Australian Government

National Careers Institute

cica career industry council of australia

Australian Blueprint for Career Development

COPYRIGHT NOTICE
© Commonwealth of Australia 2022

This work is the copyright of the Commonwealth of Australia.

Permission is granted for:

- viewing and downloading the unmodified work, printing and sharing unmodified hard copies of the work, and sharing the unmodified work by distributing a link to the original website containing the unmodified work (embedding of links (also known as inline automatic links, inline linking or hotlinking) is not permitted).

ATTRIBUTION
The correct attribution for this document is:
National Careers Institute, Department of Employment and Workplace Relations, Commonwealth of Australia, Canberra, 2022.

ACKNOWLEDGEMENT
The National Careers Institute wishes to thank the Career Industry Council of Australia for their contribution to the review, refresh, testing and refinement of the Australian Blueprint for Career Development.

OTHER USE
If you want to use material from this document in a way that is beyond the scope of the terms of use that apply to it, ask us for authorisation.

Please address requests and enquiries concerning further authorisation to:
The Copyright Officer
Department of Employment and Workplace Relations
GPO Box 9828 Canberra ACT 2601

Or emailed to copyright@dewr.gov.au

Contents

Preface 2

Section 1 Introduction to the Australian Blueprint for Career Development 4

The theories underpinning the Blueprint 5

Career and Career Development 6

Career Development and the Labour Market 6

Career Development Learning 7

Summary 8

Section 2 Elements of the Australian Blueprint for Career Development 9

Learning areas and career management competencies 10

Career development competencies by phases 11

Summary 14

Section 3 Using the Australian Blueprint for Career Development in career development learning 15

Using the career management competencies to guide career development learning 16

Performance Indicators 22

Contextualising career development learning for clients and settings 22

Facilitating career development learning 25

Summary 29

References 30

Glossary of Terms 31

Section 4 Practice Guides 34

Introduction 35

Practice Guides 35

1. How to assess context needs and gather support for your career development program 36
2. How to determine the career development needs of learners 39
3. How to design a comprehensive career development program 42
4. How to prepare a career development session 44
5. How to evaluate a career development program or session 46
6. How to assess your career information resource collection and identify gaps 48
7. How to select a career information resource 52
8. How to develop a career information resource 55
9. How to select a digital career development resource 58
10. How to write a career development program report 61

Preface

This second edition of the Australian Blueprint for Career Development (the Blueprint) attests to its value for over a decade as a resource for career development practitioners and others with an interest in career development.

The publication of the first edition of the Blueprint (MCEECDYA, 2010) was a response to the need for a unifying national career development framework identified by the then Prime Minister's Youth Action Plan Taskforce in its report Footprints to the Future (2001).

The Taskforce found that career and transition services were inconsistent in quality and availability around Australia and commissioned the development of a national framework. Around the same time, the need for a national framework was also raised by a large number of respondents to the Organisation for Economic Cooperation and Development (OECD, 2002) review on career development services and information. They urged for improved coordination and integration of services across jurisdictions and between states, territories and the Commonwealth.

In response, the OECD, in its country note to Australia, recommended that Australia should pursue its intention to develop a unifying career development framework based on the Canadian *Blueprint for Life/Work Designs.* Thus, the first edition of the Blueprint (MCEECDYA, 2010) was based on the Canadian model.

After more than a decade of use since its first publication, a review of the Blueprint was commissioned in 2022 by the National Careers Institute and undertaken by the Career Industry Council of Australia.

The aim of the review was to determine the current usage and effectiveness of the Blueprint and to make recommendations for its revision. The findings of the review revealed widespread support for the Blueprint because it provided a useful framework to underpin career development work and recommended a 'refresh' of the Blueprint that would "retain and refine, but not substantially change" it.

This second edition of the Blueprint reflects the implementation of the review.

The primary audience for this framework will inevitably be career development practitioners who support people from early childhood, through adolescence and adulthood to manage their career development. In addition, others (e.g. teachers, parents, employment service providers, employers) who also provide some level of career support for people may find this resource useful.

Section 1

Introduction to the Australian Blueprint for Career Development

The Australian Blueprint for Career Development (the Blueprint) is a framework that can be used to design, implement and evaluate intentional career development learning for people of all ages and stages, beginning in early childhood.

At its core, the Blueprint identifies the knowledge, skills, and attitudes that an individual needs to make sound choices and effectively manage their own career. In the Blueprint, these are referred to as career management competencies.

The primary aim of the Blueprint is to enable career development practitioners and others (e.g. teachers, parents, employment service providers, employers) who provide some level of support for people's careers and transitions, to work with a nationally consistent set of career management competencies. This will help all people living in Australia to better manage their lives, learning and work.

The Blueprint recognises that:

a) life, learning and work are interconnected elements of a career,
b) career development is a lifelong process,
c) people's careers develop through various phases across their lifespan,
d) people require a range of competencies to manage their careers,
e) career development competencies may be learned, and
f) career development practitioners and other support people can assist individuals to develop the competencies they need to manage their careers.

The Blueprint assumes that life, learning and work:

- are interconnected.
- are best designed in harmony.
- can be designed (recognising that not all designs come to fruition) and re-designed.

The theories underpinning the Blueprint

The Blueprint has a solid foundation in career development theory, which has a long history dating back to the late 1800s and the first seminal book published in 1909 (Parsons).

Since that time, a comprehensive body of theory has been developed to explain the complex and dynamic process of career development. For example, some theories (e.g. Holland's 1997 theory of vocational choice, as discussed in Nauta [2020]) focus on intrapersonal traits such as personality, interests, values, skills, and aptitudes. These theories underpin the Blueprint's emphasis on individuals developing a good self-understanding in order to better understand their preferences and make sound decisions. Another body of career theory focuses on how careers develop over time. This recognises that people pass through different stages across the lifespan, requiring the ability to complete tasks appropriate to each of those stages.

These theories (e.g. Super's [1990] life-span theory and Hartung's [2020] life-space theory) underpin the developmental nature and lifespan perspective of the Blueprint. Some theories concentrate on the career decision-making process (e.g. social cognitive career theory [Lent, 2020]). A further body of theory takes greater account of the context in which people live and make career decisions (e.g. chaos theory of careers [Pryor & Bright, 2019], Blustein's psychology of working theory [Blustein & Duffy, 2020], systems theory framework [Patton & McMahon, 2021]).

These theories recognise that in applying the Blueprint, career decision making needs to be contextualised according to the personal, familial, and societal contexts of people. In addition, these and some other career theories (e.g. Savickas's [2020] career construction theory) also recognise the role individuals play in constructing their careers.

Career and Career Development

To understand the Blueprint, it is important to know how the terms career and career development are defined. Note: A full Glossary of Terms is provided on page 31.

Careers "involve balancing paid and unpaid work, learning, and personal life roles across the lifespan" (Career Industry Council of Australia [CICA], 2019, p. 27). An individual's career is dynamic and unique.

Consistent with this understanding of career, **career development** is a lifelong process beginning in early childhood. It is a holistic concept because it "involves one's whole life, not just occupation ... it concerns the whole person ... in the ever-changing contexts of ... [their] ... life. The environmental pressures and constraints, the bonds that tie them to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with ... Self and circumstances – evolving, changing, unfolding in mutual interaction". (Wolf & Kolb, 1980, pp. 1-2).

Career development is about "managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future" (CICA, 2019, p. 27).

This is not a simple process. The career development of individuals is both complex and unique. Each individual brings a distinct set of skills, values, interests and experiences to the process of designing and managing their career. People's life, learning and work opportunities are influenced by personal characteristics such as their age, gender, ability/disability, and sexual orientation. Their opportunities are also affected by family, community and cultural values, geographic, economic and political circumstances, as well as random and unpredictable events.

Career Development and the Labour Market

People are managing their career development in the context of dynamic and rapidly changing labour markets, generally referred to as the world of work in career development. The labour market is being dramatically altered by factors such as globalisation, ongoing advances in technology and digital communication, demographic shifts, and increasing casualisation of the workforce.

Casualisation of the workforce has resulted in a trend away from permanent employment to more varied working arrangements such as part-time, casual, contract, project, and gig work, all of which are less secure than permanent full-time work.

In addition, an outcome of the Covid-19 pandemic has been a growth in hybrid work which has seen growing numbers of people working from their homes as well as their offices.

Most individuals will change jobs numerous times throughout their working lives. This means that, in addition to gaining an initial qualification, people may have to upskill and reskill during their career. To help them remain employable, people not only need job-related skills, but also communication, problem-solving, and teamwork skills, as well as personal attributes such as resilience, enthusiasm and openness to new ideas.

In this dynamic context, people will experience recurring transitions between a variety of life, learning and work roles across their lifespans. Because of the rapidly changing labour market and the many factors to consider when making a career decision or transition, managing a career is complex and can be challenging.

Career Development Learning

Career development learning supports people in developing the knowledge, skills and attitudes to successfully manage their careers. Career development learning relates to learning about self, the world of work, and the skills of career management.

Career development learning can occur unintentionally and intentionally. People unintentionally acquire career learning from their life experiences and their careers sometimes develop in quite unintentional ways.

Children, for example, generally learn about careers unintentionally through everyday observations of their families and communities.

Intentional career development learning can occur through programs such as career education in schools, career counselling, and career programs conducted by organisations for their employees. Intentional career development learning has traditionally been provided from the secondary school years.

However, consistent with career development theory, intentional career development learning can begin as early as in pre-school, with very young children already beginning to form ideas about work and careers (Howard, 2019; Super, 1990). Experiential learning theory (Kolb, 2015) provides a foundation for intentional career development learning (see section 3 for more detail).

Users and uses of the Blueprint

The Blueprint will be used primarily by professional career development practitioners who hold postgraduate qualifications in career development and are specialists in their field.

Professional career development practitioners may have responsibility for designing, implementing or reviewing programs, products, and services that facilitate the career development of individuals. The settings in which career development learning is facilitated (e. g., schools and business organisations) may be so large that professional career development practitioners need to be supported by others who work or provide support under their guidance. This includes associate career development practitioners who are qualified in career development at a Certificate IV level.

Professional career development practitioners may also engage with others in the broader community who can support their work. This includes teachers in schools, education and training providers, employers, parents and carers, and community agencies.

The Blueprint provides a common language for understanding career development to assist providers in facilitating the transition of students from one education and training provider to another. It also helps to reduce gaps, overlap and duplication in service provision and assists students and adults in maximising their career learning.

The Blueprint has been used in pre-schools, primary schools, high schools and post-secondary education institutions including TAFE and other training organisations, universities, and business organisations. It may also support other providers who are not career development practitioners and who provide related services to people. This includes government programs, employment service providers, disability service providers, rehabilitation counsellors, public and private sector business organisations, and resource developers and publishers.

The Blueprint can be applied in a range of ways, reflecting the variety of settings in which career development can be used. This includes:

- Designing comprehensive, sequenced career development learning opportunities
- Developing, implementing, evaluating and marketing career development learning programs or activities
- Designing products, programs and services to address specific career management competencies in a range of settings across the lifespan
- Redesigning and enhancing existing career programs
- Reviewing curricula and existing programs for career development learning opportunities
- Designing learning plans and portfolios for learners
- Identifying and selecting resources that align with high priority career management competencies identified through needs assessments
- Expanding employment services by designing products, programs and services to facilitate the development of career management competencies

- Specifying the career management competencies covered by career information resources for purchasers and users
- Designing staff development workshops
- Assisting parents and others to better understand lifelong career development.

Career development learning programs will necessarily vary from setting to setting and between client groups. The benefit of the Blueprint is that it is customisable and can be used by career development practitioners across a variety of contexts.

Summary

This section has introduced the Blueprint, defined career and career development, examined career development's relationship with the labour market and learning, and outlined the potential users and uses of the Blueprint.

A more detailed description of the elements of the Blueprint is provided in Section 2. Section 3 provides more comprehensive information about how to use the Blueprint.

A series of Practice Guides is available to support users of the Blueprint in designing and implementing career development learning programs.

Section 2

Elements of the Australian Blueprint for Career Development

This section explains the elements of the Blueprint. It describes the career management competencies that can guide intentional career development learning across the lifespan. The career management competencies are grouped into three learning areas across five phases, each of which is explained.

Learning areas and career management competencies

Career development practitioners assist people in developing the knowledge, skills and attitudes they need to manage their careers across the lifespan. As outlined in Section 1 in the Blueprint, these are referred to as career management competencies.

The Blueprint presents 12 competencies. Consistent with career theory throughout its history, these competencies are grouped into three learning areas: A) Personal management, B) Learning and work exploration, and C) Career building.

The 12 career management competencies are shown according to learning area in Table 1.

Learning Area A, Personal management competencies, can be described in simple terms as 'know yourself'.

These competencies encourage people to self-reflect in order to understand themselves and how they interact with others and manage their mental and physical health.

Learning Area B, Learning and work exploration competencies, can be described as knowing about and understanding the world of work and the need to continue learning throughout life. These competencies encourage people to understand the world of work, reflect on their learning needs, to know about sources of learning and career information, and how to access and use such sources effectively.

Learning Area C, Career building competencies, can be described as having the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions. These competencies encourage people to take an active role in their career management and to manage their career and other life roles.

Table 1 Career management competencies according to learning area

Learning Area A: Personal management
1. Build and maintain a positive self-concept
2. Interact positively and effectively with others
3. Change and grow throughout life
4. Manage wellbeing, mental and physical health
Learning Area B: Learning and work exploration
5. Participate in lifelong learning supportive of career goals
6. Locate and use career information effectively
7. Understand the relationship between work, society and the economy
8. Understand the changing nature of life and work roles
Learning Area C: Career building
9. Secure/create and maintain work
10. Make career-enhancing decisions
11. Maintain balanced life and work roles
12. Understand, engage in and manage the career-building process

Career development competencies by phases

The career development process is unique to the individual. People have different career learning and support needs at different times.

Career theory tells us that in general:

- young children become aware of the world around them, see people working in different roles, begin to think about themselves in adult roles, and form gender stereotypes about jobs and work;
- older children begin to recognise their abilities and relate them to particular jobs and begin to attribute perceived status with jobs;
- adolescents face career decisions about subject choice and transition from school and begin to consider their future options;
- adults manage working in paid employment, re-engaging in learning, balancing paid work with other life roles, career decisions and transitions; and
- older adults face career decisions about limiting or reducing their time in paid employment as they transition towards retirement and, subsequently, developing careers that may include volunteer work and care work, as well as leisure activities.

Consistent with career theory, however, although career development and the way people learn to manage life, learning and work is a developmental process, it is not necessarily age related.

Consequently, the nature of career support or learning provided for people at different times of their life will vary according to their developmental phase.

Five broad phases of development are identified in the Blueprint, specifically:

Awareness
Individuals are becoming aware of the world of work

Exploring
Individuals are being introduced to career development concepts

Starting out
Individuals are consolidating, extending, and beginning to apply their career management skills and knowledge

Groundwork
Individuals are beginning to build career management skills and knowledge

Advancing
Individuals are applying their career management skills and knowledge

Even though the phases suggest a linear progression, learning and experience do not necessarily proceed in such a linear manner. Not everyone of a particular age or stage of education or work will function at the same phase; career development practitioners may have to work across phases. The phase at which a person functions depends on their personal attributes, their family and community circumstances, and the opportunities and experiences they have had.

As previously explained, "career development is an ongoing, lifetime process of interaction between the individual and the environment that surrounds them. These interactions will shape people's learning requirements and their phases of mastery of the career competencies in different ways and at different times in their lives" (MCEECDYA, 2010, p. 23). In addition, people may recycle through phases at different times of their lives. For example, an adult worker may become aware of an interest in an area in which they have had little experience (Awareness), explore ways of developing greater skills and knowledge in that area (Exploration), complete a course of study (Groundwork), begin to identify ways of applying their new found skills in their career (Starting out), and then gain employment in a job (Advancing). Therefore, career development practitioners and others who provide career support and learning for people will need to identify or assess the needs of individuals and provide career support and learning at an appropriate phase.

Each of the 12 career management competencies is relevant at all phases of development. However, the emphasis of learning for each competency will vary across the phases. Table 2 Career management competencies by phase presents the 12 competencies according to phase and identifies the emphasis of career learning for each competency at each phase.

Table 2 Career management competencies by phase

Career management competency	Awareness	Exploring	Starting out	Groundwork	Advancing
Learning Area A: Personal management					
1. Build and maintain a positive self-concept	Build a positive self-concept	Build a positive self-concept while discovering its influence on yourself and others	Build a positive self-concept and understand its influence on your life, learning and work	Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals	Maintain a positive self-concept and understand its influence on career decisions
2 Interact positively and effectively with others	Develop awareness of what contributes to positive and effective relationships	Develop abilities for building positive and effective relationships in life	Learn to apply abilities for building positive and effective relationships with others	Apply abilities for building positive and effective relationships in life and work	Monitor how you apply your abilities for building positive and effective relationships in life and work
3. Change and grow throughout life	Observe family and community members and their roles and responsibilities	Discover that change and growth are part of life	Learn to identify, monitor, and respond to change and growth	Understand how change and growth can impact relationships in life and work	Develop strategies for responding positively to life and work changes
4. Manage wellbeing, mental and physical health	Develop awareness of a range of feelings and how they can be expressed	Develop awareness of a range of feelings, the ability to describe feelings, and who your support people are	Develop strategies for responding to circumstances that may impact wellbeing, mental or physical health	Develop ability to apply strategies that promote wellbeing, mental and physical health in daily life and to support others	Incorporate strategies that promote wellbeing, mental and physical health in life, learning, and work settings

Table 2 Career management competencies by phase continued

Career management competency	Awareness	Exploring	Starting out	Groundwork	Advancing
Learning Area B: Learning and work exploration					
5. Participate in lifelong learning supportive of career goals	Develop an interest in learning	Discover the importance of learning and its contribution to life and work	Link learning to personal career aspirations and understand the need to continue to learn throughout your career	Understand the importance of lifelong learning to the career-building process	Participate in continuous learning supportive of career goals
6. Locate and use career information effectively	Develop awareness of learning through reading hardcopy and online materials	Understand what career information is	Understand how to locate and use career information	Locate and evaluate a range of career information sources relevant to career aspirations	Use career information effectively in the management of your career
7. Understand the relationship between work, society and the economy	Recognise that people work in paid and unpaid roles	Discover how work contributes to individuals' lives	Understand how work contributes to the community	Understand how societal needs and economic conditions influence the nature and structure of work	Incorporate your understanding of changing economic, social and employment conditions into your career planning
8. Understand the changing nature of life and work roles	Imagine life as an adult	Learn to recognise gendered life and work roles and to question their appropriateness	Explore non-traditional life and work options and learn to challenge stereotypical thinking	Examine factors that influence and explore strategies that respond to gender bias and stereotypical thinking	Seek to eliminate gender bias and stereotypical thinking in your life and work

Table 2 Career management competencies by phase continued

Career management competency	Awareness	Exploring	Starting out	Groundwork	Advancing
Learning Area C: Career building					
9. Secure/ create and maintain work	Learn to play, share, and collaborate with others	Explore effective ways of working	Develop qualities to seek and obtain/create work	Develop abilities and resources to secure/create and maintain work	Continue to update skills and resources to secure/ create and maintain work
10. Make career-enhancing decisions	Develop awareness of decision making	Explore decision making	Develop decision-making skills and knowledge	Engage in career decision making	Engage in decision making that enhances your career
11. Maintain balanced life and work roles	Become aware of the connections between play, chores, and other family commitments	Explore and understand the interrelationships across life roles and how they change over time	Explore and understand the interrelationships between life and work roles	Consider the relationships between lifestyles, life stages, and life roles to career building	Incorporate life/work balance into the career building process
12. Understand, engage in and manage the career building process	Recognise that careers exist	Understand what career building is	Understand how people build their careers	Develop the skills and knowledge to engage in career building	Manage your career building process

Summary

This section has introduced the Blueprint in detail by explaining the learning areas and presenting the 12 career management competencies according to the five phases.

Section 3 presents the career management competencies in detail and identifies content that can be used to inform career development learning. Specific examples of learning activities are provided to illustrate practice.

Section 3

Using the Australian Blueprint for Career Development in career development learning

This section provides more detail on how to use the Blueprint in career development learning. It explains the career management competencies and outlines how each can be used to guide content in career development learning.

The section also explains the need to contextualise career development learning for a diversity of people in a range of settings, providing examples of how this can be achieved. Career development learning is best facilitated through experiential learning. An overview of experiential learning theory (Kolb, 2015) is provided. The section concludes by providing illustrative examples of career development learning in different contexts facilitated through the application of experiential learning.

Using the career management competencies to guide career development learning

Section 1 provided an introduction to career development learning, the focus of this section. Broadly speaking, career development learning is about the content and process of career development or life/career management.

The content of career development learning in essence represents learning about self and learning about the world of work. Process learning represents the development of the skills necessary to navigate a successful and satisfying life/career (McMahon et al., 2003).

The 12 career management competencies of the Blueprint guide the content of career development learning in the three learning areas of Personal management, Learning and work exploration, and Career management.

The learning areas, Personal management, Learning and work exploration focus on the *content* of career development learning (i.e. what people need to know about themselves and the world of work). The learning area, Career building, focuses more on the *process* of career development (i.e. how people manage their career development).

Understanding more fully what each of the career management competencies is about can assist career development practitioners in planning career development learning experiences. Table 3 outlines each competency and how they can be used to guide career development learning.

Table 3 Using the career management competencies to guide career development learning

Learning Area A: Personal management	
Career Management Competency	**What this competency is about**
1. Build and maintain a positive self-concept	> Knowing who we are (in terms of interests, skills, personal qualities, etc.) > Being aware of our behaviours and attitudes > Understanding what influences our behaviours and attitudes > Adopting behaviours that reflect a positive attitude about ourselves > Understanding how our self-concept has an impact on achieving our personal, social, educational and professional goals and decisions > Understanding the importance of and being able to give and receive feedback
2. Interact positively and effectively with others	> Understanding the importance of positive relationships in our personal and professional lives > Understanding and demonstrating interpersonal and group communication skills that enable us to help or collaborate with others and develop positive relationships > Knowing how to deal with peer pressure, and understanding how our behaviours and those of others are interrelated > Respecting diversity > Being honest with others > Being able to express personal feelings, reactions and ideas in an appropriate manner > Knowing how to solve interpersonal problems
3. Change and grow throughout life	> Understanding that our motivations and aspirations change throughout life > Understanding that we all go through physical and psychological changes throughout life > Being aware of how changes related to work can impact on our lives and may require commensurate life changes > Knowing how to adapt to changes in all areas of our lives > Knowing when to seek support
4. Manage wellbeing, mental and physical health	> Being aware of how change and growth might impact our wellbeing, mental and physical health > Being aware of how mental and physical health impact life, learning and work decisions > Demonstrating good health habits > Knowing how to manage stress > Being able to express feelings > Knowing who is in our support network > Being able to ask for help or support

Table 3 Using the career management competencies to guide career development learning continued

Learning Area B: Learning and work exploration	
5. Participate in lifelong learning supportive of career goals	> Understanding the relationship between educational levels and the learning or work options that are open to us > Knowing about learning opportunities, including face to face and online opportunities > Understanding the relationship between learning and the development of skills and knowledge > Understanding the rapid pace of change and the need to continue to engage in learning across the lifespan > Understanding the relationship between learning and career progression > Knowing what influences life and work successes > Understanding how to improve our strengths, skills and knowledge through learning > Demonstrating knowledge, skills and attitudes that contribute to achieving our personal and professional goals > Having personal and professional learning plans > Undertaking continuous learning activities
6. Locate and use career information effectively	> Knowing where and how to access reliable career information > Knowing how to use various sources of career information > Having the digital literacy to access career information online effectively > Having the digital literacy to be a discerning user of online career information > Knowing how to use school and community settings and resources (e.g. parents, local businesses, alumni) to learn about work roles and alternatives > Knowing how to interpret and use labour market information > Knowing what working conditions we want for ourselves > Understanding the realities and requirements of various education, training and work settings

Table 3 Using the career management competencies to guide career development learning continued

Learning Area B: Learning and work exploration continued	
7. Understand the relationship between work, society and the economy	> Understanding how work can satisfy our needs > Understanding how work contributes to our community and society in general > Understanding how society's needs and functions affect the supply of goods and services > Understanding how economic and social trends affect our work and learning opportunities > Understanding the effect of work on people's lifestyles > Determining the value/importance of work for ourselves > Understanding how organisations operate > Understanding the nature of the global economy and its impact on individuals and society > Understanding the nature of different forms of work (e.g. casual, contract, full-time, permanent, gig work and their implications for workers) > Understanding workers and employers' rights and responsibilities > Understanding the role of unions in supporting workers
8. Understand the changing nature of life and work roles	> Understanding the changes to gendered roles in work and family settings > Understanding how work, both inside and outside the home, is important to family and society > Exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for ourselves > Being aware of stereotypes, biases and discriminatory behaviours that limit people in certain work roles > Demonstrating attitudes, behaviours and skills that help to eliminate gender bias and stereotyping

Table 3 Using the career management competencies to guide career development learning continued

Learning Area C: Career building	
9. Secure/create and maintain work	> Understanding the importance of personal qualities in creating/getting/keeping work > Demonstrating creative ways to perform work activities > Articulating one's skills to others including through social media > Understanding that skills, knowledge and experiences are transferable to various work settings > Being able to work/collaborate with people who are different from ourselves > Developing work search tools and skills including how to use social media > Knowing how to locate, interpret and use labour market information > Having the digital literacy to locate, interpret and use online labour market information > Demonstrating employability skills learned in other settings (e.g. school curriculum, work experience, mentoring) > Knowing about services or programs that support people's transition from high school to work or further education and training > Knowing about services that support people's work transitions through unemployment, redundancy, seeking a career change, or planning to specialise > Understanding the value of volunteer work from a work search perspective > Being able to negotiate work contracts and conditions
10. Make career-enhancing decisions	> Understanding that our career path reflects a series of choices, decisions and transitions > Understanding how career decisions are made > Understanding how our personal beliefs and attitudes affect our career decisions > Being aware of what might interfere with attaining our goals and developing strategies to overcome these > Knowing how to apply problem-solving strategies > Being able to explore alternatives in decision-making situations > Demonstrating the skills, knowledge and attitudes required to assess work and learning opportunities > Being able to develop a range of creative scenarios supportive of our preferred future > Being able to evaluate the impact of our decisions on ourselves and others

Table 3 Using the career management competencies to guide career development learning continued

Learning Area C: Career building continued	
11. Maintain balanced life and work roles	> Being aware of the various roles we may have > Being aware of the responsibilities linked to each of our roles > Understanding how these different roles require varying amounts of energy, participation, motivation, and so on > Understanding how our various life and work roles impact upon our preferred future or lifestyle > Determining the value of work, family and leisure activities for ourselves > Being able to determine the kind of work, family and leisure activities we feel might contribute to a balanced life
12. Understand, engage in and manage the career-building process	> Being able to define our preferred future and revisit it on a constant basis > Being able to set career goals reflective of our preferred future > Being able to develop career plans in step with our preferred future and to pursue them > Being able to build career scenarios in step with our preferred future > Understanding the importance of setting goals > Understanding the role of social media in career building > Knowing how to manage our online presence effectively > Being able to create and maintain a career portfolio including e-portfolios > Understanding how risk taking and positive attitudes are important to our career-building process > Knowing how to plan for and apply coping strategies or new career scenarios during transitional periods (e. g., starting a family, retirement, or losing a job)

Performance Indicators

A goal of career development learning is the achievement of career management competencies. Performance indicators illustrate the ways in which individuals can develop and demonstrate their competence at each of the five phases.

In general, performance indicators begin with verbs (e.g. create, engage, identify, describe, evaluate, demonstrate, apply, establish, assess, determine). When a learning activity is developed to achieve a particular career management competency, it is important to identify appropriate performance indicators to help measure that achievement. These should be appropriate to the specific clients or client groups and contexts in which they are learning.

Contextualising career development learning for clients and settings

Because people are different, career development learning needs to be contextualised to suit the client or client group (e.g. school students, employees, people who have been unemployed long term, women returning to the workforce, indigenous youth, migrants and refugees).

In addition, not all settings where career development learning is facilitated are the same (e.g. schools, universities, workplaces, rural areas, metropolitan cities). A 'one-size-fits-all' approach may not meet the career learning needs of all people adequately. Thus, the first step in facilitating career development learning is to assess client needs and the setting. Professional career development practitioners will take account of personal factors (e.g. age, ability, and personal, familial, societal, and environmental circumstances) that shape what might reasonably be expected of individuals in a particular setting.

In addition, the size of a cohort of learners, the location of learners, learners' access to equipment or settings, and resource requirements may impact a career development practitioner's decisions about the most appropriate learning opportunities to provide. This will also have an impact on the relevant performance indicators needed to demonstrate that the career management competency has been achieved.

Table 4 provides examples of how the career management competencies can be contextualised for different phases and settings and the performance indicators that could demonstrate how they have been achieved. Career management competency 1, Build and maintain a positive self-concept, and Career management competency 7, Understand the relationship between work, society and the economy, will be used as illustrative examples of what individuals at each phase could reasonably be expected to do to demonstrate the competency.

Table 4 Career management competencies, contextualisation and performance indicators

Career management competency 1: Build and maintain a positive self-concept		
Phase	**Context**	**Performance Indicator**
Awareness Build a positive self-concept	**Context: Pre-school** Pre-schoolers will be able to discover personal strengths	> Tell a teacher, parent or friend what they are good at
Exploring Build a positive self-concept while discovering its influence on yourself and others	**Context: Primary School** Students will be able to discover how positive characteristics are the basis of a positive self-concept	> Identify their positive characteristics (skills, interests, personal qualities and strengths) as seen by themselves and others > Write a list of their positive characteristics
Starting out Build a positive self-concept and understand its influence on your life, learning and work	**Context: Secondary School** Students will be able to discover how behaviours and attitudes affect school, work and family situations	> Evaluate the impact of self-concept on themselves and others at home, school or, if applicable work (e.g. structured workplace learning, work experience, part-time, casual or voluntary work) > Make a collage that shows their positive characteristics and their impact on others and explain their collage to another student
Groundwork Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals	**Context: Senior Secondary School** Students will be able to demonstrate giving and receiving feedback in ways that build a positive self-concept	> Demonstrate giving and receiving feedback in ways that build a positive self-concept > In a small group, make a short video of giving and receiving feedback in ways that maintain a positive attitude and respect the feelings of others
Advancing Maintain a positive self-concept and understand its influence on career decisions	**Context: Adult with labour market experience** An adult working with a career development practitioner will be able to understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, beliefs and behaviours) on career decisions	> Re-examine personal characteristics and determine those that might contribute positively to the achievement of career goals > Construct a career lifeline that identifies important career achievements, and describe the ways in which their personal characteristics contributed positively to each experience

Table 4 Career management competencies, contextualisation and performance indicators continued

Career management competency 7: Understand the relationship between work, society and the economy		
Phase	**Context**	**Performance Indicator**
Awareness Recognise that people work in paid and unpaid roles	**Context: Pre-school** Pre-schoolers will be able to discover what jobs are	> Name some jobs people do and get paid for > Name some jobs people do *not* get paid for
Exploring Discover how work contributes to individuals' lives	**Context: Primary School** Students will be able to understand the contribution of work to family life	> Talk to their parents or carers about the work they do, including paid employment and unpaid work in the home to find out how it contributes to the family > Make a list of ways in which work contributes to individuals and families
Starting out Understand how work contributes to the community	**Context: Secondary School** Students will be able to explore the importance of work to a community	> Make a list of jobs they see people do in their everyday lives > Discuss in small groups how these jobs contribute to the community
Groundwork Understand how societal needs and economic conditions influence the nature and structure of work	**Context: Senior Secondary School** Students will be able to explore how trends (e.g. social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities	> Make a list of local, state, national, and global factors influencing work > Discuss in small groups how these factors are influencing the nature and structure of work
Advancing Incorporate your understanding of changing economic, social and employment conditions into your career planning	**Context: Adult with labour market experience** An adult working with a career development practitioner will be able to understand how trends (e.g. social, demographic, technological, occupational and industrial trends) affect your career	> Discuss trends in the local labour market > Identify employment conditions they hope to get

Facilitating career development learning

Intentional career development learning may be provided by professional career development practitioners in a range of settings. This includes pre-primary and secondary schools (e.g. through career education programs), post-compulsory education providers such as colleges of TAFE and universities (e.g. through career development programs), workplaces (e.g. through career management programs), and in private practice and government programs (e.g. through career counselling). Intentional career development learning can be guided by the career management competencies in the Blueprint and their achievement demonstrated by performance indicators.

People engaged in career development learning have a range of prior experiences that can be built on through intentional career development learning. For example, children observe work roles in their family and in their day to day lives; adolescents make similar observations and are also exposed to work experience, as well as volunteer and part-time work; while adults may have a range of life, learning and work experiences. Experience provides a rich resource for learning and consequently, experiential learning theory (Kolb, 1984, 2015) is appropriate as a theoretical foundation for intentional career development learning.

Experiential learning is sometimes referred to as 'learning by doing' and encourages people to take an active role in the learning process. In general, experiential learning is viewed as a cycle beginning with experience followed by reflection, thought, and action (Kolb, 2015).

The way you learn is the way you approach life in general. Learning occurs in any setting and continues throughout your life.

Completion of all stages of the cycle allows the transformation of experience to knowledge to occur.

Kolb (1984) viewed learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence.

However, effective learning only occurs when a learner can execute all four stages of the cycle. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

The first stage of an experiential learning process is a previous or present concrete experience common to all learners (e.g. transition to secondary school, subject selection, transition from senior secondary school, finding a job, performance reviews) or an experience provided by a career development practitioner (e.g. a role play, an industry visit, a field trip, work experience).

Career development practitioners could also facilitate structured activities such as guided imagery, metaphor, career genograms, timeline analysis, and collage as experiences on which learning is based.

"In the second stage of the experiential learning process, reflection, learners review their experience and try to make sense of it. They consider their reactions to and feelings about their experience and interpret it from different angles. Career development practitioners can guide the reflection process through activities such as structured peer and small group conversations and posing questions such as 'what happened?' and 'what were the outcomes?' to guide the reflection.

The third stage of an experiential learning process, thought, involves learners developing ideas about the experience at a deeper level and identifying what they have learned. In this stage, learners reach conclusions and conceptualise the meaning of the experience. Career development practitioners can facilitate this stage by also using activities such as structured peer and small group conversations and posing questions such as 'what do these outcomes suggest?', 'what did I do to influence the outcomes?', and 'what have I learned?' to guide this process of thinking about the experience.

The fourth stage of an experiential learning process, action (doing), involves learners making a plan to apply their learning in some way. Questions such as 'how could I apply my learning?' and 'based on my experience, what will I do now?' could guide this stage of the experiential learning process. Career development practitioners can encourage learners to think about when, where, with whom, and how they will enact their action plan. Learners may also be guided by the career development practitioner to write their action plan or explain it to a peer or small group and, if appropriate, to invite feedback on their action plan in order to refine it.

Experiential learning necessarily involves learners being actively engaged in the process, talking with other learners and the career development practitioner. In order to maximise the effectiveness of the learning experience, the career development practitioner's role is to provide structure for the learning (e.g. providing clear instructions, guiding reflections with stimulus questions, encouraging the participation of all learners, providing content input where necessary).

Developing a career management competency provides the stimulus for the experiential learning activity and the performance indicator that demonstrates its achievement can be incorporated into the fourth stage.

The following examples illustrate the application of experiential learning theory in career development learning activities, customised to take context into account.

EXAMPLE 1:
Thinking about going to work: A dress-up day for pre-schoolers

Learning Area C: Career building

Career Management Competency 12: Understand, engage in and manage the career building process

Awareness: Recognise that careers exist

Performance Indicator: Discover the names of some jobs

Learning Activity

Experience: A career development practitioner works with a pre-school teacher to ask children to find pictures of adults at work from a collection of old magazines. Children are asked questions about which jobs they know the name of, what tools/equipment the workers might use, what people wear to work, why people go to work, and whether the jobs are gender-specific.

Reflection: Following the experience of looking at and discussing the pictures, the children are asked to name jobs they have seen on television and in the community and jobs their parents do.

Thinking: Children think about the jobs they have talked about and are asked to identify any they would like to dress up as. Each child says the job they have chosen and, if possible, why.

Action: The career practitioner, working with the teacher, invites the children to participate in a dress-up day where they come to pre-school dressed as a worker in the job they selected to dress up as. Parents are also asked to come to the event dressed in the clothes they wear to work. Each child is asked to tell a parent what job they are dressed for and why and the parent tells the child something about their job.

EXAMPLE 2:
A visit to a television station for Year 5 students

Learning Area B: Learning and work exploration

Career Management Competency 8: Understand the changing nature of life and work roles

Exploring: Learn to recognise gendered life and work roles and to question their appropriateness

Performance Indicator: Create a list of gendered work roles

Learning Activity

Experience: The career development practitioner organises a class excursion to a television station during which the students see different departments in the station and hear from a range of employees (e.g., newsreaders, camera operators, administration staff, and program directors) about their jobs. Prior to the visit, the career development practitioner asks students to notice and ask questions about topics such as how many people work at the television station and of these how many identify as female, male, or other, how long do people work in a day, which jobs are done primarily by women and which jobs are done primarily by men, what does a person need to do to get a job (e.g., as a camera operator), and how did the employees decide to apply for that job.

Reflection: On return to the classroom, the career development practitioner provides students with a guided reflection handout with questions such as 'what jobs did I hear about during the visit?', 'were the jobs being done by men or women?', 'what surprised me most during the visit?', 'from what we saw and heard, what excited me the most?', and 'overall, how do I feel about the visit?'. Following completion of the guided reflection by each student, the career development practitioner asks the students to form into pairs and take turns to share their answers to each of the questions and to discuss their feelings about and reactions to the visit.

Thinking: The career development practitioner then asks each pair of students to join with another pair to form a small group to focus on the question 'what did I learn about gender and jobs' and make a list of the most important things they learned. A representative from each group could be asked by the career development practitioner to present the main learnings to the whole class or alternatively to list the points on an electronic whiteboard with a view to a whole class discussion, especially on gender and jobs facilitated by the career development practitioner.

Action: Subsequent to the discussion, the career development practitioner asks students to draft three to five questions they would like to ask their parent/guardian about their job. These 'interviews' will provide the basis of a subsequent lesson.

EXAMPLE 3:
Choosing senior secondary school subjects for Year 10 students

Learning Area C: Career building

Career Management Competency 10: Make career-enhancing decisions

Starting out: Develop decision-making skills and knowledge

Performance Indicator: Develop decision-making strategies to help determine your career goals.

Learning Activity

Experience: The career development practitioner introduces a lesson on choosing senior secondary school subjects by reminding students that they have had to choose subjects before and asks them to think back to that time and how they approached the task of subject selection.

Reflection: The career development practitioner then invites students to make notes as they are guided through a reflection on their previous subject selection decision-making with questions such as 'how did I feel at subject selection time?', 'who helped me with my decision-making?', 'on what basis did I make my decisions?', 'how did the decision work out for me?', and 'on the basis of my experience, what advice would I give to another student making a subject choice decision?'. Students then have a conversation with another student and refer to their notes as appropriate.

Thinking: Students form groups of four and are asked by the career practitioner to make a list of strategies that worked or were helpful during their previous subject selection experience. One representative from each small group reports on the strategies to the whole class.

Action: The career development practitioner invites students to list the strategies they will use for selecting their senior secondary school subjects and then share their list with another person.

EXAMPLE 4
Debriefing a work shadowing experience for TAFE students

Learning Area C: Career building

Career Management Competency 9: Secure/create and maintain work

Groundwork: Develop abilities and resources to secure/create and maintain work

Performance Indicator: Explore specific work opportunities in terms of working conditions and safety hazards, benefits etc.

Learning Activity

Experience: Following a work shadowing experience, the career development practitioner invites students to form small groups of four and share stories with each other on topics such as who they work shadowed, what job the person did, where they worked, how long they had been in the job, how they got the job, and what skills and knowledge they used etc.

Reflection: Following the group discussion, students reflect individually on their work shadowing experience guided by questions such as 'what interested me most about the experience?', 'what did I realise about the job I work shadowed?', 'what did I like about the job?', 'what didn't I like about the job?'. Students could make notes on their reflections or alternatively, a reflection guide could be prepared by the career development practitioner for students to complete.

Thinking: Subsequent to their reflection, and potentially using the same reflection guide, students think about a) what they learned (e.g. about the skills and knowledge relevant to the job, the tasks undertaken in the job, the education and training needed to do the job, the hours of work, working conditions, benefits of the job, etc), and b) whether the job interests them, whether they have relevant skills and knowledge and what aspects of the job they would like to know more about. Career development practitioners ask students to discuss their learnings with a partner.

Action: The final step in this process is for students to make an action plan about what further information they would like to know about the job and the steps they could take to find out (e.g. make an appointment with a career development practitioner, online research through a reputable website).

EXAMPLE 5:
A workshop on work-life balance for employees in a large company

Learning Area A: Personal management

Career Management Competency 4: Manage wellbeing, mental and physical health

Advancing: Incorporate strategies that promote wellbeing, mental and physical health in life, learning, and work settings

Performance Indicator: Identify strategies to manage worklife balance and a support person to talk to

Learning Activity

Experience: The career development practitioner provides group members with a list of scenarios about work-life balance. Attendees form into small groups and discuss one scenario per group focusing on what the issues are for the person in the scenario, how it is affecting them, and what strategies they have used or could use to improve their situation.

Reflection: Individually, workshop participants are asked by the career development facilitator to reflect on their own situation and their work-life balance, how are they and their family impacted by limited work-life balance, what strategies do they use or have they used to manage their work-life balance, which strategies worked and which did not. Participants form pairs to discuss their reflections of their personal experiences to the extent that they are willing to share.

Thinking: In small groups, participants discuss questions such as 'what have I learned from my past life experience of work-life balance?', 'what strategies would I use again or change?', 'what would I do differently?'.

Action: The career development practitioner invites workshop participants to consider how they would respond to any future situations in which they feel stressed by a lack of work-life balance. Participants are asked to identify strategies they would use and who they would talk to about such stress. To close the activity, participants are invited by the career development practitioner to share their future plan with their workshop partner.

As reflected in these five examples, the learners are actively involved in each of the experiential learning activities. The career development practitioner assumes the role of a learning facilitator who guides the learning process by providing sufficient structure and input to maximise participation and learning. Career development learning needs to be customised by the career development practitioner to accommodate client needs and the context.

Summary

Section 3 has illustrated how the Blueprint together with experiential learning "yokes together the question of 'what should be learnt?' with 'how is it learnt?' and 'when should it be learnt?'" (Hooley et al., p. 8).

In addition, the phases of the Blueprint provide an initial response to the question "where are career management skills learnt?" (Hooley et al., p. 9). The Blueprint provides a framework that can guide career development learning for people across the lifespan in a range of settings. The Practice Guides accompanying the Blueprint (presented in Section 4) can be used to assist in designing and implementing career development learning programs in line with the principles outlined in Section 3.

References

Blustein, D. L., & Duffy, R. D. (2020). Psychology of working theory. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 201-236). Wiley.

Career Industry Council of Australia. (2019). *Professional standards for Australian career development practitioners*. Career Industry Council of Australia. https://cica.org.au/professional-standards/

Gottfredson, L. S. (2005). Applying Gottfredson's theory of circumscription and compromise in career guidance and counseling. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 71 – 100). John Wiley.

Hartung, P. J. (2020). Life-span, life-space career theory and counseling. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 95-128). Wiley.

Hooley, T., Watts, A. G., Sultana, R., & Neary, S. (2013). The 'Blueprint' framework for career management skills: A critical exploration. *British Journal of Guidance and Counselling, 2*, 117-131. http://dx.doi.org/10.1080/03069885.2012.713908

Howard, K. A. S., & Dinius, S. M. (2019). Children's reasoning about career development: The Conceptions of Career Choice and Attainment Model. In N. Arthur, R. Neault, & M. McMahon (Eds.), *Career theory and models at work: Ideas for practice* (pp. 159-167). Toronto: Canadian Education and Research Institute for Counselling.

Ithaca Group. (2019). *Future Ready: Research on incorporating career education in the Australian curriculum.* Ithaca Group.

Kolb, D. A. (1984). *Experiential learning.* Prentice-Hall.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

Lent, R. W. (2020). Career development and counseling: A social cognitive framework. In S. D. Brown, & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 129-164). Wiley.

McMahon, M., Patton, W., & Tatham, P. (2003). *Managing life, learning and work in the 21st century.* Miles Morgan Australia Pty Ltd.

MCEECDYA. (2010). *The Australian Blueprint for Career Development*, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra.

Nauta, M. M. (2020). Holland's theory of vocational choice and adjustment. In S. D., Brown, & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 61-94). Wiley.

Organisation for Economic Co-operation and Development (OECD). (2002). *OECD Review of Career Guidance Policies. Australia. Country Note*. Paris.

Parsons, F. (1909). *Choosing a vocation*. Houghton Mifflin.

Patton, W., & McMahon, M. (2021). *Career development and systems theory: Connecting theory and practice*. Brill.

Prime Minister's Youth Action Plan Taskforce. (2001) *Footprints to the Future.* Department of Education, Training and Youth Affairs.

Pryor, R., & Bright, J. (2019). Careers as fractal patterns: The Chaos Theory of Careers perspective. In N. Arthur & M. McMahon (Eds.), *Contemporary theories of career development: International perspectives* (pp. 135-152). Routledge.

Savickas, M. L. (2020). Career Construction Theory and counseling model. In. S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 165-200). Wiley.

Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.) (pp. 197-261). Jossey-Bass.

Wolfe, D. M., & Kolb, D. A. (1980). Career development. personal growth, and experimental learning. In J. W. Springer (Ed.), *Issues in career and human resource development* (pp. 1-11). American Society for Training and Development.

Glossary of Terms

Associate Career Development Practitioner
Associate career development practitioners are qualified in career development at a Certificate IV level and work in support roles.

Career
Careers are dynamic, unique to each person, and involve balancing paid and unpaid work, learning, and personal life roles across the lifespan.

The Blueprint assumes the following:

- Life, learning and work, though sometimes distinct, are not separate.
- Life, learning and work are best designed in harmony.
- Life, learning and work can be designed (recognising that not all designs come to fruition) and re-designed.

Career Assessment
A process that gives meaning to quantitative test results and informal qualitative career assessment instruments. These assessments enable individuals to demonstrate their skills, abilities, attitudes, interests, achievements and prior learning experiences.

Career Counselling
A process that assists people by emphasising self-awareness and understanding. This helps develop a satisfying and meaningful career direction that guides learning, work and transition decisions and manage changing work and learning environments over the lifespan. Career counselling may be conducted individually or in small groups. Career counsellors hold professional qualifications in career development as well as specialised qualifications in career counselling.

Career Development
The process of managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future. Career development "involves one's whole life, not just occupation ... it concerns the whole person ... in the ever-changing contexts of their life. The environmental pressures and constraints, the bonds that tie him or her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with ... Self and circumstances – evolving, changing, unfolding in mutual interaction" (Wolf & Kolb, 1980, pp. 1-2).

Career Development Learning
This supports people to develop the knowledge, skills and attitudes to successfully manage their career. Career development learning includes learning about self and learning about the world of work, as well as learning the skills of career management.

Career Development Practitioner
These practitioners provide a wide variety of services to diverse client groups in order to foster their career development. Career Development Practitioners may deliver services in settings such as, but not limited to, schools, higher education (e.g., TAFE and universities), business organisations, government agencies and private practice in a range of formats (e.g., one-to-one, small groups, via the web, large classes and self-help materials). Such services may include, but are not limited to, career counselling, career advice, career education, job placement, employment services, recruitment, career coaching, training, mentoring and coordinating work experience or internships programs. Career development practitioners may work at either a Professional or Associate level.

Glossary of Terms continued

Career Development Services
A wide range of programs and services provided in many different jurisdictions and delivery settings to stimulate career development learning. This helps clients gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways.

Career Education
The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings. This will assist students make informed decisions about their life, learning and work options and enable their effective participation in working life.

Career Guidance
An umbrella term for the services provided by Professional Career Development Practitioners, intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

Career Information
Occupational and industry information, education and training information and social information related to the world of work sourced from resources such as computer-based career information delivery systems, the Internet, print and media materials, informational interviews, and workplace speakers.

Career Management Competencies
The knowledge, skills and behaviours required by all citizens to manage and develop their learning and employment across their working lives. These skills include gathering, analysing, synthesising and organising self, educational and occupational information as well as the skills for making and implementing career decisions and transitions.

Competency
The ability to perform tasks and duties to the standard expected.

Employability Skills
Generic skills and attributes that are required to gain employment and may be transferred from one situation to another.

Job
A job is the work a person does to earn money.

Labour Market
The market in which employers look and compete for workers and in which workers look and compete for employment.

Labour Market Information
This includes all quantitative or qualitative data and analysis related to employment and the workforce. It includes information about conditions in, or the operation of, the labour market, including wages, job openings, working conditions, and current and future skill, occupation and industry requirements.

Learning
This is a holistic process involving thinking, feeling, perceiving and behaving as individuals relate through experience and interaction with the world throughout their lives. Learning may be formal, informal, non-formal, intentional or unintentional.

Glossary of Terms continued

Lifelong Learning
Purposeful learning activity undertaken on an ongoing basis across the lifespan to improve knowledge, skills and competence through education, training, work and general life experience.

Occupation
A set of jobs that require the performance of similar or identical sets of tasks.

Performance Indicators
Performance indicators, as identified in the Blueprint, represent specific learning objectives and describe the knowledge, skills and attitudes that suggest 'mastery' of the career management competencies at each of the five phases. They form the basis for planning specific career learning activities and for establishing local standards.

Professional Career Development Practitioner
Professional career development practitioners are qualified in career development at a Graduate Certificate level or higher and work in a range of settings, coordinate teams including Associate Career Development Practitioners, and in supervisory roles.

Qualification
Certification awarded to a person on successful completion of a course in recognition of achievement in particular knowledge, skills or competencies.

Skill
An ability to perform a particular mental or physical activity which may be developed by training or practice.

Work
A set of activities such as paid employment, parenting, care work, or volunteering from which it is hoped a person will derive personal satisfaction.

Section 4
Practice Guides

Introduction

This section builds on the previous content-based sections in the *Blueprint.*

In this section, you will find ten practice guides that provide greater detail on how to implement the career management competencies in your context and how they can be used to guide the content of career development learning. The need to contextualise career development learning in a range of settings is explained and examples are provided. Career development learning is best facilitated through experiential learning guided by the Blueprint.

Career development practitioners within organisations, including primary and secondary schools, training organisations, adult community educators, universities, employment service providers and private sector companies can use the Blueprint competencies as a basis for:

- curriculum/course or workshop planning
- designing, developing, evaluating and revising career education programs
- integrating career management competencies across school curriculums
- reviewing career information products
- developing individual career portfolios.

This section provides you with information on the ways in which you might use the Blueprint for particular tasks. It is important, however, that these practice guides do not unintentionally trivialise the ways in which organisations respond to the complex career development needs of individuals.

The goal, which is to enable individuals to manage their life, learning and work effectively, needs to be kept uppermost. These practice guides are simply an illustration of how to use the Blueprint in practice. Once you have experimented with the Blueprint, you will undoubtedly find alternative ways of using it to meet the needs of your learners or clients.

Practice Guides

There are ten Practice Guides that cover a range of elements of career development practice in various settings.

The ten Practice Guides are as follows:

1. How to assess context needs and gather support for your career development program
2. How to determine the career development needs of learners
3. How to design a comprehensive career development program
4. How to prepare a career development session
5. How to evaluate a career development program or session
6. How to assess your career information resource collection and identify gaps
7. How to select a career information resource
8. How to develop a career information resource
9. How to select a digital career development resource
10. How to write a career development program report

1. How to assess context needs and gather support for your career development program

"I have to work out what's right for my context as there are so many good ideas about career strategies and approaches that sometimes they blur into one!"

Vida

Career development should be an organisational priority. You would use this guide when consulting with collaborators in your context of practice. For example, school career practitioners would find it valuable to gain input from teaching staff and parents. These practice steps are essential to:

- ensure that your program is developed in partnership with all important stakeholders
- implement program activities/learning experiences for the appropriate phase of your target group and/or client(s)
- design your career program to address the priority competencies for the career development needs of your target group and/or client(s)
- ensure the support of staff and policy-makers to secure resources.

When assessing the career development needs of learners, refer to Practice Guide 2: How to determine the career development needs of learners.

Practice Steps	Considerations
1. Promote your career development program	Check if there are committees with whom you can collaborate and attend meetings to outline your program plan. Examples: > A primary school may have a school improvement committee or a high school may have a school-to-work or a transition committee. > Tertiary institutes may have faculty meetings or a broader Learning and Teaching Network. > Many companies have human resource development or talent management advisory groups.
2. Establish an advisory group	Identify those with a genuine interest in and commitment to the vision of establishing a comprehensive career development program and, if possible, establish an advisory group. It is important that members represent a wide range of interests: > Administrators or managers who can facilitate support and communication. > Prospective users of your program. > Members of the wider community (i.e. parents, employers and other government or community service agencies).

Practice Steps	Considerations
3. Consult and assess	Consult with your advisory group (or other key supporters) regarding issues such as the scope and sequence of activities in relation to other programs/activities. Ensure: > Programs in your area meet the career development needs of all individuals served. > Duplication within and across organisations is reduced. > Timing of interventions aligns with other activities and clashes are avoided. Examples of key programs / activities may include: > Subject selection. > Work Integrated Learning/Placements. > Leadership programs. > Performance development plans/Promotion rounds.
4. Design and draft a needs assessment survey	Decide on your approach. There are many ways to conduct a needs assessment, from simple brainstorming and prioritising in a group through to conducting a more formal survey. Identify your respondents: > The individuals you serve: your administrators/managers and staff are the initial groups to be surveyed. > External groups such as local businesses or parents or former clients.
5. Develop the needs assessment survey through consultation	Consult with members of the Advisory Group and/or have a measurement specialist involved to guide questions such as: > How will the survey be constructed? > How will you ensure that the survey gathers relevant information? > What alternative forms will be developed for groups with special needs, such as those with low literacy levels? > How will you format the survey for easy tabulation? Once the survey has been drafted and consultation undertaken, refer to the Survey Checklist on page 38 to ensure quality.
6. Distribute and conduct a needs assessment	Ensure that your survey sample is large enough to be representative of the population so that your results are meaningful. Factor in your expected rate of response when estimating the number to be surveyed.
7. Analyse results and write a report/ summary	Data analysis questions include: > What career management competencies were rated most and least important? > Did the results differ by group? Based on the results determine the management phase (i.e. Awareness – Advancing). Refer to Table 2: Career management competencies by phase on page 12.
8. Distribute and present findings	> Distribute your report to internal and external stakeholders. > Present findings to advisory group/staff meetings/other committee meetings (e.g. parent association). > Request feedback.
9. Incorporate findings and feedback in program report	> Refer to Practice Guide 10: How to write a career development program report.

SURVEY CHECKLIST		
1	Includes 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	Accommodates people with disabilities who are part of survey group.	
5	The length of the survey is reasonable.	
6	Structured responses (yes/no, multiple-choice, scale ranking) are easier to tabulate than open-ended responses.	
7	If necessary, a system developed to ensure confidentiality of responses.	
8	Ethical guidelines consulted.	
9	If necessary, permission forms developed.	

2. How to determine the career development needs of learners

"In my practice I have to consider how my career program reflects the needs and circumstances of all Australians, particularly those in regional, rural or remote areas, from low socioeconomic backgrounds or with disability."

Brett

It is important that your career development program reflects the needs of the people you serve. This guide will be helpful if you wish to work with your learners to determine their levels of mastery of the career management competencies so that you can develop an intervention strategy that will meet their needs.

This assessment approach could be used with learners in career consultations and/or with small groups.

You could also use this approach as part of a learners' needs assessment for developing a comprehensive career development program or session.

Practice Steps	Considerations
1. Develop competency assessment checklist	Utilise points in Section 3 Table 3 and add/delete/edit to suit the context. Then consider the following: > You might need to adapt or simplify the language of the checklists before you give them to learners. > You could find it useful to consult with members of your Advisory Group for guidance (i.e. Education Support specialists). > You may wish to consider the Practice Steps and Survey Checklist included in Practice Guide 1. > Decide on the most appropriate format for your local standards such as: • Hard-copy for learner/s to complete with pen and paper. • Using a device. • Guide the learner through the checklist verbally and complete the checklist yourself. > Refer to the example below of how career management competencies could be developed into an evaluation checklist.
2. Provide the checklist to your client	Encourage self-assessment – ask learners to complete the Career Management Competency Checklist and provide a reason for their rating. This can be achieved in different ways: > If you are working with individual learners, you can help them with prompting questions. > In a group setting, you will need to make sure the group is small enough to allow time to help those who might be struggling. Reflection prompts might include: > Why am I responding in this way? > Do I understand what is meant by this career competency? > What could I do to work towards a response of 'High'? > Who could I speak to about developing this?

Practice Steps	Considerations
3. Assess learners' ranking of the competencies	> Note competencies marked 'Low'. > Consider any notes/reasons provided. > Seek clarification from the learner regarding this if needed. > You might also challenge competencies ranked 'High' to ensure understanding. > Determine appropriate phases (i.e. Starting out – Advancing).
4. Record findings	> Write a report of findings. > Present findings to advisory group/staff meetings/other committee meetings (i.e. parent evenings). > Findings should be included in program report (see Practice Guide 10).
5. Plan appropriate interventions and identify relevant resources	Assess the career information resource collection and develop/secure appropriate resources based on findings. Examples for working with individuals and activities for groups include: > Targeted career development session. > Make a collage. > Produce an occupation report. > Assessment tools to identify strengths. > Work experience/volunteering. > Research into labour market trends. > Role plays (e.g. mock interview). > Establish LinkedIn profile. > Further training – short courses (LinkedIn Learning). > Attend professional association events. > Secure a mentor. For additional inspiration refer to Section 2 Table 2 and Section 3 Table 4.

Example: Career Management Competencies Evaluation Checklist (utilising Table 3)

Learning Area A: Personal management

1. Build and maintain a positive self-concept

This is about:

- Knowing who we are (in terms of interests, skills, personal qualities, etc)
- Understanding what influences our behaviours and attitudes
- Adopting behaviours that reflect a positive attitude about ourselves
- Understanding the importance of and being able to give and receive feedback

Low ☐ Medium ☐ High ☐

Reason for rating:

2. Interact positively and effectively with others

This is about:

- Understanding and demonstrating interpersonal and group communication skills that enable us to help or collaborate with others and develop positive relationships
- Knowing how to deal with peer pressure, and understanding how our behaviours and those of others are interrelated
- Respecting diversity
- Being honest with others
- Being able to express personal feelings, reactions and ideas in an appropriate manner

Low ☐ Medium ☐ High ☐

Reason for rating:

3. How to design a comprehensive career development program

"The Blueprint forms the foundation for my career development program."

Margo

Creating a new career development program designed to develop the Blueprint career management competencies is a comprehensive task that should include collaborating with and assessing the career development needs of both:

> Internal/external stakeholders and colleagues.

> Learners.

You could use this practice guide when establishing a comprehensive program designed to cover a range of career management competencies, ideally across all learning areas.

Practice Steps	Considerations
1. Getting started	> As a professional career development practitioner you can draw on your training to identify: • national and state/territory professional associations committed to providing information to improve career development programs. Many publish newsletters, conduct conferences, and provide resource services related to career development programs • suitable conferences and workshops to obtain information about new program activities • relevant international sources. > Refer to Practice Guides 8 and 9. > Keep a record of your sources of information for inclusion in your program report (see Practice Guide 10).
2. Meet with similar providers and interview them about their career development programs	> Possible questions to ask: • How was your program developed? What process was used? • Who has been your greatest support in developing your program? • What resources could you recommend? • What evaluation approach have you taken to measure the impact of your program? • What feedback have you had from colleagues/learners? > If possible, observe programs in action and talk with staff (and, if appropriate, learners) to gain more information and insight about how to implement similar activities in your setting. > Keep a record of who you met with and your observations for inclusion in your program proposal or report (see Practice Guide 10).
3. Identify the target group of learners	This could be based on findings from Practice Guides 1 and 2. (for example Year 6, Year 10 students, third year business undergraduates, second year apprentices, adult career changers).

Practice Steps	Considerations
4. Specify timeframe	Based on your consultation with the advisory group/stakeholders, identify a considerable block of time i.e. year/semester/course and ensure compatibility with other programs in the institution (for example, aligns with the timing of professional placement/ Performance Planning).
5. Select career management competencies based on information obtained from the context/learner needs assessment surveys (Practice Guides 1 and 2)	A comprehensive career program would ideally develop all career management competencies – at least two competencies from each learning area. Refer to Section 2 Table 2 and Section 3 Table 3. Determine: > What learners generally need to be able to know, understand or do (career management competencies). > What specific skills, knowledge and attitudes learners need in order to demonstrate the career management competency. > How well and under what conditions learners need to demonstrate their competence against performance indicators (local standards). Consultation with your advisory group may be needed to determine if the career management competencies that emerged in the needs assessment fit the teaching mandate.
6. Develop the program structure	You may wish to include a sequence for delivery that connects topics and builds on learning (e.g. personal management competencies should be acquired prior to work and learning exploration competencies). This might include: > Learning activities. > Experiential learning stage. > Decisions supported with evidence (i.e. research, local needs assessments). Consider the following: • What evidence is there that the activity is effective? • Is the activity appropriate for the needs of the learners? • Do staff/educators/facilitators have the expertise needed to implement the activity? • Will resources be available to implement the activity? Utilise Practice Guide 4: How to prepare a career development session. Refer to Section 3 Table 4 for inspiration.
7. Support framework requirements	A framework should include: > Description of each type of staff (or specific staff member) who has a role in the program. > Areas of coordination (evaluation/research /marketing/staff development). > Requirements (e.g. time release).
8. Budget	State the financial support required, listing items and estimates/quotes (e.g. (venue, staff, transport, technology, equipment, materials, resources and supplies, staff professional development).

4. How to prepare a career development session

"Each of my sessions applies and adapts the Blueprint to what's needed at the time."

Deb

The career learning need should be clearly articulated (preferably supported with evidence). You can judge that the aim/goal is achievable through engagement of learners in a career development session (or limited series of these).

You would use this practice guide when a career learning need has been identified or you have been asked to create a program. For example:

- by your manager/senior colleague
- a colleague in a subject area (e.g. maths teacher or business lecturer)
- a leader of another area (e.g. sports athlete leader)
- a funding body (e.g. local government)

You could use this guide to design interventions that could be incorporated into an overarching comprehensive career development program.

Practice Steps	Considerations
1. Allocate a timeframe	> Unlikely to be ongoing / long running (e.g. a single 45 minute session, half day or series of one hour lunchtime sessions over a term or semester. > Consultation regarding timing may be required. Refer to Step 3 of Practice Guide 1.
2. Identify overarching learning area	Learning Area A: Personal Management Learning Area B: Learning and Work Exploration Learning Area C: Career Building Refer to page 10.
3. List career management competencies to be addressed	Refer to Section 2 Table 1. Utilising your needs assessment analysis of both context and learners (Practice Guides 1 and 2), outline career management competencies to be addressed.
4. Outline presentation topics and activities for the session	What will the facilitator and the learners do in the session? This might include: > Videos > Guest speakers > Online resources > Role play > Quizzes > Group discussions > Presentations. For inspiration, refer to examples of activities at various phases in Section 3 Table 4.

Practice Steps	Considerations
5. Identify the experiential learning step for activities	The entire session may be focused on one step, or the teacher/facilitator may lead learners through a range of activities during the session to progress through the steps. Refer to examples on pages 26-29.
6. Resources	List all the required resources. This might include: > Help/mentoring from senior staff > Venue/online booking > Additional staff > Computer lab > Printed worksheets > Books or leaflets > Digital resources > Props for role-plays.
7. Reflection	After the session, take some time to consider and record your thoughts: > What worked well? > What could be improved? > Did the learners or other appropriate stakeholders give you any feedback during/at the conclusion of the session?
8. Evaluation	It is recommended that a consistent approach to evaluation be applied in order to compare and contrast career development sessions. For example, you might design a Google form survey that you send to all learners/participants the day after your session. For a more detailed evaluation process refer to Practice Guide 5.
9. Future action	Consider the steps you will take next time or suggest to others in the community. This should be included in your program report (see Practice Guide 10).

5. How to evaluate a career development program or session

"I use the Blueprint to map against my quarterly reporting to the School Leadership and to our Career Stakeholder Committee, it really helps give me a framework."

Kamala

Evaluation is critical to assess whether your career development program has the desired impact. It enables you to make improvements based on evidence to ensure you maximise learning in your context.

Remember that you do not need to wait until the end of your program to evaluate your processes. Monitoring your progress and seeking the opinions of a variety of stakeholders will help you to improve your program on a continuous basis and engage others in its ongoing development.

You would use this Practice Guide when:

- Assessing a career program/session's effectiveness to enhance the attainment of the career development competencies and local standards.
- Proposing/implementing changes to a career program/session.

Communicating the strengths, benefits and future requirements of the career development program/session.

Practice Steps	Considerations
1. Identify potential audiences for the evaluation report and determine the focus of your evaluation	> Is your audience interested in the program outcomes or the process or both? > How well did individuals meet the local standards? > How effectively has the program been implemented?
2. Identify procedures for evaluating sources of information	> Data collection procedures and logistics. > Selecting methods to collect information. > Deciding how much information is needed (e.g. all individuals served or a sample). > How evaluation data will be handled, verified for completeness and quality, analysed and interpreted. > You may be able to utilise elements of surveys developed as part of context needs assessment and/or learners' needs assessment (i.e. provide career competencies checklist to learners before the session and again after to measure changes and therefore impact of learning intervention).
3. Determine the tasks that need to be completed	> Who is responsible? Who will distribute the evaluation? > Timelines for task completion. > How will the evaluation be distributed? When? (e.g. during the session via a QR code, after the session via email with survey link). > What resources are needed to complete each task?

Practice Steps	Considerations
4. Document the evaluation plan	> Write a summary of the evaluation plan. > Include the plan in your career development program proposal/report. > Remember that you do not need to wait until the end of your program to evaluate your processes. > Monitoring your progress and seeking the opinions of a variety of stakeholders will help you to improve your program on a continuous basis and truly engage others in its ongoing development.
5. Evaluate and use results for program improvement	You can use your program evaluation results to monitor individual progress, to assess program effectiveness and to communicate benefits and needs of the program to others. > To what audiences will we release evaluation results? > What methods will we use to distribute the evaluation results? > What process will we use to make program decisions based on the evaluation results?
6. Report evaluation results/findings	A final written report should be completed that summarises program/session strengths and weaknesses, identifies priorities for session/program improvement and suggests improvements in the evaluation procedures. > Communicate the strengths, benefits and needs (e.g. human/physical resources) of the program to key groups – including your advisory group. > Sharing this information increases awareness and understanding, strengthens support and justifies the use of resources. > If problems do occur, their source (e.g. lack of time, resources and/or skills, etc) should be identified and workable solutions found quickly. This should be included as part of the career development program report.
7. Develop staff professional development	> When improvement priorities have been established, you can begin conducting staff/facilitators' professional development. > Areas of need might include developing curriculum or training activities/sessions, identifying and using career and labour market information resources, conducting individual and group assessment, consulting effectively, coordinating the career development program, and meeting the career development needs of special populations. > Regular meetings with colleagues involved can provide an opportunity to identify concerns, share successes, clarify the program schedule and identify design problems with specific activities.

6. How to assess your career information resource collection and identify gaps

"You can have a great framework of a career program but you need the materials and resources to deliver it to the people that need it."

Lorraine

A comprehensive career development program is complemented by a suite of quality resources, which have been sourced on the basis of organisational context and the needs of learners. Resources should align and inform the career development program. Use this Practice Guide if you want to know what career information needs your collection is addressing well, and what needs are not being addressed by your current set of resources.

These steps should help you assess your career information resource collection and identify any gaps.

Practice Steps	Considerations
1. Getting started	Before you assess your career information resources you should have a clear idea about the overall strategy of your career development program. You are facilitating and supporting career development learning through your collection of resources. The materials you collate and curate send messages about what you value. You should think about your client and learner's needs. When you are using external resources, including digital career development resources, you should ensure they fit in and complement the overall aim. When assessing your collection it is a good idea to refresh your understanding of CICA's Guidelines for Career Information Products.
2. Decide your requirements	Curating your career information resource collection means that your resource holdings should: > Align with the context for your career program. > Meet your stakeholder needs. > Cover all learning areas. > Have content for all Career Management Competencies. > Be aligned to the core constructs of career development outlined in the Blueprint. > Meet your client/learner needs and match them to the appropriate developmental phases identified. > Ensure products meet CICA's Guidelines to Career Information Products. Write down key requirements of your collection so you know your priorities. This should consist of no more than five or six key priorities. Some of these may have a few elements. You may also want to separately check that the competencies are being met.

Practice Steps	Considerations
3. Develop a checklist	Develop checklists that you can use more than once in your setting. It is important that while there are many assessment criteria you should not feel overwhelmed or end up with checklists with so many columns and rows it feels overwhelming. You can use the two sample checklists as a start.
4. Catalogue your resources	Compile all your resources so you can go through things systematically. As part of this exercise, you should create a single list of all resources you have access to along with their components. You could do this in a table, on a spreadsheet, on a simple database, or tagged on a Kanban board. Ensure you list the components of the resources (e.g. chapters, exercises, sessions, units, lesson plans).
5. Assess your resources	Start with an overview of your holdings. If you have a large number of resources to review, do a surface scan of each resource to work out which ones are in regular use and which ones are no longer current. Perhaps set aside any resources that you think do not look fit for purpose at the moment and you can come back to them later if you have any gaps to fill.
6. Cross-check against your key requirements – quality check	Review which of your key requirements your collection covers and which it does not. This quality check will help determine which resources most closely meet your strategic aims. You can use the Resources Review Table to tick that the requirement is met or if you are doing a more fine-grained assessment you can use a scale to give you a numeric output, such as: > 3 = exceeds criteria > 2 = meets criteria > 1 = does not meet Counting your ticks or totalling the score will help you see which resources most closely meet your requirements. Then establish where there are gaps and whether there are any requirements your resource collection does not need to address as a priority.
7. Cross-check against competencies – coverage check	It is important to also check your resource collection for coverage. Use the Resources Review Table to record the career management competencies each resource addresses, indicating the development phase in the appropriate box.
8. Summarise	Put your completed tables together, and add up how many resources meet your requirements, addressing each career management competency at each of the development stages. Decide whether or not the career management competency/phase combinations that are missing or hardly represented should be addressed by your resource collection. This should enable you to develop a priority list for: > Resources to amend – you can use the Practice Guide 8 about how to develop resources (this may include any that you flagged for updating in a previous step). > Resources to find or develop – before you create a new resource, check existing resources. You can use Practice Guide 7 about how to select a career information resource. Check whether any digital career resources have the capacity to meet several of your needs.
9. Evaluation	Diarise your next review! The relevance and appropriateness of the resource collection should be checked regularly, annually at least. There should be a schedule for checking if there are any updates to the resources that require updating or changes to any notes.

RESOURCES REVIEW TABLE

	Your resource assessment criteria/key requirements						
Resource title	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**Total**
INSTRUCTIONS:	Review your resources against your criteria and add ticks or a score against each criterion. Add up the number of resources that address each criterion. Record the totals in the appropriate spaces in the table below.						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							

RESOURCES REVIEW COMPETENCIES TABLE

	Developmental phases				
Career management competencies					
INSTRUCTIONS:	Review your Resources Review Tables. Add up the number of resources that address each career management competency at each developmental phase. Record the totals in the appropriate spaces in the table below.				

7. How to select a career information resource

"There are some great free resources available that you can incorporate into your program. I use Labour Market information sheets as part of my career education sessions and each student reports back on one fact that they have accessed."

Bryce

Career resources should be reliable, relatable, useful and relevant to the learner's context.

You would use this Practice Guide when you have identified a resource gap in your context from your assessment. When you find a gap, see whether you can find an existing resource that is reliable, relatable and useful. To avoid duplication of effort, it is a good idea to check if there is a resource that you have access and rights to before developing your own. This practice guide will help you select high quality, useful, career information resources that already exist.

You can find more support and information in CICA's Guidelines to Career Information Products.

Practice steps	Considerations
1. Getting started	Remember, you are facilitating and supporting career development learning through your choice of resource. So it is important to think about the messages the resource sends, ensuring there are no unintended implications. Decide to search for an existing career information resource after you have assessed your career information collection before you think about developing a new resource. Career information resources can support career development in any learning area. Resources could support learning including Personal management, Learning and work exploration, or Career building competencies.
2. Establish the type of resource	Select what type of resource you need before you start your search. Career information resources can take the form of informational or educational material. They may have been developed expressly for the purpose of career information or for another reason. The types of resource that could be used are: > A single factsheet or information resource which may or may not refer to other resources. > Case studies or career stories. > An article on a certain subject which may include numerical data. > Online static or dynamic resource. > Self-paced e-books or slide decks. > Supplies for a game, such as card sort materials.
3. Identify the target group of learners	Use your context needs assessment (Practice Guide 1) and/or learners' needs assessment (Practice Guide 2) to identify the appropriate target group for the new digital career resource.

Practice steps	Considerations
4. Select the learning area or career management competency	Decide how the career information resource will fit into your collection and what career program activity it will support. Career information resources may support career development in any learning area, (e.g. in relation to Personal management, Learning and work exploration, or Career building competencies). While you are selecting a career information resource be clear about the career management competencies you wish to be covered by that resource. You can check the components and review the resource and identify for yourself which, if any, of the 12 career competencies the component primarily targets in the 'Objectives' section below.
5. Decide the phase of the career information resource	Choose career information resources and an appropriate developmental phase for the setting (Awareness, Exploring, Starting out, Groundwork or Advancing). Monitor the language levels of any included text to ensure its readability for a diversity of learners. Some career information items may involve another task which shares career information implicitly and requires significant understanding about the world of work. For different ages and contexts of engagement there will be more explanation needed and different career information will be required.
6. Set a single career development learning aim or performance indicator	Select career information resources which meet a single career learning aim or performance indicator. Any resource should produce information in manageable information chunks. This may mean that in a large resource several chapters or sections are identified with different career development learning aims or that link to performance indicators. The career learning aim of the resource should be clear through the material or in notes you provide. The aim or goal should be concise and the item's purpose made explicit. It is expected that the resource would align with the constructs of career development.
7. Identify career development learning objectives	Ensure that the objectives of the selected career information resource are clearly articulated before you begin searching for the resource. The objectives could draw specifically on the performance indicators for each career management competency. The career development related objectives in the resource should align with key constructs outlined in the Blueprint. The objectives of any chosen resource should not be to sell a commercial product or service.
8. Search for appropriate resources	Undertake a systematic search for the resources you seek. Resources may be found from: > free government sources either on yourcareer.gov.au or other national or jurisdictional resources > resources already held in your organisational collection > education publishing catalogues or on reputable online sites > your professional body's resources. Keep good notes of your search, including what proved effective and what was less effective. Perhaps copy the history of pages you have been browsing to keep a record of fruitful resources. Ensure you take thorough notes of when and where you found the resource. It is important to carefully note Creative Commons or copyright notices, or licences you purchase for use.

Practice steps	Considerations
9. Verify content to be included	Ensure that all statements or assertions in the item are evidence-based and preferably referenced. A key consideration is that the relationships between sources of information is clear and unambiguous (e.g. no statistical claims made to back up an unrelated suggestion). Double check that content in the item draws on and aligns with the key constructs of career development and that the content meets the requirements you identified in your assessment of your career information collection.
10. Determine the format of your resources	Look for the resource that fits your career resource collection. It may be a paper based, online dynamic or static resource you can bring into your collection. In either case, check and keep careful note of your permissions to use the resource. The material should be as short as possible to meet the objectives. Most information resources should be one to two sides at most. There might be a longer resource which has well identified sections and separate anchors in the document. The resources should be as accessible as possible with the most simple and clear language used to get the message across. Any public material should not be above Year 7 reading material. All images or figures should have alternative text. Be sure that the source of the material is well referenced and you have adhered to all copyright or Creative Commons requirements.
11. Check all links are current	Check all links to any other resources. Any commercial content should be reviewed for reliability and notes made available if necessary. In-app purchases should be carefully reviewed.
12. Evaluate your resource	Think about future developments when you are selecting the resource. During the process of selection you may have come across practice ideas for other resources that would enhance your offering. Review the relevance and appropriateness of the resource annually at least. There should be a schedule for checking if there are any updates to the resource that require changes to any usage notes. Note the time the file was selected. You can add the review date in the title to help you remember, or diarise in your organisational calendar. This is particularly important for online resources as there must be a schedule when the resource URL is checked.

8. How to develop a career information resource

"I sometimes need to create resources based on my specialist setting so I can provide place based detail for my rural students."

Jeff

Career information is used in all aspects of career development practice and sometimes you need to create a resource specifically for your delivery purpose.

You would use this practice guide when you are developing a new career information resource for your setting. Career information is used in all aspects of career development practice. Sometimes you need to create a resource specifically for your delivery purpose. You may have made the decision to create a new resource to meet your needs after identifying a gap and not being able to find an appropriate, accessible existing resource.

To achieve this, the following steps will be helpful for you to carefully plan the development of your resource, ensuring it has all the necessary elements that will enable users to develop and enhance the selected career management competencies.

Practice steps	Considerations
1. Getting started	When developing career information resources, it is important to remember that your aim is to facilitate and support career development learning. Start to think about developing resources after you know you need to make a new resource to meet your specific need. The first thing you should do when you assess your collection and find a gap is to see whether you can find an appropriate existing career information resource that is reliable, relatable and useful. It is a good idea to investigate if there is an appropriate resource you have access and rights to before you develop your own as it can take a long time to perfect. Career information resources may support career development in any learning area. Resources could support learning in relation to Personal management, Learning and work exploration, or Career building competencies.
2. Establish the type of resource	Career information resources can take the form of any informational or educational material. They may have been developed expressly for the purpose of career information or for another reason. The types of resource that could be developed are: > Single factsheet or information resource which may or may not refer to other resources. > Case studies or career stories. > Article on a certain subject which may include numerical data. > Online static or dynamic resource. > Self-paced e-books or slide decks. > Supplies for a game such as card sort materials.

Practice steps	Considerations
3. Identify the target group of learners	This could be based on your Context needs assessment and/or Learners needs assessment (i.e. Year 6, Year 10 students, third year business undergraduates, second year apprentices, adult career changers).
4. Select the learning area or career management competency	Career information resources may support career development in any learning area, (e.g. in relation to Personal management, Learning and work exploration, or Career building competencies). It is important to ensure that a newly developed resource addresses career management competencies as explicitly as possible. It is important that your resource is impartial, informative and easy to use. As well as engaging with the Blueprint you can find more support and information about what makes good career information resource in CICA's Guidelines to Career Information Products.
5. Decide the phase of the career information resource	Career information resources should be planned to be suitable for the specifically required developmental phase for the setting (Awareness, Exploring, Starting out, Groundwork or Advancing). The language levels used should be appropriate and easy readability for your audience should be considered. Some career information items may be primarily used for another purpose, or involve another task. In these career information items the career information is shared implicitly and may require significant understanding about the world of work. For different ages, phases and contexts of career development learning engagement more explanation will be needed or different career information will be appropriate.
6. Set a single career development learning aim or performance indicator aim	The career development learning aim or performance indicator aim for the resource should align with one of the foundational concepts of career development. This is a good place to start when developing a resource. Career information resources should usually be developed to meet an explicit career development learning aim or to help the development of a single performance indicator. Selecting a clear aim supports the development of manageable information chunks and there should be clear sign-posting through the resource you develop. It is best practice to produce accompanying notes about how to use the resource. The performance indicators aim of the resource should be clear in the introduction of the material or in notes you provide which suggest its use. The performance indicator, aim or goal should be concise and the item's purpose made explicit.
7. Identify career development learning objectives	The objectives that need to be met by the developed career information resource should be clearly articulated before you begin creating the resource. The career development related objectives should align with key foundational career constructs outlined in the Blueprint. There may be career development learning objectives and other objectives in the resource, (e.g. if the resource will be used in a training session or class with a specific topic).

Practice steps	Considerations
8. Verify content to be included	Ensure that all statements or assertions in the item are evidence-based. A key consideration is that the relationships between sources of information are clear and unambiguous (e.g. no statistical claims made to back up an unrelated suggestion). Career information resources should make clear the relationship between streams of information, as below: > Education and training information. > Occupational and industry information. > Labour market information. All information you include should be checked with a reliable source, including government and industry sources as appropriate.
9. Determine the format of your resources	Develop information resources to be one to two sides at most. There might be a longer resource which has well identified sections and separate anchors in the document. The material should be as short as possible to meet the objectives. The resources should be as accessible as possible with the most simple and clear language used to get the message across. Any public material should not be above Year 7 reading material even if designed for adults. All images or figures should have alternative text that can be read by screen readers. Be sure that the source of the material is well referenced and you have adhered to all copyright or Creative Commons requirements. The authors of the material should be clearly stated.
10. Check all links are current	Check all links out to any other resources. Any commercial content should be reviewed for reliability and notes made available if necessary. In-app purchases should be carefully reviewed. If there are many external facing links then replicating the item within copyright and licensing rules should be considered. It might be necessary, if permitted, to amend and create a new resource without external links.
11. Evaluate your resource	Think about future developments when you are selecting the resource. During the process of development you may have come across practice ideas for other resources that would enhance your offering. The relevance and appropriateness of the resource should be checked on a regular basis, annually at least. Ensuring review for appropriateness is critical. Note the time the resource was developed with the review date in the file title to help you remember, or diarise in your organisational calendar. This is particularly important for online resources. There must be a schedule when the resource URL will be checked. When you have drafted the item you may have components that have not been included in the final version and that you might try in the future.

9. How to select a digital career development resource

"It takes time for Careers Practitioners to sort out, consolidate the multitude of resources, plan for delivery and market the whole caboodle in each individual setting."

Cliff

Navigating the hundreds of digital career development resources can be overwhelming. As a career development practitioner, you can guide your learners by curating a collection of quality sources appropriate to your context.

You would use this Practice Guide when you have identified a career development gap in your context and believe that it may be filled with a digital career development resource. This Practice Guide does not refer to only static website resources with career information, but also refers explicitly to interactive digital career resources.

Practice steps	Consideration
1. Getting started	Remember, you are facilitating and supporting career development learning through your choice of resource. There should be extensive engagement, particularly with interactive resources, to ensure career development constructs are addressed. > Only decide to acquire a digital career development resource after you review your career development program. There may be ways of filling any identified need with existing resources by reworking current practices. > Before committing to digital resources undertake an internal process to form a clear path to determine how the educational technology will fit into your practice setting. > Take into account identification of any preparation, maintenance work and a contingency plan if the system does not meet all the possible needs, or might break down. Find more support and information in CICA's Guidelines to Career Information Products.
2. Establish the type of resource	Select what type of resource you need to suit your collection and how it fits into your wider career program. Digital career development resources may be online only, apps that can be downloaded, software that is used locally, or software as a service. The types of resource that could be used are: > Quizzes or polls about career issues (such as values, interests, occupational areas). > Online systems that help manage career practices including diagnostic of career support needs. > Application document review systems. > Interview practice systems. > Games which help develop knowledge about occupational information.
3. Identify the target group of learners	Use your strategic needs assessment and/or learners needs assessment (i.e. Year 6, Year 10 students, third year business undergraduates, second year apprentices, adult career changers) to identify the appropriate target group for the new digital career resource. If a large expenditure is required to include the digital career resource then at least a couple of target groups of learners should be identified.

Practice steps	Consideration
4. Select the learning area or career management competency	Decide how the digital career resource will fit into your resource collection and what career program activity it will support. Digital career development resources could support career development in any learning area, (e.g. in relation to Personal management, Learning and work exploration, or Career building competencies). Interactive resources might be more likely to relate to one learning area, such as Learning and work exploration, but with gamification they could also cover learning in Personal management and Career building competencies.
5. Decide the phase of the career information resource	Choose a digital career development resource and an appropriate developmental phase for the setting (Awareness, Exploring, Starting out, Groundwork or Advancing). The language level used and the resource's readability should be appropriate to your learners. If possible, the resource should use Australian English (not American English).
6. Set a single career development learning aim or performance indicator aim	Select digital career development resources to meet at least one career development learning aim and/or performance indicator. It is unlikely that you will be able to use a resource 'off the shelf'. A specific guide and user notes will probably need to be written. The career development learning aim / performance indicator of the resource should be clear in the material or in notes provided. The aim or goal should be concise and the item's purpose made explicit. Use of the resource could be split into several applications. It is expected that the career development learning aims align with one of the foundational constructs of career development.
7. Identify career development learning objectives	Articulate the objectives to be met by the selected digital career development resource before searching for the resource. The objectives could draw specifically on the performance indicators for each career management competency. There may be career learning and other objectives in your notes that you prepare for use of the resource. The career development related objectives should align with key foundational constructs outlined in the Blueprint. The objectives of the resource should not be to sell a commercial product or service and in-app purchases should be carefully controlled.
8. Search for appropriate resources	Resources may be: > From proprietary resources. > From government free sources such as yourcareer.gov.au or other national or jurisdictional resources. > Purchased or licensed online. > From your professional body's resources or suggestions.
9. Verify content to be included	Ensure that all statements or assertions in the resource are evidence-based, Australian specific and generalisable to the context in which it is being used. A key consideration is that the relationships between sources of information are clear and unambiguous (e.g. no statistical claims made to back up an unrelated suggestion). This means it is important to explore the tool thoroughly, test it as it will be used in your practice sessions and reflect on how it will support your practice.

Practice steps	Consideration
10. Determine the format of your resources	Choose digital career resources that are as concise as possible and can be used effectively in small bursts of interaction, (30 minute engagements as a maximum, if possible). Most notes for using digital career resources should be one to two sides at most. There might be a longer version or a series of activities to engage with the digital career resource if it has well-identified sections. The resources should be accessible and useable with screen readers and also compatible with voice-activated software. The most simple and clear language should communicate the career development message. All images or figures should have alternative text. Be sure that the source of the material is well referenced.
11. Check all links are current	Check all links out to any other resources. Any commercial content should be reviewed for reliability and notes made available if necessary. In-app purchases that are possible in the digital career resource should be carefully reviewed and avoided if possible.
12. Evaluate your resource	Think about future developments when you are selecting the resource. During the process of selection you may have come across practice ideas for other resources that would enhance your offering. Review the relevance and appropriateness of the resource, annually at least and you might write a short report. There should be a schedule for checking if there are any updates to the resource that require changes to any usage notes. Note the time the resource was selected with the review date in the title of your notes to help you remember, or diarise in your organisational calendar. This is particularly important for online resources as there must be a schedule when the resource URL is checked.

10. How to write a career development program report

"All my program elements and resources have to be regularly reviewed to ensure current needs are being met."

Jana

A well-written report is a powerful tool that can be instrumental in garnering support for the development of your program. Endorsement is the foundation upon which you will build when implementing your program and attaining the necessary resources. This endorsement can also be used for public information purposes to gain further internal and external support.

In addition to sharing the findings internally, it may be advantageous to disseminate the report to a wider audience.

- Schools, for example, can use this opportunity to keep the wider community, including parents, advised.
- Career development service providers can alert employers to services that will be provided.
- Business organisations can use the needs assessment report to demonstrate the company's commitment to the growth and development of its employees.

These Practice Steps could be used to guide writing:

- A proposal to garner support for a new career development program.
- A report to communicate to a range of stakeholders the experience of delivering a career management program and the resulting recommendations for development based on reflection and evaluation.

Practice Steps	Considerations
1. Background	> Summarise what has been done in the past. > Characteristics of context/local standards. > The purpose of developing your career development program.
2. Methods and Results	> Summarise both the results as well as the processes used to gather the information. Explain how you went about developing your program, the sources you consulted, the people you spoke to, the needs assessment process you undertook with stakeholders and learners. > If you are reporting on the delivery of a program, be sure to include the evaluation feedback.
3. Proposed program/ development	Include your proposed program and sessions. Detail resource development plans.
4. Explanation	May include explanation of elements of your program. Be sure to support your points with evidence such as referencing research and feedback from needs assessment and evaluations.
5. Conclusion and recommendations	Next steps – here you could outline any further consultation requirements, resources needed, and a final statement to support your proposal.

Practice Steps	Considerations
6. **Bibliography or reference list**	List all your sources (websites, articles etc.).
7. **Appendices**	Here you could include: > Survey questions used in your needs assessment > Evaluation questions > Questions asked during any interviews > Screenshots of programs used in other organisations.

Australian Government

National Careers Institute

cica
career industry council of australia