and they are more likely to seek out the type of work that matches best with their own life and work goals. This kind of synergy represents a ‘win-win’ situation for employers and employees.

It is, therefore, important for young people wishing to engage in paid work to know, as part of their career development learning, which generic skills and personal attributes employers value. The real test of schooling is how well students can apply their knowledge, understanding and skills to meet the real situations that they encounter in adult life. Many of the situations in which they will need to apply this learning will be encountered in the workplace. By identifying the key personal attributes and skills that contribute to employability, the Employability Skills Framework assists both teachers and students to understand what employers require of their employees. The *Blueprint* enables students to personalise and act upon this important source of career information as they develop career plans that guide them towards their preferred work futures. (See *Section 3.12 Mapping Employability Skills Against the Blueprint Career Management Competencies.*)

2.3.4 Fostering Resilience in Young People

In response to a number of alarming indicators, including youth suicide rates, crime rates, mental health issues, drug and alcohol misuse, and youth unemployment, Government agents, including schools, are presently looking for ways to strengthen the protective factors (that lead to pro-social behaviours) within families, schools and communities and enhance the resilience of young people.

Building resilience in young people, and providing them with the means to manage uncertainty in a changing world is one of the key features of the *Blueprint*. With its focus on the influence of a positive self-concept; the need for positive attitudes towards work and learning; the interrelationship of life and work roles; skills to interact positively with others; and skills to make decisions, the *Blueprint* is a tool that supports the activities of physical and health educators and other school-based support teams.

In summary, students who acquire, apply, personalise and actualise the *Blueprint* career competencies will be building their capacity to embrace opportunities and make informed decisions in many areas of their lives.

2.3.5 Integrating the Academic, Vocational and Social Outcomes of Schooling

Over the last decade, there have been significant shifts in the emphasis placed on the academic, vocational and social outcomes of schooling. The *Blueprint* enables program developers to specify the objectives and outcomes of career development programs and to identify how they contribute to the achievement of other important schooling objectives.

By mapping the career competencies that are already covered in the key learning areas, and establishing areas of commonality between extracurricular and desired career development outcomes, teachers will be more aware of how their subject lessons can

facilitate career development. At the same time they can facilitate subject-specific/technical knowledge and skills as well as generic skills. Making explicit the links between the content of subject learning and future career aspirations of students, adds to the relevance of learning, increases motivation and provides a focus for students. For instance, a maths topic appeals to more students when they are shown how maths can be used in occupations ranging from fashion design to architecture or engineering.

2.3.6 A Shared Responsibility – A United Approach

The methodology promoted in the *Blueprint* is one of broad-based shared responsibility. A number of teachers, and other student support service providers, including career counsellors, guidance officers, pastoral care providers, health professionals, and VET in Schools coordinators contribute to the career development of young people.

Young people are offered a variety of career learning opportunities through their general studies. Some undertake stand-alone career education units, and many students are provided with opportunities to develop general employability skills and enterprising attributes through their participation in community and work-based learning. Others are offered opportunities to undertake accredited training through VET in Schools programs or Australian Apprenticeships.

The *Blueprint* recognises that schools are not solely responsible for young people’s career development. It provides a mechanism to enable teachers, parents and communities to work together to prepare young people for lives that are characterised by:

- personal fulfilment – enabling people to pursue a life driven by personal interests, aspirations and the desire to continue learning
- inclusion – allowing everybody to participate actively in society, and
- employability – enhancing the chances of every person to obtain work that enables them to live independently.

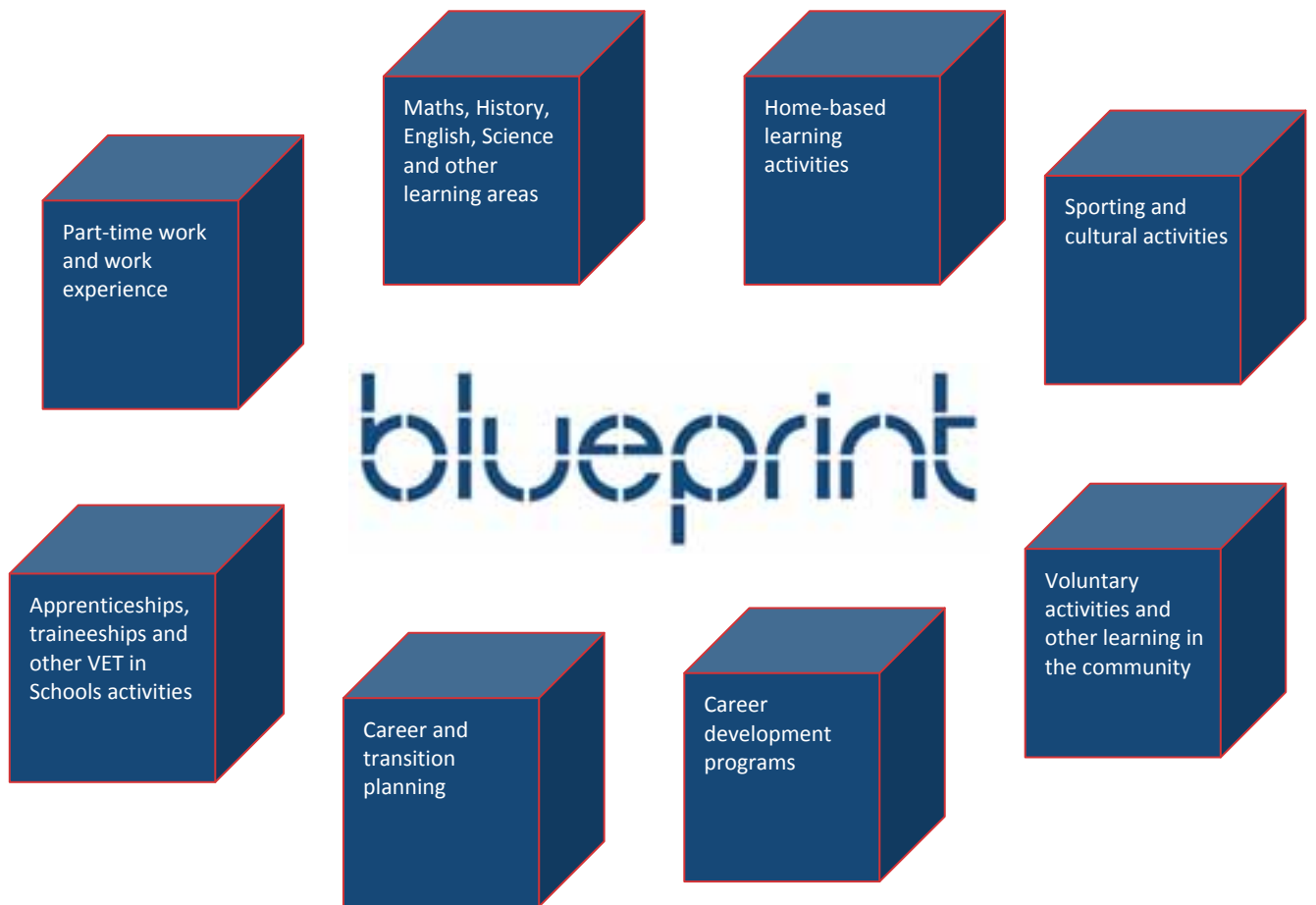
By making explicit which career management competencies are being developed by particular learning experiences, the *Blueprint* will help to forge relationships between a number of key learning activities that are vital components of young people’s career development.

The *Blueprint* makes the benefits of participating in VET in Schools programs, enterprise education activities and of developing employability skills and attributes obvious. It also places considerable emphasis on the importance of acquiring lifelong learning habits. A career development program based on the *Blueprint* will provide a space in which young people can reflect on and link these important learning activities with the achievement of their life, learning and work goals.

Career development programs are not a substitute for any of these activities. They simply provide a means by which individual students can personalise and integrate all their vocational learning experiences into their unique career plans.

Achieving the career management competencies outlined in the *Blueprint* will assist young people to make considered decisions as they move from school to further education, training or work.

The diversity of such learning opportunities – both inside and outside the school – is depicted in the following diagram:



2.3.7 Achieving National Consistency of Career Development Services

The *Blueprint* enables educators to identify and enhance the transferability of career development curriculums across the country, while retaining the freedom to develop their own activities and standards that are appropriate to local circumstances and learner groups. Importantly, the *Blueprint* offers the flexibility that is required in Australia where the provision of school education is the responsibility of the states and territories.

In the *Blueprint*, career competencies and performance indicators are defined. Local standards (which specify what individuals need to do, to what level, and under what conditions) are determined at the local level. This means that both the content of career development programs, and the ways in which outcomes are achieved, assessed and recorded can reflect the organising principles of state/territory curriculums, differences in the configuration of the levels of schooling, and the assessment and reporting of student achievement.

Section Three: Practical Applications of the *Blueprint* for Students K–12



This section walks you through using the *Blueprint* for a variety of career development applications within the K–12 setting.

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 your colleagues or the parent group in your organisation.



Prior to applying the *Blueprint* to the work you do in your school you need to ensure others in your organisation understand and support the work.

Steps to Achieving Your Objective

Step One	Read the following sections of the <i>Blueprint</i> : <i>Chapter 1</i> – Introduction, and <i>Chapter 2</i> – <i>The Elements of the Blueprint Framework</i>
Step Two	Read the following sections of this Professional Development Kit: Introduction <i>Section 2.1</i> – <i>Equipping Young People for the 21st Century World of Work</i> <i>Section 2.2</i> – <i>How the Blueprint Enhances Career Development Services</i> <i>Section 2.3</i> – <i>Relationship of the Blueprint to Educational Goals for Young Australians</i> <i>Section 3</i> – <i>Practical Applications of the Blueprint for Students K–12</i> , and <i>Section 5</i> – <i>Marketing the Value of Career Development Activities to Colleagues</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 relationship of the *Blueprint* to other goals of schooling
- 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 to explain the *Blueprint* and outline its benefits to key stakeholders.

3.2 Map Existing School-wide Career Development Activities to the *Blueprint* Career Management Competencies

Your Objective

Prior to establishing or redesigning a K–12 career development program, you must first map existing career development activities offered across the entire curriculum, to identify and confirm the positive activities that are already occurring, while identifying any gaps in the current program.



The *Blueprint* can be used to map a number of existing, often isolated activities that contribute to the career development of young people but which do not always form part of an integrated career development program. The *Blueprint* can also enable educators to confirm the career development competencies they already teach in subjects such as English, Art and Society and Environment, and enable them to further infuse career development into day-to-day teaching.

By mapping the career competencies that are already covered in the key learning areas, and establishing areas of commonality between existing curriculums and desired career development outcomes, teachers will be more aware of how their subject lessons can facilitate career development, at the same time as they facilitate subject-specific/technical knowledge and generic skills.

Steps to Achieving Your Objective

Step One	Identify the school level learner group whose career development activities are to be evaluated and mapped (eg, pre-primary, primary, middle, senior school level).
Step Two	Identify 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 Three	Go to <i>Appendix D</i> of the <i>Blueprint</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. Make a copy for each subject area that is to be evaluated (eg, Society and Environment, Career Education, Health Education) against the career competencies. Distribute copies to appropriate subject teachers.

<p>Step Four</p>	<p>Invite subject teachers to examine their course content and course learning objectives and identify any that correspond to the <i>Blueprint</i> career management competencies and performance indicators.</p> <p>Write the appropriate performance indicator number beside each learning objective of the subject under review. Also, check off the performance indicator on the <i>Career Management Competency and Performance Indicator Checklist by Phase (Appendix D)</i> when a learning objective corresponds to it.</p> <p>Against each checked performance indicator, provide a brief description of the relevant learning activity/objective in the evidence section. Subject teachers to return completed Career Management Competency and Performance Indicator Checklist.</p>
<p>Step Five</p>	<p>Use the information collected across the subject areas to map all career competencies and performance indicators covered for the specific learner group.</p>
<p>Step Six</p>	<p>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.</p>
<p>Step Seven</p>	<p>The outcome of this evaluation will help to identify and articulate the career development activities that are already in place, and to identify any missing elements and gaps in the career development learning of the specific group of learners.</p> <p>In turn, 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 young learners).</p>
<p>Step Eight</p>	<p>You will find examples of the mapping activities of other schools in the case studies and resources section of the <i>Blueprint</i> Toolkit.</p>

3.3 Design a Comprehensive Career Development Program

Your Objective

You want to establish a comprehensive primary/middle/senior school 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, and 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, <i>Design a Comprehensive Career Development Program</i> .
Step Three	Refer to <i>Section 4.2 – Assessing Your Learners' Needs</i> for tips on ways to identify the career development needs of your target group.
Step Four	Refer to <i>Section 4.4 – Developing Local Standards</i> for examples of local standards developed for performance indicators appropriate for young learners.
Step Five	Refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of learning activities appropriate for young learners.
Step Six	Refer to the case studies in the <i>Blueprint Toolkit</i> for further examples of comprehensive career development programs.

3.4 Determine Individual Student Competencies and Develop Plans to Address Gaps

Your Objective

You are an educator or career practitioner wishing to establish students' 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 <i>Determine Learners' Mastery of the Career Management Competencies</i> .
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 Learners' 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 young 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 <i>Review a Product to Determine the Career Management Competencies It Targets</i> .
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 case studies in the <i>Blueprint Toolkit</i> for information on others who have used the <i>Blueprint</i> for this purpose.

3.6 Evaluate an Existing Career Development Course or Curriculum

Your Objective

You want to review and evaluate the current primary/middle/senior school career development course to ensure it covers all career competencies your students need to master at this level.



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

Steps to Achieving Your Objective

Step One	Go to p 70 of the <i>Blueprint</i> and follow the four-step instructions outlined in <i>Review a Career Development Course or Curriculum</i> .
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 Toolkit</i> to find examples of the ways in which the <i>Blueprint</i> has been used to review existing courses.

3.7 Create a Short Career Development Course

Your Objective

You want to create a short career development course for a targeted purpose within a school.



Steps to Achieving Your Objective

Step One	Go to p 69 of the <i>Blueprint</i> and follow the five-step instructions outlined in <i>Create a Short Career Development Course or Workshop</i> .
Step Two	Refer to <i>Section 4.2 – Assessing Your Learners’ Needs</i> for tips on ways to identify the career development needs of your target group.
Step Three	Refer to <i>Section 4.4 – Developing Local Standards</i> for examples of local standards developed for performance indicators appropriate for young learners.
Step Four	Refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of learning activities appropriate for young learners.
Step Five	Refer to <i>Section 4.3 – Assessing Career Management Competencies</i> for tips on suitable methods for assessing career management competencies.

3.8 Developing Resources That Address Specific Career Management Competencies

Your Objective

You are developing a new career resource 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 <i>Ensure That a Newly Developed Resource Addresses Specific Competencies</i> .
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 study <i>Developing Resources</i> in the <i>Blueprint Toolkit</i> .

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

Your Objective

You want to review your current career information resource collection and determine what student needs are being addressed well, and what student needs are not being addressed.



Steps to Achieving Your Objective

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

3.10 Incorporate the *Blueprint* and the Employability Skills Framework into Career Programs

Your Objective

You would like to incorporate content from both frameworks and achieve synergies where possible, yet ensure your career development programs duly reflect the differing orientations of both the *Blueprint* and the Employability Skills Framework.



By identifying linkages and similarities between the *Blueprint* and the Employability Skills Framework, it is possible to incorporate content of both frameworks in a way that is appropriate to local conditions, needs and expectations.

As both frameworks are broad in scope, the linkages between certain sections are, in some cases, most obvious at the level of the *Blueprint* career competencies and the Employability Skills components, whereas other particular skills in the Employability Skills Framework have a closer fit to performance indicators within the *Blueprint*.

Teachers, career practitioners and other learning facilitators are encouraged to consider the components of the Employability Skills Framework and determine whether linkages exist with either the career competencies themselves or with specific performance indicators, in order to develop local standards which address components of both frameworks. In this way, the *Blueprint* framework can be used to operationalise employability skills, by creating local standards that incorporate the content of both frameworks.

Steps to Achieving Your Objective

Step One	Identify the appropriate development stage of your learners.
Step Two	Determine the key <i>Blueprint</i> career competencies and performance indicators together with the key Employability Skills elements you plan to address for this group of learners.
Step Three	Identify any linkages between your selected career competencies and employability skills elements.
Step Four	Refer to <i>Section 3.12 – Mapping Employability Skills Against the Blueprint Career Management Competencies</i> for examples of linkages between Employability Skills and <i>Blueprint</i> career competencies and performance indicators.
Step Five	Where linkages exist, develop appropriate local standards which address components of both frameworks.
Step Six	Where linkages do not exist, develop appropriate local standards for career competencies and performance indicators and Employability Skills elements.
Step Seven	Refer to <i>Section 4.4 – Developing Local Standards</i> for examples of local standards developed for performance indicators appropriate for young learners.
Step Eight	Refer to <i>Section 4.5 – Selecting Learning Activities</i> for information and examples of learning activities appropriate for young learners.
Step Nine	Be mindful that there are many <i>Blueprint</i> career competencies and performance indicators that are unique to career development, and which are, accordingly, not addressed by the Employability Skills Framework, especially 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).
Step Ten	The technology skills element within the Employability Skills Framework is content specific, and may be best addressed through specific education and training programs.

3.11 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)
Communication that contributes to productive and harmonious relations between employees and customers	<ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Using numeracy effectively ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> ▪ Working with people of different ages, genders, races, religions or political persuasions ▪ Working as an individual and as a member of a team ▪ Knowing how to define a role as part of the team ▪ Applying teamwork skills to a range of situations, eg, futures planning, crisis problem solving

	<ul style="list-style-type: none"> ▪ Identifying the strengths of the team members ▪ Coaching, mentoring and giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> ▪ Developing creative, innovative solutions ▪ Developing practical solutions ▪ Showing independence and initiative in identifying problems and solving them ▪ Solving problems in teams ▪ Applying a range of strategies to problem solving ▪ Using mathematics including budgeting and financial management to solve problems ▪ Applying problem-solving strategies across a range of areas ▪ Testing assumptions, taking the context of data and circumstances into account ▪ Resolving customer concerns in relation to complex project issues
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> ▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Having knowledge and confidence in own ideas and vision ▪ Articulating own ideas and vision ▪ Taking responsibility
Planning and organising that contribute to long- and short-term strategic planning	<ul style="list-style-type: none"> ▪ Managing time and priorities – setting timelines, coordinating tasks for self and with others ▪ Being resourceful ▪ Taking initiative and making decisions ▪ Adapting resource allocations to cope with contingencies ▪ Establishing clear project goals and deliverables ▪ Allocating people and other resources to tasks ▪ Planning the use of resources including time management ▪ Participating in continuous improvement and planning processes ▪ Developing a vision and a proactive plan to accompany it ▪ Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria ▪ Collecting, analysing and organising information ▪ Understanding basic business systems and their relationships
Technology that contributes to effective execution of tasks	<ul style="list-style-type: none"> ▪ Having a range of basic IT skills ▪ 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
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> ▪ Managing own learning ▪ Contributing to the learning community at the workplace ▪ Using a range of mediums to learn – mentoring, peer support, networking, IT courses ▪ Applying learning to technical issues (eg, learning about products) and ‘people issues’ (eg, interpersonal and cultural aspects of work) ▪ Having enthusiasm for ongoing learning ▪ Being willing to learn in any setting – on and off the job ▪ Being open to new ideas and techniques ▪ Being prepared to invest time and effort in learning new skills ▪ Acknowledging the need to learn in order to accommodate change
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Developing a strategic, creative, long-term vision ▪ Being creative ▪ Identifying opportunities not obvious to others ▪ Translating ideas into actions ▪ Generating a range of options ▪ Initiating innovative solutions

3.12 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	
Personal attributes that contribute to overall employability	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 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	<i>BLUEPRINT</i>	
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
Communication that contributes to productive and harmonious relations between employees and customers	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
Teamwork that contributes to productive working relationships and outcomes	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	
Problem-solving that contributes to productive outcomes	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
Initiative and enterprise that contribute to innovative outcomes	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
Planning and organising that contribute to long- and short-term strategic planning	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
Self-management that contributes to employee satisfaction and growth	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
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	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
Technology that contributes to effective execution of tasks	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.

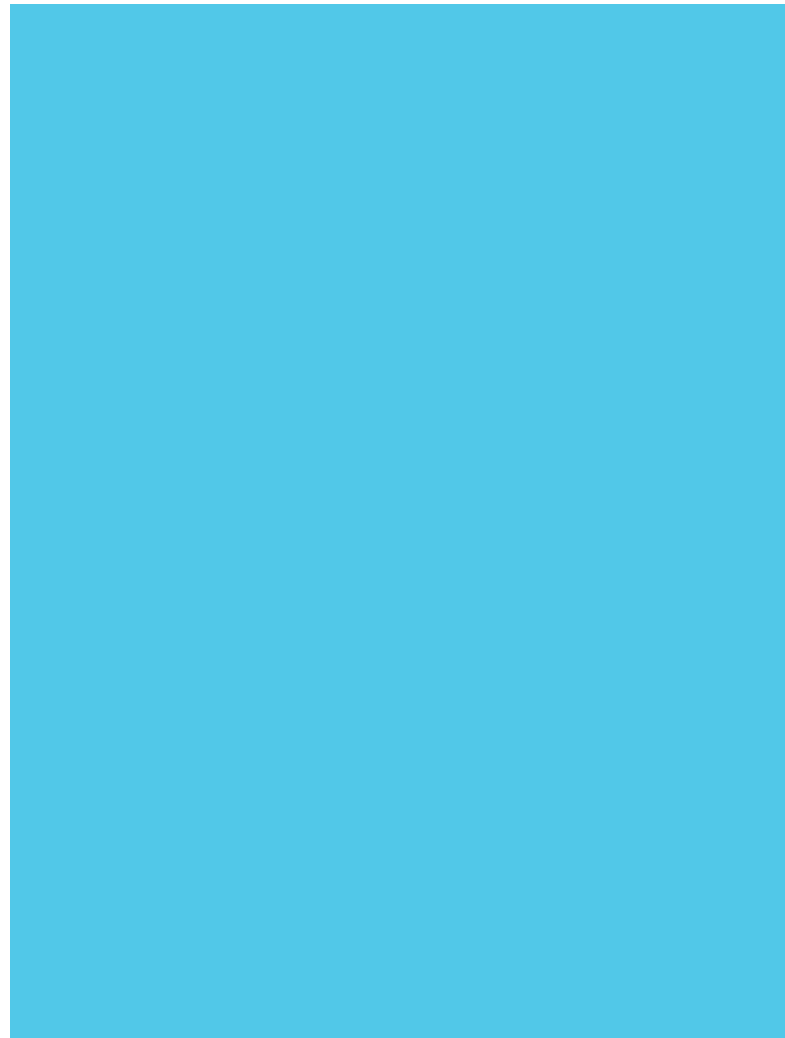
Secondly, the elements and skills from the Employability Skills Framework tend to map most heavily onto Competency 2: Interact positively and effectively with others, Competency 4: Participate in lifelong learning supportive of career goals and Competency 7: Secure/create and maintain work. There are 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 Four: Other Tips for Working with the *Blueprint*



4.1 Selecting the Developmental Phase

Prior to developing a career development program, course, workshop or resource, you will need to select the appropriate developmental phase of your learners.

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, including students in middle and upper secondary school, will not have had access to comprehensive career development services, products and programs in the past, and may need to begin their career development process using content from lower phases. Gender, disability, and a student's cultural or linguistic background may also influence development of the career management competencies.

However, if it is the intention to put in place a comprehensive, longitudinal career development program from K–12, it is more appropriate for Phase I career competencies to be used in K–7 schools, for this to be built on in the middle years of schooling at Phase II, and to use Phase III career competencies when working with students in the senior/post-compulsory years.

It is also important to mention that each school is responsible for evaluating the true needs of their students. Some primary classes may be ready to work on some performance indicators from a Phase II career management competency, just as a high school class, that has had limited opportunities for planned career development activities, may need to work on performance indicators from a Phase I career management competency. Of course, you can also combine performance indicators from any phase if you feel this is more appropriate for the needs of your students.

It is important to remember that:

- the developmental nature of career learning needs to be respected
- students will be more motivated if the learning objectives correspond to their learning level
- it is easier for students 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, <i>The Competencies Across Four Developmental Phases</i>
Step Two	Go to <i>Appendix A</i> of the <i>Blueprint</i> entitled <i>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 for young people, the following <i>Blueprint</i> phases may be applied, with care, in the following ways:</p> <p>Phase I – Students in Kindergarten to Primary School</p> <p>Phase II – Students in Middle School</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"> ▪ no previous participation in career development activities – consider using Phase I ▪ a small amount of previous exposure to career development activities – consider using Phase II ▪ a moderate amount of previous exposure to career development activities – consider using Phase III ▪ a substantial amount of previous participation in career development activities – consider using Phase IV

4.2 Assessing Your Learners' Needs

Prior to developing a career development program, course, workshop or resource, it is imperative to assess the career development needs of your students. Once you have identified the needs of your students, 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.

Quick Guide for Assessing Your Learners' 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	Decide who will be involved in assessing your learners' career development needs. Provide explanations of the career management competencies to all participants contributing to the career development needs assessment.
Step Four	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).
Step Five	On the basis of the needs assessment, prioritise the career development needs of your target group.
Step Six	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 60.

Assessment Tasks and the Learning Taxonomy

The following table provides some examples of assessment tasks that are likely to be appropriate at each stage of the learning taxonomy.

STAGE ONE INDICATORS: ACQUIRE	SAMPLE ASSESSMENT TOOLS
<p>At the acquisition stage learners:</p> <ul style="list-style-type: none"> ▪ acquire new knowledge ▪ discover new information ▪ explore and understand new concepts ▪ investigate new or existing sources of information. 	<ul style="list-style-type: none"> ▪ true-false quiz items ▪ multiple-choice items ▪ short-answer items ▪ matching task items ▪ fill in the blank items ▪ sorting tasks ▪ verbal/signed (using sign language) report ▪ artwork such as collages and drawings ▪ descriptive reports
STAGE TWO INDICATORS: APPLY	SAMPLE ASSESSMENT TOOLS
<p>Stage during which learners:</p> <ul style="list-style-type: none"> ▪ experience acquired knowledge ▪ apply information to situations or themselves ▪ demonstrate new behaviours and attitudes ▪ use new information. 	<p>Sample assessment tools are similar to those used at the acquisition stage, but at a more sophisticated level, in which the ability to apply (not just know) a concept is demonstrated.</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ recognition tasks ▪ self-reports of behaviour ▪ self-analysis/self-assessment reports ▪ simulations in which the acquired knowledge is put into practice ▪ problems that can be solved using acquired knowledge (eg, rule-based memory problems) ▪ rudimentary planning tasks.

STAGE THREE INDICATORS: PERSONALISE	SAMPLE ASSESSMENT TOOLS
<p>Stage during which learners:</p> <ul style="list-style-type: none"> ▪ integrate acquired and applied knowledge ▪ acknowledge and appreciate who they are ▪ re-examine and evaluate ▪ determine for themselves ▪ internalise new learning. 	<ul style="list-style-type: none"> ▪ self-reports of behaviour ▪ self-analysis and self-assessment reports ▪ simulations in which personal knowledge and approaches are practised ▪ problems that can be solved using self-knowledge ▪ personal planning tasks ▪ observation checklists ▪ verbal signed reports in which personal information is incorporated ▪ scenarios in which personal information is used in the responses ▪ opinion essays ▪ long-answer test items in which personal information is incorporated
STAGE FOUR INDICATORS: ACT	SAMPLE ASSESSMENT TOOLS
<p>Stage during which learners:</p> <ul style="list-style-type: none"> ▪ strive towards full potential ▪ create new products or new scenarios ▪ engage themselves fully in significant experiences ▪ improve things, situations, or themselves. 	<ul style="list-style-type: none"> ▪ real-life situations (eg, real conflict situations with peers) ▪ projects in which products or concepts are developed ▪ projects in which products or concepts are revised/elaborated ▪ guidance situations (ie, situations in which the individual has to help another individual) ▪ observation checklists (usually of real-life situations)

4.4 Developing Local Standards

It is possible to establish local standards for each of the performance indicators. This step will help career development practitioners to gauge the level of mastery the learners' achieve for each competency. Local standards provide schools and other learning systems with appropriate flexibility to develop standards that truly reflect the local context in which people's careers are developing.

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 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).

Educators will recognise these elements as a traditional means of creating learning objectives, which should define the competence to be shown, the conditions under which it should be performed and the standard to which it should be performed.

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	<p>Consider the performance indicator, and the learning stage to which it corresponds. In particular, note the verb that begins the performance indicator, as this indicates the type of learning expected from the individual.</p> <p>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. 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>
Step Two	<p>Consider the size of your cohort of learners.</p>
Step Three	<p>Consider the resource requirements.</p>

Step Four	Consider your learners' access to resources, equipment and settings.
Step Five	Ensure your local standards are achievable by students and those responsible for implementing and measuring them.

Examples of Local Standards for Primary Schools

Example 1 – Local Standard for Performance Indicator 2.1.3 for Year 3 Students

CAREER MANAGEMENT COMPETENCY 2.1

Develop abilities for building positive relationships in life.

PERFORMANCE INDICATOR 2.1.3

Identify positive social skills, such as empathy, cooperation, a willingness to help and show respect for others.

LOCAL STANDARD

Year 3 students are presented with four school-based scenarios, two showing positive social skills, two showing poor social skills. Students are asked to identify which scenarios demonstrate positive social skills, and to name them. In the scenarios that illustrate poor social skills, students are asked to suggest positive behaviours that could have been used.

Example 2 – Local Standard for Performance Indicator 5.1.3 for Year 5 Students

CAREER MANAGEMENT COMPETENCY 5.1

Understand the nature of career information.

PERFORMANCE INDICATOR 5.1.3

Understand how parents, relatives, friends and/or neighbours provide us with information and influence our career choices.

LOCAL STANDARD

Year 5 students to compile a list identifying eight occupations, and against each occupation match a friend, relative or acquaintance in their circle who may be able to provide expert information on each of the occupations selected. Students to also provide a brief reason as to why these individuals have been selected.

Example 3 – Local Standard for Performance Indicator 1.2.1 for Year 7 Students

CAREER MANAGEMENT COMPETENCY 1.1

Build a positive self-concept while discovering its influence on yourself and others.

PERFORMANCE INDICATOR 1.2.1

Discover how behaviours and attitudes affect school, work and family situations.

LOCAL STANDARD

In a short-answer test item, Year 7 students will describe how their attitudes and behaviours positively affected one school, one sporting and one family situation, using specific examples.

Examples of Local Standards for Secondary Schools

Example 4 – Local Standard for Performance Indicator 5.2.4 for Year 9 Students

CAREER MANAGEMENT COMPETENCY 5.2

Locate and use career information.

PERFORMANCE INDICATOR 5.2.4

Explore the differences between occupations and industry sectors by locating and using available career information resources.

LOCAL STANDARD

Using available career information resources, Year 9 students explore three diverse industry sectors of interest to them, and identify five distinct occupations within each industry sector.

Example 5 – Local Standard for Performance Indicator 1.3.4 for Year 10 Students

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

Year 10 students will deliver a short speech in which they describe their key interests, skills, values, beliefs and attitudes and how these reflect career options they are interested in. At least three relevant interests, skills, values and attitudes need to be mentioned.

Example 6 – Local Standard for Performance Indicator 8.3.16 for Year 11 Students

CAREER COMPETENCY 8.3

Engage in career decision making.

PERFORMANCE INDICATOR 8.3.16

Create and engage in career experiences supportive of your values and goals.

LOCAL STANDARD

Given no warning and a 15-minute time limit, Year 11 students will be asked to write, in point form, a description of what they might do and what might happen if they were: (a) skipped to Year 12 the following week; (b) became ill for several months and could not complete Year 11 in the normal time. The descriptions of each scenario must include at least three points under 'what they might do' and three points under 'what might happen', and at least one point which illustrates the relationship between the scenario and the students' values and/or goals.

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, students need sufficient time to engage with the material and make it personally relevant and meaningful. When young people 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 a template, 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 Learners’ Needs</i>) to verify your selection of the career competencies and performance indicators that are most appropriate for your students. As you begin to define the scope of the career development program, keep in mind your school’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 student-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 student is expected to demonstrate their skills against a specific performance indicator (refer to <i>Section 4.4 – Developing Local Standards</i>).

Step Four

Determine the appropriate learning activity. Career development learning opportunities may include:

- counselling sessions
- teaching and learning across key learning areas
- the provision of career information
- workplace learning or community-based learning
- participation in VET in Schools programs
- advice from transition advisors or other intermediaries.

Many career development skills and attributes can also be developed through activities that are not necessarily part of the timetabled curriculum.

The measure or method of assessment should also be described (refer to *Section 4.3 – Assessing Career Management Competencies*).

You will find some examples of learning activities that are appropriate for the development of specific career management competencies and performance indicators in the Tools and Resources Section of the *Blueprint Toolkit*.

4.6 Using the *Blueprint* in Pre-primary and Primary Schools

In Australia, it is uncommon for kindergarten and primary schools to offer explicit career development programs. And yet, research tells us that the age at which individuals narrow their occupational alternatives is between six and eight and once these limits are set, individuals will rarely consider broader alternatives (Patton & McMahon, 1997).

Although it may be tempting to think that children of this age are too young for career education, Australian researchers, Patton & McMahon (1997) found that career development is a concept understood by children and adolescents from preschool to Year 12.

Given that young people understand the concept of career development (McMahon & Patton, 1994), that children as young as five years can express occupational dreams (Phipps, 1995), and that career preferences are formed early (Poole & Low, 1985), it seems that valuable opportunities to influence the socialisation and career development learning of many young people are being missed. Therefore, appropriate career development learning must be provided for young people of all ages.

Other research also suggests that in the preschool/primary sector an integrative model of career education is easily adopted because of the holistic approach to teaching in the early years (McCowan & McKenzie, 1997). Teachers, with the help of career development practitioners as needed, can successfully provide career development activities for young learners and there are many opportunities to involve parents and other community members as well.

McCowan & McKenzie (1997) suggest that teachers of young children do not need a highly developed level of knowledge of career development processes. What they need is an appreciation of the importance of career development activities. Once they understand the learning objectives of the *Blueprint*, teachers in kindergartens and primary schools are well equipped to provide appropriate, creative learning experiences and resources.

A primary school in South Australia piloted the *Blueprint* to identify the ways in which primary education contributes to the career education/development of children. They found that the personal management skills, including cooperation and responsibility, and the problem-solving and decision-making skills could be developed in that setting.

The *Blueprint* provided teachers with methods for identifying and measuring the extent of career education already being provided in their school. It also helped them to identify areas for enhancement, by self-consciously targeting career competencies and incorporating more learning activities with relevance to the world of work and career.

In the *Blueprint* Toolkit, you will find a sample program that has been developed specifically for use in primary schools.

4.7 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 people are able to identify the skills and attributes they have, and to be able to 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 students 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 students.

Depending on its purpose, a career portfolio might also be referred to as an employability skills portfolio, a skills passport, a student learning 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 students 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 labour market. ...a portfolio may be the perfect vehicle for helping students, clients, and ourselves navigate in these uncertain times.

Martin Kimeldorf

4.7.1 Using Portfolios in Educational Settings

The formats for portfolios used in K–12 educational environments vary widely and the applications can often overlap. However, in this setting, career portfolios can be a valuable tool for:

- Assessment of Learning
- Career and Transition Planning
- Generic/Employability Skill Development and Assessment
- Demonstrating Mastery of the *Blueprint* Career Competencies

Assessment of Learning

In schools, the portfolio process provides opportunities for pupils, teachers and parents to contribute evidence of their career management competence and to participate in assessment. The *Blueprint* career management competencies, performance indicators and local standards provide a vocabulary for communicating with students about the desired learning outcomes of a range of institutional, work and community-based learning, and to communicate the purpose of compiling their portfolios.

Teachers can use portfolios to obtain concrete evidence for the evaluation of learning, to give feedback on individual student performance, and to provide evidence to support reports to parents.

Students can use portfolios for developing learning objectives and tracking learning outcomes, for recording the results of their own self-assessment activities, and for compiling concrete evidence of their learning outcomes. Portfolios are also often used to meet entrance requirements to specialised post-secondary education and training programs such as fine arts or writing. In addition, the portfolio can be a valuable tool for applying for grants, bursaries and scholarships.

Parents can use portfolios to see their child's development over time, to increase their involvement in their child's learning and to see direct evidence of their child's skill development and knowledge.

Career development portfolios are not intended to be used for comparative assessment purposes, but to document an individual's progress and growth over time. The local standards for assessing *Blueprint* indicators of career management competence make the criteria for the assessment of competence both explicit and transparent.

Portfolios for Career and Transition Planning

As a career-planning tool, the portfolio can support young people in their transitions through and beyond school to further learning and work. 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. This 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.

Student Learning Plans are a common portfolio format used in educational institutions to assist students with setting educational and training goals in line with their career goals. These portfolios set the stage for students to make the transition to the world of work armed with specific goals, and knowledge of their skills and abilities. Many such learning plans also include more wide-ranging career exploration and decision-making activities designed to assist students to discover who they are, where they are going, and how they will get there.

Employability Skill Development and Assessment

Many portfolio programs in educational settings focus on the identification and development of generic competencies and attributes, including the employability skills and attributes as defined by the Australian Chamber of Commerce and Industry, and the Business Council of Australia (2002).

The heart of the career portfolio process is gathering samples from work, learning and life to demonstrate skills and competencies that relate to career development. Skills literacy is the ability to identify one's own skills and describe them using appropriate language and examples. To build skills literacy, portfolio users need to learn the language that is generally accepted to describe skills and then link them to specific portfolio work samples.

Many individual learning plans (such as Learning Pathways Plans or School-to-Work Plans) and more all-encompassing career portfolios are used to facilitate the identification and self-assessment of employability skills. Students are encouraged to collect samples of work and learning that reflect specific skills they have developed in the classroom, at home, in the workplace, or in the community. They are also encouraged to assess their own level of mastery of key skills and attributes and to plan/design opportunities for their further development. Used in this way, portfolios encourage young people to make linkages between their academic and technical skills, their personal management skills and their generic skills and attributes. Both the process and the product are believed to increase their chances of making a smooth transition to the world of work.

Demonstrating Mastery of the *Blueprint* Career Competencies

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. 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 students in their own career development learning
- provide students with a record of the ongoing development of their career management competencies, and
- provide students 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 a whole school, tertiary institution, or organisation.

Compiling a portfolio requires both reflection and analysis on the part of the learner. Instead of putting the onus on the teacher to identify activities that contribute to the career development of their students, students are encouraged to become more actively aware of the career development learning that can occur across a range of experiences.

4.7.2 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 portfolio contents professionally. Increasingly, multimedia work samples such as diskettes, video and audiotapes, CDs, and photographs are included in portfolios. 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.

4.8 Using the *Blueprint* with Diverse Learners

Many career practitioners work with groups or individuals who may have special requirements in their career development learning. Although every individual has special and unique career development needs, some strategies and techniques may be particularly appropriate for working with culturally diverse groups such as Indigenous Australians, people with disabilities, people from culturally and linguistically diverse (CALD) backgrounds, and people who are situated along a diverse spectrum with respect to their relationship to paid employment (eg, workers transitioning back into paid employment, rural and isolated students, and people from disadvantaged backgrounds).

4.8.1 The Trial of the *Blueprint*

To ensure that the *Blueprint* framework meets the needs of all people, including groups with special needs, organisations with a particular interest in ability-specific and culturally-specific career development programs/issues were invited to participate in the trialling of the prototype and to consider what additional information should be included or what modifications were needed to ensure the cross-cultural applicability of the *Blueprint*.

All of the trial sites that tested the *Blueprint* framework with groups with particular learning needs, including Indigenous Australians, people with a disability, people from diverse cultural and language backgrounds, found the *Blueprint* to be suitable for use, provided that the full flexibility of the framework was utilised.

People with a Disability

The *Blueprint* was used both powerfully and flexibly by the Morrison House Alliance, who trialled its utility for educators, health providers, and an employment service provider, all of whom work with people with disabilities.

Morrison House specifically tested the *Blueprint's* utility for enhancing the connectedness of their organisations so that they could improve the nature of their services and facilitate service consistency for adult clients with specific learning needs.

The outcomes both for their individual organisations and for clients were overwhelmingly positive and suggest that the *Blueprint* provided them with useful diagnostic tools, planning processes, referral tools, and a common language for working together.

Their successful application of the framework in their work with people with disabilities was partly attributable to the fact that the flexibility that is built into the framework was fully utilised by this trial so that they could respond to the needs of individuals whose life circumstances are impacted by brain injury, mental health problems or severe learning difficulties.

They made ongoing modifications to the language of the competencies and the indicators, and the diagnostic tools and recommended processes for reviewing and redesigning a career development program when working with each other and with clients.

For example, in order to survey their clients, using *Appendix A* as their base, a ten point Likert scale was established and an extremely sad or extremely happy face was inserted at each end of the continuum to assist clients to assess how well they scored against the *Blueprint* competencies. Even with the modified assessment tools, all agencies worked individually with the clients/students in order to give them added information about the content of the 11 competencies. For example, clients with acquired brain injury often need to concentrate on Area A: Personal Management Competencies, but it is frequently the case that they have little insight into their own personal management competencies. Self-assessment techniques, therefore, needed to be tempered with guidance from staff.

Overall, the *Blueprint* framework was considered to be a useful needs assessment model when working with people with a disability and superior to their previous model, with its heavy reliance on professional judgement and intuition. It gave staff a framework within which to assist their clients to transition from a more traditional supported program of leisure activities to a wider range of activities, including volunteering, study or work.

Staff members underscored the critical need to apply the framework flexibly: 'Individuals should not be forced to fit the *Blueprint*. The local standards allow us to personalise the indicators, rather than imposing set standards on people, particularly clients with special needs, like ours'.

At the Kensington Centre, a secondary school for students with special needs that include intellectual disability, Autism, Asperger's disorder, and severe multiple disabilities, the individualised approach to learning that the *Blueprint* encourages was seen to mirror 'best practice' when working with students with particular learning requirements.

Staff were able to incorporate the competencies into their existing very comprehensive goal setting and assessment checklist to set appropriate goals for individual students. As a result, the *Blueprint* competencies are now being incorporated into the school's goal setting and assessment checklists and other schools in the region have expressed interest in adopting the approach.

In terms of the appropriateness of the competencies and indicators, several of the trial sites concluded that clients with a particular disability such as intellectual impairment might have limited understanding of and use for some of the Area C career competencies, particularly at developmental Phases III and IV.

The other commonality was that all sites strongly recommended that the self-assessment tools of the *Blueprint* should not be used without mediation and that the phases and the learning taxonomy of the *Blueprint* should not be rigidly adhered to.

4.8.2 Indigenous Students

Flexibility was found to be the key to successful use of the *Blueprint* when working with Indigenous students. It was found, as for other groups with low levels of literacy, the language of the *Blueprint* needed to be modified for this group and to cater for students who speak English as a second/third/fourth language.

Some of the performance indicators were not relevant to students who live in remote and isolated areas and who have little access to vocational learning experiences. However, when suitable adjustments were made to the performance indicators to reflect local labour markets and the communities in which people live, these potential barriers were simply overcome.

Of particular importance were the adaptations made to indicators to achieve an appropriate balance between a focus on both individuals and communities, and greater emphasis on the cultural features of work.

You will find further information on developing programs for Indigenous youth in the *Blueprint* Toolkit in the case study entitled District Program for Indigenous Students.

4.8.3 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 culturally and linguistically diverse groups, 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.

4.8.4 Disengaged Students

The Evaluation of the Partnership Outreach Education Model (2004) found that the use of career planning tools was a highly successful strategy for encouraging young people to focus and re-focus on their goals, aspirations and personal development. The experience of the major tester of the *Blueprint's* utility for working with disengaged students reported similar outcomes.

At Worklinks, where the framework was tested for use with young people (14–17 years) at risk of disengaging from education and wider community participation, staff modified the language of the *Blueprint* to meet the needs of students with social, emotional and behavioural issues, including homelessness, drug and alcohol dependence, and disruptive and antisocial behaviours.

They found that the incorporation of the *Blueprint* competencies into the learning programs designed for disengaged youth assisted most participants in very concrete ways, such as assisting them to return to mainstream schooling or to gain an apprenticeship.

4.8.5 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 develop culturally appropriate local standards and delivery mechanisms to ensure its cultural appropriateness.

Section Five: Marketing the Value of Career Development Activities to Colleagues



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 How to Promote Career Development Services within Your Organisation

5.1.1 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 school, 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, including parents and 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.

The Career Education Quality Framework (CEQF), jointly published by ECEF and the Career Education Association of Victoria in 1999, provides a checklist for evaluating a school's capacity to offer comprehensive career development programs. The CEQF invites school communities to assess organisational categories such as leadership; strategy; customer and market focus; processes and services etc that work in combination to achieve a quality program.

5.1.2 Market the Benefits of Career Development Programs and Products

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:

Step One	Refer to the following sections of the <i>Blueprint: Chapter 1 – Introduction</i> , and <i>Chapter 2 – The Elements of the Blueprint Framework</i> .
Step Two	Read the following sections of the Professional Development Kit: <i>Introduction</i> , <i>Section 2.1 – Equipping Young People for the 21st Century World of Work</i> , <i>Section 2.2 – How the Blueprint Enhances Career Development Services</i> , <i>Section 2.3 – Relationship of the Blueprint to Educational Goals for Young Australians</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.

5.1.3 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'.

SAMPLE PRESS RELEASE:

PRESS RELEASE

Mt Mirrabooka Senior High School
 382 Rokeby Rd,
 Mirrabooka. SA. 5002
 20 November, 2008.

Contact: Ms Freda Calibri
 Phone: (08) 8235 721

Local Students Celebrate Achievements

Mt Mirrabooka Senior High School celebrated the career achievements of its students last night at a gala dinner at Jacksons Restaurant. Graduating students, their partners, parents, industry representatives and teachers came together to recognise the many and varied achievements of recent graduates of Mt Mirrabooka.

‘We introduced the *Australian Blueprint for Career Development* in 2003. Since that time we have watched the career resilience of our students grow,’ said Principal Shane Sitori.

‘We are very proud of the diverse ways in which they have managed their initial transition from school to further learning and work. The first major transition is very important, but it is unlikely that it will be the only learning or work decision they are required to make. That is why our career programs based on the *Blueprint* are so important. They are designed to equip our students with the skills they will need to manage their careers throughout their lives.’

Students, whose chosen pathways spanned a number of industry sectors and occupations, TAFE Colleges and universities confirmed Mr Sitori’s enthusiasm.

‘Most of my mates at other schools had one session’s counselling immediately prior to choosing their subjects for Years 11 and 12. For us, in every subject we studied or team activity we were involved in, we were encouraged to explore the ways in which we might use the knowledge and skills in our future working lives,’ said graduating student, Jo Frodsham.

Parents also commended the ways in which the *Blueprint* had made them aware of the important part they played in helping their children to develop career management skills.

‘Mt Mirrabooka has invited us to work with them as genuine partners in our young people’s futures. And the proof is before us tonight. Thirty-five enthusiastic young people are all on pathways that will give them the best chance of living happy and independent lives,’ said proud parent, Lisa Brown.

(312 words)

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.



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