SUPPORT DOCUMENT

Course expectations and career management skills: Support document

MILES MORGAN AUSTRALIA

Contents

Tables

Methodology

Design

Our task was to assess both the expectations early-stage VET students had of the return that they would receive on their investment in a VET qualification, and their individual levels of career management competence, in order to determine whether there was a relationship between the two. Current career development theory is generally grounded in constructivist approaches, and rejects the confines and distortions of positivist methodologies (McMahon and Patton 2006). Accordingly, this research focused on the examination of individual narratives as the primary unit of research, as is consistent with the theoretical underpinnings with the field.

Semi-structured interviews were carried out with VET clients from a variety of backgrounds. The average time taken for each interview was 1 hour, and each was digitally recorded and transcribed (Full interview schedule is in Appendix A). Interviewers encouraged participants to develop and elaborate their answers until a relevant level of detail was elicited to allow later thematic analysis. We also pre-tested the instrument, carrying out three pilot interviews with our first three participants. The interview schedule only required minor modifications.

All interviews were transcribed by a professional data transcription service. Transcribers were not given access to any identifying client details to maintain privacy. Once transcription was carried out the interviewer coded each transcription and the recording was destroyed. All codes and identifying information have been kept separate from the interview material. The data derived from these interviews was subsequently assessed against criteria for qualitative assessment and research, described later.

Reference group

A reference group, comprising researchers and practitioners in the field of career development, was recruited to oversee the project. Feedback was sought from this group throughout the development of the interview schedule in particular; this was due to the novel approach taken and the untested nature of the Blueprint itself.

Criteria for the evaluation of qualitative research

McMahon, Patton and Watson (2003) developed criteria for the evaluation of the data collection and analysis processes. McMahon et al (2003) suggested ten criteria for qualitative career assessment, which were applied during this project; the following table matches these criteria to the processes we utilised to ensure the rigour of the assessment. The third column of the table matches these criteria to our analysis.

Table 1: Criteria for adequacy of qualitative assessment

Assessment criteria	Criteria applied to interview schedule	Criteria applied to analysis
Grounded in theory	Questions grounded in the Australian Blueprint for Career Development	Responses were matched against performance criteria identified by the Blueprint
Test the process via feed back from clients	Participant feed back was sought during interview process	N/A**
In different environments	N/A*	Initial results from trials of the Blueprint have indicated results from this study are consistent across contexts
Ensure reasonable timeframe	Interview schedule took on average 45 minutes to complete	N/A
Holistic process	The Blueprint provided a holistic framework for developing the interview	The Blueprint provided a holistic framework for assessment
Written for the client (not for the assessor)	Interview questions have been adapted for the participants	N/A
Easily understood	Questions were simple and as jargon free as possible	N/A
Logical sequence (for the client/participant)	Interview is semi-structured and flexible- beginning with demographics and more concrete questions finishing with the abstract	N/A
Focussed and flexible process (meaningful to the client/participant)	As above	N/A
Cooperative involvement of counsellor/researcher	As above	N/A
Includes debriefing process	The third section of the questionnaire allowed students to reflect on their answers	N/A

Note: *In regard to the second assessment criteria, testing the process in different environments, as the assessment was carried out within two TAFE institutions performance criteria used to assess level of competence were required to reflect the specific context. **Time constraints and participant availability made this difficult to include in the design, however responses here were consistent with findings in other settings (Katie Scott, personal communication 2007).

Source: criteria for assessment adapted from McMahon et al (2003).

Participants

A purposive sampling technique was used as far as possible, to increase the homogeneity of the group, and allowed flexibility in participant selection. By maintaining a level of homogeneity in the group we were able to ensure confounding differences such as age were removed as far as possible. Nevertheless, three older participants were also interviewed, which allowed us to examine how age may be a factor in the both realism of expectations and level of competence in career management. This was not part of the design, however the inclusion of the data from these participants added interesting elements to the final analysis.

We had aimed to interview forty participants as we felt this number of interviews would ensure a sufficient diversity of experiences to enable a coherent illustration of the relationship between individual participant's course expectations and their level of career management competence. Ultimately, we were able to interview 29 TAFE students. Nevertheless,

the exploratory nature of the project meant that rather than attempting to capture a large sample we were focussing on the unique experiences of individual VET clients and their career development stories.

This approach was also in keeping with Blustein's (1999) call for more research which incorporates the voices of "work-bound youth and working-class adults" (Blustein, 1999 p.350). In the case of this research, we were able to spend time talking to young VET students about their career management competence in ways that:

1   Aided in our understanding of how the career management competence may be understood by students in the VET sector, and;

2   Helped the participants themselves build an understanding of career and career management and the types of skills that are required in order to manage their careers well.

Participant selection process

There are some particularly salient issues in regard to the age of VET students. These include:

◇ Older students tend to have more vocationally orientated reasons for choosing the course, in contrast to more "lifestyle" oriented goals of younger students (Quay Connection and PhillipsKPA, 2005).

◇ It was expected that younger students would have more exposure to formal career development activities, (such as career counselling programs at school), whereas older students would have less exposure, as formal career development activities in schools have a been a relatively recent development. However, there was also a reasonable expectation that older students would have better developed career management skills, simply through their considerably greater life experience, despite the lack of formal development in this area. Jarvis has suggested that most adults that do have good career management skills did not learn them in a formal sense, but rather from mentors and significant role models in their working lives (Jarvis, 2003).

◇ Older students, again through virtue of experience, were also expected to be likely to have significantly more realistic vocational outcome expectations as a factor of their much greater familiarity with the world of work.

◇ The literature clearly demonstrated that course completion in older apprentices and trainees is significantly better than in younger students (Ball, 2004). Life experience was found to have a significant positive influence on retention rates and would seem to suggest that people with more life experience may have higher levels of career management competence. This is sometimes attributed to older students having more vocationally focused goals.

Based on the above evidence age was an important sampling issue in this study. However, rather than attempt to evaluate these differences we felt it was important to focus on the experiences of a particular age group in depth. In order to reduce the heterogeneity of participants, therefore, we attempted to keep the majority of participants within the 16-24 year old age group. Nevertheless, two participants were over the age of 24, and one was over 30 years old. It was decided to allow these people to participate in the study as it allowed the researchers to take the opportunity to examine the role increased life experience may play in the development of career management competencies. By including obvious outliers, the researchers were also able to examine the utility of the interview schedule for use in different age groups.

Table 2: The ages of participants

Age	Number
16 – 18 years	11
19- 21 years	9
22- 24 years	6
25- 30 years	2
Over 30 years	1

It seems reasonable to assume that course and vocational expectations will be progressively more realistic in line with the amount of time spent in that particular course of study. In order to reduce the impact of this, we targeted students who have only recently commenced their VET studies.

There was also little evidence to indicate that level of qualification (within the AQF) would have a significant impact on either major area of inquiry (realism of expectations or career management competence). However, in light of the previous suggestion that more time spent in a particular course of study would lead to more realistic expectations of course outcomes, differing qualification levels were recorded. It seemed likely that those enrolled in higher level qualifications (Diploma and Advanced Diploma) would have more realistic course expectations as they had already been through Certificate level qualifications as a prerequisite to enrolment in the more advanced qualifications (see Table 3 for the range of qualifications represented by participants).

Of the total public sector VET enrolment in 2004, 15.5% were also Apprentices and Trainees undertaking some form of off-the-job training. Apprentice and traineeships are a key part of the national VET system, and are particularly important in light of current skills shortages in the traditional trades. Significant problems with retention in the apprenticeship field have also been highlighted (Ball, 2004; U-WHO Young People and Unions Network, 2005). As such we ensured apprentices numbered amongst our participants (see Table 3 for more information on types of qualifications held by participants). Unfortunately, we were unable to interview any trainees.

The majority of clients in the VET system are part-time students, in fact almost 90% of all enrolled students in VET are studying part time. However, there was little reason to expect that part-time or full-time status would make a significant difference to either the realism of training outcome expectations, or to the level of career management knowledge and competence possessed by participants. Having said this, while not controlling for enrolment status only two of the participants were enrolled part-time in their courses.

It seemed likely that some industry sectors and occupations would be better known than others, and that this could have some effect on how well participants could predict the outcomes of their particular choice. Therefore, we were mindful of the relationship, if any, between industry sector and realism of expected outcomes. Part of our selection process, therefore, was across sectors as a method of addressing this possible confounding of the interview data (sectors represented by the students interviewed are presented in Table 3).

Table 3 Industries represented and types of qualifications participants were enrolled in.

Industry represented

Children's services	Hospitality	Automotive & Engineering	Engineering	Other*	
3	7	3	8	8	

Type of qualification

Short course	Certificate I	Certificate II	Certificate III	Diploma	Advanced Diploma
1	1	3	13	6	3

*Other industries represented included Health, Science, Maritime and construction.

Recruitment strategy

Senior staff at Challenger TAFE and Central TAFE indicated a willingness to participate in the study. After speaking with representatives from both institutions, lecturers were asked to promote the study in-class, and contact details were

handed out. At one institution our contacts actively sought students out and asked them to participate in the study. Our recruitment strategy also included placing paper advertisements on notice boards that briefly described the goals of the study, and asked students to contact us if they are interested in participating. We paid a small fee of $30 for participation and travel expenses. Research participants were asked to attend at Miles Morgan's premises, which is easily accessible by public transport from both TAFE institutions. In addition, where space was available we interviewed participants on campus.

Description of the interview schedule

There is not, at this stage a distinct career development culture in the VET sector and VET clients are generally not familiar with the language of career development (Beddie et al, 2005). In order to assess the level of career management competence of VET clients, we needed to construct a shared understanding of career management competencies with participants. Therefore we allowed interviews to explore the relevant topics using language and terminology familiar to the client.

The interview schedule (Appendix A) is presented in three sections. Section one covers demographic information, section two covers the expectations the client has of their chosen VET pathway, while section three assesses level of career competence. Section two was designed to map directly onto relevant data sources for comparative purposes where possible, and was included to assess the 'realism' of clients' expectations of the course. Section three of the interview schedule assesses level of career competence and is based on the 11 core career competencies described in detail in the *Australian Blueprint for Career Development* (Miles Morgan Australia 2003).

We used a semi-structured interview format, with the interview schedule providing a list of the areas of information that were to be examined. During the interviews further questions were generated as appropriate to explore each given issue to a sufficient level of detail to be of use in later thematic analysis.

Analysis

Two researchers conducted thematic analysis in order to assess cross-rater reliability and where possible analysis was carried out concurrently with data collection. Each participant formed an individual case study, and so in effect twenty-nine analyses were performed, one for each participant (for an example of a case study see Appendix B).

Miles and Huberman (1994) have outlined three parallel activities that need to occur during qualitative of analysis:

✧ Data display

✧ Data reduction, and

✧ Conclusion drawing and verification.

These three activities therefore, formed the basis of this analysis with demographic data, quantitative responses to the questions assessing realism and qualitative themes presented predominantly in tables. Short descriptions of student's motivations for doing the course were also presented, as were any descriptions of their career development learning opportunities. Responses elicited from the third section of the interview schedule were matched against identified performance indicators for each of the core competencies, and were also was presented in tabulated form.

Assessing realism of client expectations of their chosen VET course

This aspect of the task contained both qualitative and quantitative aspects, depending on the aspect of VET client course expectations being assessed. To maximise the reliability of our findings, we used a variety of methods, including assessing inter-rater reliability, and triangulating data against multiple reference sources.

Realism was assessed in the following domains (level of realism amongst the participants is shown in Table 4 in the Findings section of the main report):

✧ Future possibilities created by this course

✧ Types of jobs the course could lead to

✧ Specific job choice after completing this course

✧ Tasks required in specific job

✧ Employment prospects for this job- and the factors students considered when coming to this conclusion

✧ Expected earnings

✧ Environment expected to work in

✧ Skills acquired during the course

✧ Course duration

✧ Time per week the course takes up

✧ Course costs

We believe the notion of a private return on VET investment can only be meaningfully discussed in light of the particular reasons that any given individual chooses to embark on a particular VET pathway. Accordingly, we felt it was important to examine the primary motivation for someone to choose to undertake a particular VET course. Thus the first part of section two asked for the reasons the course was being undertaken.

When we asked students about the future possibilities created by the course they were currently enrolled in, and the types of jobs it could lead to we assessed their answers against course information, and the myfuture and Job Outlook websites.

By identifying the specific job each student was planning on obtaining on completion of their course we were then able to identify specific tasks, employment prospects, expected earnings and working environment for that job.

Assessment of salary expectations was relatively straightforward. A participant was asked to estimate average weekly earnings and this estimation was checked for accuracy by comparing it with the data contained in Job Outlook (a website whose currency is maintained through labour market information obtained from both the ABS and DEWR). The criteria for assessment of realism of estimated average weekly earnings was set at 5% above/below the Job Outlook figure. This made practical sense as many of the entry level jobs students expected to obtain on completion of their course had quite low weekly earnings, and the level of impact of a 5% overestimation could impact significantly on the life of a new graduate.

Participants were asked to rate their employment prospects using a 5 point Likert scale, ranging from limited to below average, average, good and very good. This matched the 5-category rating system used by Job Outlook, which contains information on job prospects for most occupations. Job Outlook assesses job prospects using eleven key indicators derived from ABS and DEWR statistical resources. The key indicators include employment growth, proportion of full time work, vacancy levels, and average earnings. While it was not expected that participants would have access to all of this information, we hypothesised that participants with a high level of career management competence would be able to

make a fairly accurate estimation of employment prospects, based on their "effective use of career information" (Miles Morgan Australia, 2003). Working conditions for the specific job identified by the participant were checked for realism against occupation descriptions obtained through JobGuide, myfuture, and course information.

Participants were also asked to identify what types of skills they thought they would attain as a result of their VET course. The Quay Connections and PhilipsKPJ (2005) report notes that in particular, older VET students tend to have more specific and more skill-oriented expectations from VET training. This report would tend to indicate that given the generally poor course knowledge of VET entrants, students are likely to have only a poor understanding of the skills that they are likely to attain. The VET system in general is focused upon the attainment of specific vocational skills. Realism here was assessed using course and, where appropriate, training package information to identify competencies students are expected to have acquired once they have completed their course.

Responses to questions that related to specific aspects of courses were assessed against course information (see Table 4 for details of data sources).

Table 4 Data sources used for assessment of realism of participant responses

Interview question	Data source
1 Future possibilities created by this course?	Course information, and myfuture website (http://www.myfuture.edu.au/)
2 Types of jobs do you think this course could lead to?	Course information, and myfuture website
3 Specific job choice after completing this course?	Course information, and myfuture website
4 Tasks you will be required to perform	myfuture, and Job Outlook
	http://www.myfuture.edu.au/; http://www.jobsearch.gov.au/joboutlook/
5 Employment prospects for this job-	Job Outlook
very good – good – average – below average - limited	
The sorts of things students considered when coming to this conclusion	
6 Expected earnings	Job Outlook
7 Environment expected	myfuture, and Job Outlook
8 Skills acquired during the course	Course information
9 Course duration	Course information
10 Time per week the course takes up	Course information
11 Course costs	Course information

Assessing Career Management Competence

A key component of this research project was the development of a means of examining career management competence in individuals. There were no behavioural or objective benchmarks against which the *Blueprint* defined career development competencies could be assessed or compared. The *Australian Blueprint for Career Development* (Miles Morgan Australia, 2003) is currently being trialled around Australia and forms a coherent framework for career development nationally. However, there is not yet a distinct career development culture in the VET sector and VET clients are generally not familiar with the language of career development (Beddie et al, 2005). In order to assess the level of career management competence of VET clients we had to construct a shared understanding of career management competencies with participants. Therefore we allowed interviewers to explore the relevant topics using language and terminology familiar to the students. The questions in section three of the interview schedule were adapted to reflect the context in which they are being asked, while still eliciting responses that would reflect each participant's

level of career management competence based upon the performance indicators associated with each of the competencies identified in the *Australian Blueprint of Career Development*.

The *Australian Blueprint for Career Development* (Miles Morgan Australia, 2003) is an adaptation of the Canadian *Blueprint for Life/Work Designs*. Career development as conceptualised under the *Blueprint* is a developmental process, one that unfolds over time and over the lifespan. The eleven career management competencies outlined by the *Blueprint* can be divided into three broad areas

✧ Area A **personal management**
    1. Building and maintaining a positive self image;
    2. Interacting positively and effectively with others;
    3. Changing and growing throughout life.

✧ Area B **learning and work exploration**
    4. Participation in life long learning supportive of career goals;
    5. Locating and effectively using career information;
    6. Understanding the relationship between work, society and the economy.

✧ Area C **career building**
    7. Securing/creating and maintaining work;
    8. Making career-enhancing decisions;
    9. Maintaining a balance between life and work roles;
    10. Understanding the changing nature of life and work roles;
    11. Understanding, engaging in and managing the career building process.

The *Blueprint* defined core career competencies are presented in a developmental framework made up of four learning phases that can be assessed using performance indicators that are organised within a four stage learning taxonomy (for details of the performance indicators and learning stages used to assess career management competency see Appendix C). Each developmental learning phase can be understood as needs-based rather than age-based (Miles Morgan Australia, 2003), although the *Blueprint* does suggest the phases can be used according to age as well. For example, the *Blueprint* suggests Phase I can be used with students from K-Primary school, Phase II with students in middle school, Phase III with post-compulsory school students, and Phase IV with adults. The interview questions were therefore based on Phase III as participants were predominantly VET students who had only recently completed post-compulsory schooling.

Each stage of the learning taxonomy can be understood as an action that can be taken by the learner:

✧ Stage one: **identify**

✧ Stage two: **explore**

✧ Stage three: **integrate**

✧ Stage Four: **create**

The analysis of responses did not include an examination of where students fitted within the four stage learning taxonomy. This level of analysis would be useful if the data was going to be used to develop a learning program, and as this was not the purpose of this research it was felt to be redundant.

When used to develop career development programs, the task requirements of activities reflecting the performance indicators (at the appropriate phase and learning stage), for each career management competency, form the local standard for that particular competency. In this study the process was reversed- the participants' responses to interview questions formed, in effect, local standards that in turn reflected their level of career management competence when matched against the performance indicators at each of the four learning phases.

The interview was more specifically designed for those with little knowledge of the concepts of career management or career development. For example, in relation to assessing career competency three, *changing and growing throughout life* we have used the questions:

1. Identify: do you think that change is part of life?

2. Explore: how do you respond to change?

These questions then provided a guide for interviewers, and a structured framework for the interview. Qualitative assessment needs to remain flexible, and in this instance interviewers were prepared to explain questions and elaborate examples to ensure participants understood what was being asked of them. This seemed a useful approach to take for the development of our interview schedule, as we suspected, correctly, that many of the participants in this research would be unfamiliar with the language of career development. Subsequent experience bore out the accuracy of this assumption.

Details of the means of assessing career management competence against interview responses are located in the main paper. Please see Appendix C for full details of the defined indicators of career management competence as per the Blueprint.

Summary

In order to ensure the integrity of this study a reference group of academics and specialists in the field of career development were asked to guide us in the development of the methodology. Criteria for the assessment of qualitative research were also used to assess the interview schedule and the where appropriate the analysis. Purposive sampling was utilised where possible, to increase homogeneity of the group, however the serendipitous inclusion of two older participants allowed further interesting exploration of the relationship between age, career management competence and expectations of course outcomes. The analysis also used methods of triangulation and cross-rater reliability to ensure the accuracy of the conclusions drawn. Participant's responses to questions related to realism of course expectations were compared to best available evidence to determine the accuracy of their responses. As this study used the language of career development, which was largely unfamiliar to the participants, interviewers needed to be flexible in the delivery of questions to ensure participants understood what they were being asked.

References

BALL, K. (2004) Factors influencing completion of apprenticeships and traineeships. *Australia Labour Market Research Workshop, 6-7 December.* Centre for Labour Research, The University of Western Australia, National Centre for Vocational Education Research.

BEDDIE, F., LOREY, B. & PAMPHILON, B. (2005) *Enhancing career development: The role of community-based career guidance for disengaged adults.* Leabrook, SA, National Centre for Vocational Education Research.

BLUSTEIN, D. L. (1999) A match made in Heaven? Career development theories and the school-to-work transition. *The Career Development Quarterly,* 47, 348-352.

CHARMAZ, K. (2005) Grounded theory in the 21st century: Applications for advancing social justice studies. IN DENZIN, N. K. & LINCOLN, Y. S. (Eds.) *The Sage Handbook of Qualitative Research.* 3rd ed. Thousand Oaks, Sage Publications.

HACHE, L., REDEKOPP, D. & JARVIS, P. (2000) Blueprint for life/work designs.

JARVIS, P. S. (2003) Career management paradigm shift: Prosperity for citizens, windfalls for governments.

MCMAHON, M., PATTON, W. & WATSON, M. (2003) Developing qualitative career assessment processes. *The Career Development Quarterly,* 51, 194-202.

MILES, M. B. & HUBERMAN, A. M. (1994) *Qualitative data analysis: An expanded source book,* Thousand Oaks, Sage Publications.

MILES MORGAN AUSTRALIA (2003) *Australian Blueprint for Career Development.* Ministerial Council for Education, Employment. Training and Youth Affairs (MCEETYA).

NCVER (2005) Australian vocational education and training statistics: Students and courses. Kensington Park, SA, Department of Science Education and Training.

QUAY CONNECTION AND PHILLIPSKPA (2005) Information needs for VET clients. unpublished report, Australian National Training Authority.

U-WHO YOUNG PEOPLE AND UNIONS NETWORK (2005) Dirt cheap and disposable: A report about the exploitation of young workers in South Australia. Adelaide, SA Unions.

Appendix A: Participant Information and Interview Protocol

Participant Information and Consent Form

Project Title: Expected private return on VET pathways and career management competence.

Miles Morgan Australia Pty Ltd is a company that specialises in career development research. The purpose of this study is to examine the expectations VET clients have of the outcomes of their chosen VET pathway and the ways this may be mediated by their level career management competence.

You can help in this study by consenting to participate in an interview. It is anticipated the time to complete each interview will be about one hour. The interview will focus on what you expect the outcomes of your chosen VET pathway will be, and your understanding of a number of competencies that allow you to manage your career effectively.

You can decide to withdraw from the process at any time. In addition, you can decide to withdraw your consent for the use of information you have provided at any time during the study. Any information given during the interview and on the self-assessment questionnaire is confidential and no names or other identifying information will be used in any publication arising from the research.

A report summarising the findings of the study will be provided to all participants who register their interest.

If you are willing to participate in this study, could you please complete and sign the consent form. If you are under 18 years could you please ask your parents for permission and ask them to sign the form as well. If you have any questions about this project please feel free to contact either, Marnie Kennedy or Ben Haines on 9380 6633.

Consent form

I (the participant) have read the information above. Any questions I have asked have been answered to my satisfaction. I agree to take part in this activity, however, I know I can change my mind and stop at any time.

I understand that all information provided is treated as confidential and will be not be released by the investigator unless required to do so by law.

I agree for this interview to be transcribed.

I agree that research data gathered for this study may be published provided my name or other identifying information is not used.

Participant:

Participant's name:

Date:

Authorised Representative:

Authorised Representative name:

Date:

Investigator:

Investigator's Name:

Date:

Interview Protocol

Time of interview:

Date:

Place:

Interviewer:

Interviewee (code):

Interview Schedule

Section 1. Demographic information

3   Age

4   Gender

5   What is the title of your course of study?

6   Are you doing a certificate, or a diploma?

7   Are you enrolled in either an apprenticeship or a traineeship?

8   Are you studying full time/part time?

9   Which units are you enrolled in?

10 What method of course delivery have you chosen? (For example, flexible, internal/external or online?)

11 Where are you undertaking the course?

12 Where did you get the information about this course?

Section 2. Expectations of the course

Key questions	Probe
1. Why are you undertaking this course? (E.g.	What do you hope to get out of it, what are the most important outcomes for you? What are the main reasons for choosing this course?)
2. Can you describe the work you envision for your self in the	That is, can you tell me about the future possibilities that could be the result of this course? What types of occupations do you think you could be doing?

	future that may result from completing this course?	
3.	In general, what types of jobs do you think this course leads to?	Is there more than one?
4.	What specific job (job X) do you hope to get after completing this course?	
5.	What kind of tasks do you think you will be doing in that job?	
6.	In general, what are the employment prospects for (Job X)? Please choose one from: Limited – Below average – Average – Good – Very good	What sorts of things did you consider when thinking about the job prospects for this particular job? That is, is unemployment in this job category higher or lower compared to other jobs? Do you think employment is growing in this job category? Is employment for this job category within growing industries? What do you think the vacancy rates are for this job category?
7.	How much do you think people in (Job X) earn a week, on average? What do you think your starting wage might be? How did you find out about this?	
8.	What kind of environment do you expect to be working in?	For example, will you be working in an office, or on a work site?
9.	What are the skills you think you will acquire during this course? How will you use	Job specific skills, such as…? More general skills?

	these skills in your future workplace?	
10.	How long will it take for you finish your qualification/ how long does the course run for?	
11.	How much time per week does the course take?	
12.	How much do you expect to pay for this course/ how much does this course cost?	

Section 3. Career development learning opportunities

3.1 What is career development? (if the participant did not know, the interviewer gave them the definition found in the *Blueprint*: The lifelong process of managing learning an work activities in order to live a productive and fulfilling life)

1. Have you ever participated in any career development activities?	Examples of these sorts of activities are; career education, career guidance/counselling, work experience, and accessing/researching/working with career information such as job descriptions, working conditions, training requirements or salaries or had a mentor to advise?
2. Can you describe these activities?	

3.2 Level of career management competence

The following questions relate to skills people can use to manage their working life (adapted from the Blueprint).

Core Career Competency	Questions reflecting learning taxonomy stage	Probes (reflecting phase III performance indicators)
1. Building and maintaining a positive self image	Identify: **how do you think self-image influences your career?**	**How do your personal attributes influence your career, such as values, skills, interests, and beliefs?**
	Explore: **Can you tell me some of the characteristics that reflect a positive self-esteem?**	**Are there people (mentors/allies) and things in your life that have contributed to your career choices?**

		Have you ever sought feedback from these people when making decisions about your career?
2. Interacting positively and effectively with others	Identify: **Do your interactions with others influence your learning?** Explore: **How do you build positive relationships with others in your life?**	**What sorts of skills, knowledge and attitudes do you think you need to work well with other people?** **(These can include; Helping skills- such as, problem solving, tutoring, guiding, and; Personal management skills- such as, time management, personal financial management, stress management, balancing life and work roles, and; an ability to express emotions, reactions and ideas appropriately)**
3. Changing and growing throughout life.	Identify: **do you think that change and growth are part of life?** Explore: **how do you respond to change? What is important about change?**	**How does change affect you physically? How does change affect you mentally?** **Do these affects impact the decisions you make about your work or life?** **Are there ways you can manage the impact of change on your health and well-being?**
4. Participation in life long learning supportive of career goals;	Identify: **how have you prepared for your working life, so far?** Explore: **have you thought about how life-long learning (work preparation) can contribute to your work goals, now and in the future?**	**That is, can you tell me about the ways your previous educational experiences have contributed to your current choices?** **Do you think learning throughout your life is important in terms of work?**
5. Locating and	Identify: **do you know what**	**Did you research the education and**

effectively using career information;	**career information is? Do you have an understanding of where this information can come from?**	**training requirements for the work you would like to do / are doing?**
	Explore: **have you used career information to find out about your course? How did you access career information?**	**Did you talk to people who worked in the area for information about the role?**
		Did you access any other information to research the work role you are planning on entering?
		Have you looked at other ways of getting information about work roles, such as volunteering?
6. Understanding the relationship between work, society and the economy.	Identify: **in general, how will work contribute to the community?**	
	Explore: **How does your chosen work contribute to your community?**	**What sorts of contributions does your work make to society?**
		How can trends (social, demographic, technological, occupational and industrial) affect work and learning opportunities?
	how does (or how will) your chosen work contribute to your life?	**That is, how does work affect your lifestyle?**
7. Securing/creating and maintaining work;	Identify: **How do you think your personal qualities (for example, dependability, promptness, getting along with others) contribute to your gaining and retaining work?**	**Have you looked at the ways some of your skills, knowledge and attitude could be transferable from one work place to another?**
	Explore: **Are there other qualities, skills and attitudes that you can adopt, or that you already have which enhance your ability to gain and retain work? (employability skills, preparation of resume, job**	**Have you explored work role possibilities through volunteering, or through researching specific roles, for example through work experience?**

Course expectations and career management: Support document

	applications, cover letters, interviews)	
8. Making career enhancing decisions;	Identify: **How did you choose your course?**	**What other options did you consider?**
	Explore: **What kind of things did you have to take into account, and how could you overcome these?**	**Did your personal values influence your decision? For example, the amount of money you might earn, being able to work with you hands, being able to work in an office.**
9. Maintaining a balance between life and work roles;	Identify: **Can you talk about the various roles you have in your life?**	**How do you think your different work roles could impact your life roles?**
	Explore: **How do these roles link?**	**How do your leisure activities impact or contribute to your work role/s?**
		Are there other ways to acquire work skills, knowledge, and attitudes, such as through volunteer positions?
10. Understanding the changing nature of life and work roles;	Identify: **Do you think work roles for men and women are changing?**	**How do you think work roles are changing for men and women?**
	Explore: **Can you describe some non—traditional life and work options?**	**What are some of the challenges and / or advantages of adopting a non-traditional work role?**
11. Understanding, engaging in and managing the career building process.	Identify: **Do you see yourself doing this work for the rest of your life?**	**What sorts of things do you do (or will you need too do) to build and change your career?**
	Explore: **Do you think you will need to continue learning throughout your life?**	**What sort of attitudes do you think you have that are important when dealing with change and transitions in your life?**

Note: all questions are based on the first two stages of the learning taxonomy found in the *Australian Blueprint for Career Development* (Miles Morgan Australia Pty Ltd, 2006)- the rationale being that these questions, when associated with probes derived from Phase III performance indicators for each competency are open-ended enough to elicit responses that can reflect all four learning stages.

Appendix B: Sample Case Study

Jackie (not real name).

Table 1 Demographic Information

Age	19
Gender	female
Title of course of study	Certificate III in Teacher Assistant
Apprenticeship/traineeship	Neither
Units enrolled	Don't know
Full time/ part time	f/t
Method of course delivery	Internal
Where did you get information about this course?	From the Internet, and I also got a package sent from TAFE, Central TAFE

Motivation for enrolling in the course

Prior to asking about her expectations of the course, Jackie was asked why she was undertaking the course- she replied, "During high school I always went to go help out at my primary school that I went to" and that "At the beginning of the year the school actually called me in to come and do some work for them….I was just trying to do something else before teaching (Jackie's ultimate career goal). And then I just got into teaching, anyway, doing this course, just because I like doing the hands-on work more than just sitting down and studying (gaining university-level teaching qualifications)."

Table 2 Jackie's expectations of her course and the realities

Interview question	Jackie's expectations	The reality
2. What are the future possibilities created by this course?	Either do the Cert IV full time and then after that work at the school for like the six months, and then go into my teaching course. From there I was going to do my teaching course and work like part time as a TA, and then, yes, go into primary teaching and stuff.	Accurate: The Certificate III can allow alternative entry into some teaching courses at university, as does prior learning and experience.
3. What other types of jobs do you think this course could lead to?	One of the students in our class I know, with her qualifications she wants to do some mission work overseas and like teach children and stuff. So, the thing that I like about teaching is that it is kind of like not a set period career. It is kind of like a long-term thing where you can come and go, and you are always learning stuff and adapting to the new changes in society and stuff. So, I	Accurate: According to Central TAFE's course information further study options include Certificate IV in Teacher Assistant (special needs)- plus it provides an alternative pathway to university level teaching qualifications, which would assist Jackie in her goal to teach overseas

	am really looking forward to, I guess, travelling and teaching and giving opportunities to children and stuff.	
4. What specific job do you hope to get after completing this course?	Teacher assistant (in the short term)	Teacher assistant
5. What are the sorts of tasks you will be required to perform?	a sort of partnership with the teacher to obviously assist the children and make the programs run smoothly, to be able to facilitate and assist all students. I guess having a TA enables the teacher to work more closely with individual students, so that it is not just a whole class. That goal is like individual learning and each child is different and they have learning differences. So, having a TA takes that pressure off, and I think I would be able to assist with that.	Accurate: Contribute to the education of students in all developmental domains, contribute to the safety and health of students, facilitate the implementation of planned education programs, Identify and respond to children and young people at risk of harm, support students with additional needs in the classroom, work effectively in an educational environment, and work effectively with culturally diverse clients and co-workers (Central TAFE Course information- core units)
6. What are the employment prospects for this job? Choose from: poor-below average-average- above average- good What sorts of things did you consider when coming to this conclusion?	Good -Larger classes; -More special needs children that are going mainstream -From what I have seen around different schools, lots of parents' come in and help all the time and from their participation then getting employed in full time work. So, I have seen like it is a very available demand job right now.	Good -According to Job Outlook According to Job Outlook employment growth has risen strongly, unemployment is average, while earnings are low. The vacancy level is moderate with a low proportion of full-time jobs. According to the educational profile given on the Job Outlook website a higher proportion of younger people (20-34 year olds) are working as TAs with diploma and advanced diploma level qualifications- this may be an indication of the increasing requirements for qualifications in this occupation
7. How much do people earn in this job?	25 or 30 grand a year or something. That was like a level 2 education assistant. Lecturer gave this information	Accurate: $600/week $518/week for those 20-24 years old (Job Outlook) Job Outlook gives no information on the differences between level one and two TA positions- check education department website?
8. Environment you expect to be working in?	It is a very demanding job, because you are in a responsible duty of care with children. You are going to have ups and downs with different parents and children, and with background and culture clashes. So, you have to be, I think, very aware of society, like the community at which your school is at so that you don't go across anything. I think that teacher assistants, it is your job to really pay attention to what is going on. So, you can't turn a blind eye to	Accurate: Jackie provides far more detail than the My Future website as she has already had experience in the job Indoors, and includes reading and writing tasks (MyFuture)

	anything.	
9. What skills will you acquire during the course?	communication skills	Accurate: (Jackie only listed in answer to this question, however she had covered most of the skills in previous responses) Contribute to the education of students in all developmental domains, contribute to the safety and health of students, facilitate the implementation of planned education programs, Identify and respond to children and young people at risk of harm, support students with additional needs in the classroom, work effectively in an educational environment, and work effectively with culturally diverse clients and co-workers (Central TAFE Course information- core units)
10. How long does the course run for?	6 months	One semester/ 6 months full/time
11. How much time per week does the course take up?	26 hrs/week	Full-time
12. How much did the course cost?	$450	$518.30 ($270 concession) plus $23.74 enrolment fee.

Career Learning opportunities

Jackie did not know what career development was and when asked if she had participated in any career development activities she said she had not. However, when prompted with examples Jackie recalls some career education in year eleven, and having access to a career counsellor. Jackie also participated in work experience while in high school, and uses job descriptions in newspapers to learn about different occupations.

Table 3 Jackie's level of career management competence

Core competency 1	Related performance indicators	Jackie's performance
1. Building and maintaining a positive self image Identify: **how do you think self-image influences your career?** Explore: **Can you tell me some of the positive characteristics that reflect a positive self-esteem?**	**1.3.1** Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals	1.3.1 Like it is the most comfortable place. Like, I have a really bad week, but I go into placement and it is the most comfortable, and that is the high point of my week.
How do your personal attributes influence your career, such as values, skills, interests, and beliefs? **Are there people (mentors/allies) and things in your life that have contributed to your career choices?** **Have you ever sought feedback from these people when making decisions about your career?**	**1.3.2** Understand the importance of giving and receiving feedback	1.3.2 And sort of the feedback I get from the children and the teachers and the parents. Like, I saw some parents the other day and they were like, "Oh, like you helped these kids last year" and stuff. I was like, "Yes." And they were like, "Yes, we had lots of good stuff about you", and I was like, "Oh, wow!" It was just like one of those highlights of your day
	1.3.3 Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances,	1.3.3 Yes, it is like you are sort of a role model. It is like primary teachers (me and my friend were talking about it) do get—like a meal selected—

	goods) in the fulfilment of career aspirations	looked over. You think about primary school and there is always that one good teacher, or one good teacher assistant that really helped you through. For me, I found that a lot of my attitudes and values are because of those teachers. You know, it is such a vulnerable age where they are learning and seeing everything in the world, and you are kind of forming these ideas for them. So, you have to be like just really aware of what you are doing. It is such a vulnerable thing that you are playing with, yes.
	1.3.4 Identify the behaviours and attitudes that mirror your own self-image	1.3.4 I think that what I like about what I am doing is that I am—even though I am on placement and work experience and stuff—making a difference. I am putting myself out there and giving a chance to all these different things.
	1.3.5 Identify your personal characteristics such as interests, skills, values, beliefs and attitudes	1.3.5 Like it is the most comfortable place. Like, I have a really bad week, but I go into placement and it is the most comfortable, and that is the high point of my week.
	1.3.6 Identify your allies and external assets	
	1.3.7 Demonstrate giving and receiving feedback	1.3.7 like through classes and lectures and workshops having some of my lecturers ask if I will go on and do teaching, and having them advise that I should because they think I would be really good at it, that is like, "Yay! I am doing something right."
	1.3.8 Practice behaviours and attitudes that project a positive self-image	1.3.8 I think that what I like about what I am doing is that I am—even though I am on placement and work experience and stuff—making a difference. I am putting myself out there and giving a chance to all these different things
	1.3.9 Adopt behaviours and attitudes conducive to reaching personal, social, educational and professional goals	1.3.9 being confident, yes; having initiative, because that, I think, is like a real key element in teacher assistants, that you are not waiting around for someone to tell you or ask you to do something. You are offering; you are seeing something needing to be done; so that is like a key thing.
	1.3.10 Assess your personal characteristics and capitalise on those that contribute positively to the achievement of personal, educational, social and professional goals	

	1.3.11 Improve self-image in order to contribute positively to your life, learning and work	
2. Interacting positively and effectively with others Identify: **Do your interactions with others influence your learning?** Explore: **How do you build positive relationships with others in your life? What sorts of skills, knowledge and attitudes do you think you need to work well with other people?** **(These can include; Helping skills- such as, problem solving, tutoring, guiding, and; Personal management skills- such as, time management, personal financial management, stress management, balancing life and work roles, and; an ability to express emotions, reactions and ideas appropriately)**	**2.3.1** Discover the skills, knowledge and attitudes needed to work effectively with and for others **2.3.2** Explore helping skills such as problem solving, tutoring and guiding **2.3.3** Examine appropriate employee-employer interactions and client-contractor interactions in specific situations **2.3.4** Explore personal management skills such as time management, problem solving, personal financial management, stress management, life and work balance, etc **2.3.5** Demonstrate behaviours and attitudes required for working with and for others **2.3.6** Demonstrate personal management skills such as time management, problem solving, financial management, stress management, life and work balance, etc **2.3.7** Express feelings, reactions and ideas in an appropriate manner	2.3.1-3 being confident, yes; having initiative, because that, I think, is like a real key element in teacher assistants, that you are not waiting around for someone to tell you or ask you to do something. You are offering; you are seeing something needing to be done; so that is like a key thing. if you don't interact with other people, you kind of don't learn anything else. You don't get other feedback, because everyone has their own concepts. When we are all the same question on the board, everyone has a different answer; we all process things differently. So, I think that in a working environment often with your peers that is kind of the best place to learn more. So, you look back at your own ideas and strategies and then you kind of think about, "Oh, well, this is good, but what they are suggesting is good as well." I think that is very important, because if you don't, you are kind of missing out on that extra free information, yes 2.3.5-7 You have to be open to listen. So, you have to know, and listening is such an important skill that people need to learn; like, not listen and then just like bite back, but just be a complete blank space and just listen to what they have to say. Like, irrespective that they have come with that concept from their own - - All these different things that have led them to believe that, so you can't judge them. You don't know what they have been through. I have always been really strong on just giving - - Like, I mean, it is really hard, because I like judge people, too. I am not saying I am perfect, but I always just try and just kind of like, "Yes, that's what they believe; this is what I believe, and that is fine." I have always found myself really good at communication and speaking to all sorts of people, but what the course has really zoomed in on is like just how you deal with your emotional and your logic sort of thing, and how our emotions do run through how we

		communicate with people, and different relationships that we have with each other and how to, I guess, not damage—I am trying to think of the positive word—but to reinforce and to like gain strength in those relationships, to keep them positive.
	2.3.8 Demonstrate helping skills such as problem solving, tutoring and guiding	**2.3.8** Respecting everyone's values and attitudes, I guess; yes, and like communicating, like letting them know that this is how you feel, but not attacking them on that. That is one of the major things we have learnt through TAFE; like, respect and that. Yes, I think communication is very important; yes, just being open to like everyone.
	2.3.9 Determine the helping skills you feel comfortable with and wish to contribute in relationships with others	See above
	2.3.10 Acknowledge the positive effects of expressing your feelings, reactions and ideas	See above
	2.3.11 Integrate personal management skills such as time management, problem solving, stress management and achieving a balance between life and work	See above
	2.3.12 Engage in further learning experiences that help build positive relationships in your life and work	See above
3. Changing and growing throughout life. Identify: **do you think that change and growth are part of life?** Explore: **how do you respond to change? What is important about change? How does change affect you physically? How does change affect you mentally?** **Do these affects impact the decisions you make about your work or life?** **Are there ways you can manage the impact of change on your health and well-being?**	**3.3.1** Describe how change and personal growth affect physical and mental health	3.3.1 It is kind of one of those things that it happens without you knowing. You kind of go through a year and you kind of change so many times that you don't remember back. It is hard. You can't say that this is how you were during this period of your life, because during that, like, three years or whatever you changed, and you went back and forth. I think with change and with growth it is sort of, I guess, meeting new people that allows you to change, and obviously mistakes and stuff, and all your experiences, and I guess taking a chance to do something, because it is kind of like if you don't actually do anything, you kind of don't grow or change. So, it is until you come to a point when you do something, and then that is when you grow. I don't like change, but I like to have change. Yes, change is good, but it is very daunting. It is sort of a stage where you know you have to get to it, but you are kind of just like taking

		your time. It will pass, yes. Change can be draining
	3.3.2 Explore how mental and physical health impact on life and work decisions	3.3.2 Oh, well, obviously it takes its toll, but it is kind of the place where it happens the most. That is kind of the hardest part you have to work out is knowing yourself. We are always trying to know who we are.
	3.3.3 Explore stress management strategies	3.3.3 I think the first step is to accept it, to sort of accept that you need this. You may not like it, but it is happening, and to not resent it and to not be negative about it, because that is when it takes its toll and that is when your body just physically kind of drains and you are not ready for anything and can't do anything. It is because you put your mind into that frameset. So, you may not like it, but you have to deal with it. It is there. You can't look away, because that is when it gets worse
	3.3.4 Demonstrate behaviours and attitudes that maintain physical and mental health	
	3.3.5 Apply stress management strategies	If we are just complacent and we just go on with the routines that we have every day, then you are kind of just blocking your body physically and mentally from everything around you.
	3.3.6 Examine your mental and physical health and evaluate its impact on career decisions	If you go take that new job, then it is kind of like this vulnerability that you are surrounded by and you have to take risks and challenges, and I guess to challenge yourself and to kind of let yourself be who you are supposed to be, because we are always in this job and in that job, and it kind of after a while confines you to this person that maybe that is not who you are, but because of your routines every day it has led you to this person. Change allows us to kind of find our way back to who we are, I guess. .
	3.3.7 Acknowledge the positive outcomes of applying management strategies to your career	
	3.3.8 Adopt habits and engage in experiences that maintain or improve your mental and physical health	
	3.3.9 Improve your career management strategies	
4. Participation in life long learning supportive of career goals; Identify: **how have you prepared for your working life, so far?** Explore: **have you thought about how life-long learning (work preparation) can contribute to your**	**4.3.1** Understand how a variety of skills, knowledge and attitudes contribute to achieving personal goals **4.3.2** Understand how skills, knowledge and attitudes acquired in a variety of learning programs may	4.3.2 Through high school I think finding the teachers who were really

work goals, now and in the future? That is, can you tell me **about the ways your previous educational experiences have contributed to your current choices?** **Do you think learning throughout your life is important in terms of work?**	contribute to achieving personal and professional goals **4.3.3** Understand how life-long learning enhances the ability to achieve goals	good role models. They were a role model and they were your teacher, but you could talk to them. As teenagers, having an adult that you can communicate just about anything, you kind of grow up in a way if you like talk about serious things. That kind of allows you to know how to communicate with adults. It is always a hard thing to do through like that transition stage, like from leaving high school and going into the work field, and then having to become an adult, and not also becoming an adult, but to be respected by adults and that you are not just some idiot from high school, kind of thing, but that you deserve to be respected as well. To come into a career that you want, you have to be realistic and not kind of have this fantasy, "Oh, I like kids; I want to go into teaching", but be realistic that teaching is very hard, that you are going to have to deal with parents, there are going to be kids that misbehave and stuff, and you can't be judging of that. You have to know how to deal.
	4.3.4 Understand how prior education relates to the selection of courses / programs, workplace training and/or entry into work	
	4.3.5 Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments	
	4.3.6 Understand why life-long learning is required in the work place	
	4.3.7 Explore various work role requirements	4.3.7 So, I think you have to be realistic just to know about what you are doing. So, like, if you have an idea, then like look into it. So, I was working in the school. I knew the environment that I was in. I knew the teachers. Like, there are lots of new teachers, lots of teachers I don't know, but it is kind of forming those relationships and getting to know them, and I guess putting yourself out there to try.
	4.3.8 Demonstrate life-long learning behaviours and attitudes that contribute to achieving personal and professional goals	4.3.8 I like one of the philosophies that one of our lecturers is always telling us is that we are not teaching students like a set subject; we are teaching them the skills, so that they can be lifelong learners. We are teaching them how to research so that they can go off and research anything. So, I really like that we are always lifelong learners, and we are always learning

		something. So, you are in this career and like teaching for 20 years and stuff, but the really good teachers are the ones that adapt and continue to learn and go to night classes and stuff. Those are the ones that are really working hard, I guess, to make a difference and to be better.
	4.3.9 Demonstrate how prior education relates to various options regarding courses / programs, workplace training and/or entry into work	**4.3.9** Jackie states several times that she is planning to continue her studies at university
	4.3.10 Determine the value of continued learning for you	**4.3.10** see below- "really good teachers are the ones that adapt and continue to learn and go to night classes and stuff. Those are the ones that are really working hard, I guess, to make a difference and to be better."
	4.3.11 Determine the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	
	4.3.12 Engage in a continuous learning process supportive of your career goals	**4.3.12** Jackie states several times that she is planning to continue her studies at university
5. Locating and effectively using career information; Identify: **do you know what career information is? Do you have an understanding of where this information can come from?** Explore: **have you used career information to find out about your course? How did you access career information?** **Did you research the education and training requirements for the work you would like to do / are doing?** **Did you talk to people who worked in the area for information about the role?** **Did you access any other information to research the work role you are planning on entering?** **Have you looked at other ways of getting information about work roles, such as volunteering?**	**5.3.1** Explore the educational and training requirements of various work roles	**5.3.1** Yes, I have looked through the university guidelines and seen what careers come out of that and gone to look at those careers and what they actually are, because some of them sound really cool, but then it is like, "No, that is not for you." So, I always looked into that. Mainly I looked up stuff overseas, like what teachers did overseas, because I knew lots of teachers that were going overseas.
	5.3.2 Discover how key personnel in selected work roles could become ideal information resources/ role models	
	5.3.3 Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles	5.3.3 There is like a big demand for Australian teachers that go overseas and get lots of jobs and stuff; it is really cool.
	5.3.4 Explore how employment and workplace trends impact upon education and training	5.3.4 Mainly I looked up stuff overseas, like what teachers did overseas, because I knew lots of teachers that were going overseas
	5.3.5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic	

	location) impact upon work opportunities	
	5.3.6 Understand how labour market information (profiles, statistics, etc.) should be used when making career decisions	
	5.3.7 Explore a variety of work alternatives (e.g., volunteering, full-time employment, contracting, consulting, and entrepreneurship)	
	5.3.8 Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and Internet-based career information delivery systems to learn about the realities and requirements of various work roles	5.3.8 I have always known about the course, but only did lots of finding out about it at the end of last year. Yes, I found out what it offered and what it enabled me to do. Like, I went on the web site and I called the number and they gave out booklets and stuff.
	5.3.9 Consult key personnel in selected work roles as information resources, role models / mentors	**5.3.9 Jackie had consulted teachers**
	5.3.10 Determine, according to your own preferences, the advantages and disadvantages of various work alternatives (e.g., full employment, contracting, consulting, entrepreneurship)	
	5.3.11 Assess career information and evaluate its impact on your own career decisions	
	5.3.12 Improve strategies to locate, interpret, evaluate and use career information	
6. Understanding the relationship between work, society and the economy. Identify: **do you understand how your work will contribute to your community?** Explore: **how does (or how will) your chosen work contribute to your life? How does your chosen work contribute to your community? That is, how does work affect your lifestyle?** **What sorts of contributions does your work make to society?**	**6.3.1** Explore the effect of work on people's lifestyles	Yes, it is kind of a straightforward one. Obviously, just looking at teacher assistant, I am enabling the community to have children that are learning and then having skills so that they can go off and be able to work and provide for that community. Sort of knowing that I have been able to help someone today and giving - I really know that I am good at it is because I know that I am able to help the child with the specific thing that is wrong, but in a positive way where they actually can achieve something

How can trends (social, demographic, technological, occupational and industrial) affect work and learning opportunities?		realistic and actually move on and learn from that. It is really hard to get teachers that actually do that. Like, they are out there, but I think that is what we need more of.
	6.3.2 Understand how society's needs and functions affect the supply of goods and services	**6.3.2** There is like a big demand for Australian teachers that go overseas and get lots of jobs and stuff; it is really cool.
	6.3.3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities	
	6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation	
	6.3.5 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy	
	6.3.6 Demonstrate how work and learning in your own community is affected by certain trends (such as social, demographic, technological, occupational and industrial trends)	
	6.3.7 Evaluate the impact of society's needs and functions, and that of the global economy on you	
	6.3.8 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities	
	6.3.9 Determine the importance of work for you	See below
	6.3.10 Engage in work experiences that satisfy your needs as well as contribute to society	**6.3.10** I think that it is just like beneficial, I guess, because I know that I am putting something back out there in the society.
7. Securing/creating and maintaining work; Identify: **How do you think your personal qualities (for example, dependability, promptness, getting along with others) contribute to your gaining and retaining work?** Explore: **Are there other qualities,**	**7.3.1** Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities	7.3.1 I think because I show responsibility, in that when I have been given a task I do it really well. With relationships with other teachers and staff members, I am able to get along with them, even though I may not personally like them, but I am still able to in a professional working space work and get along with them, and not let that grudge get in the way

skills and attitudes that you can adopt, or that you already have which enhance your ability to gain and retain work? (employability skills, preparation of resume, job applications, cover letters, interviews) **Have you looked at the ways some of your skills, knowledge and attitude could be transferable from one work place to another?** **Have you explored work role possibilities through volunteering, or through researching specific roles, for example through work experience?**	**7.3.2** Explore skills, knowledge and attitudes that are transferable from one work role to another	of something. I guess being able to communicate well and showing initiative is always important. 7.3.2 above skills in general would allow me to like sort of focus on anything that I wanted to do. So, if like I wanted to like change careers and go into like marketing, because it is the skills that are still channelled through and because I am open to learning, I can learn new skills to enable me to work in a specific job. Those main skills like having initiative and taking on responsibilities and showing that I can follow through, sort of, allow me to gain respect so that other people can rely on me.
	7.3.3 Explore work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.)	7.3.3 time management
	7.3.4 Explore specific work opportunities in terms of working conditions and safety hazards, benefits, etc	
	7.3.5 Explore employability skills and attributes necessary to obtain and maintain work	
	7.3.6 Explore services or initiatives that support transitions to different settings	
	7.3.7 Understand that work opportunities often require flexibility and adaptability (e.g., relocating, learning new skills)	
	7.3.8 Explore volunteering as a proactive job search and personal development strategy	
	7.3.9 Demonstrate skills, knowledge and attitudes in preparing personal marketing documentation (e.g., résumés, proposals, portfolios, cover letters)	
	7.3.10 Demonstrate the skills, knowledge and attitudes necessary for a successful work interview	
	7.3.11 Demonstrate employability	

	skills and attributes necessary to obtain and maintain work (See Chapter 8)	
	7.3.12 Experience volunteering as a proactive job search or personal development strategy	
	7.3.13 Evaluate work opportunities in terms of working conditions, benefits, etc., that are important to you	
	7.3.14 Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining/creating and maintaining work	
	7.3.15 Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes	
	7.3.16 Adapt current or try new work search skills and tools	
8. Making career enhancing decisions; Identify: **How did you choose your course?** Explore: **What kind of things did you have to take into account, and how could you overcome these? What other options did you consider?** **Did your personal values influence your decision? For example, the amount of money you might earn, being able to work with you hands, being able to work in an office.**	**8.3.1** Understand the importance of developing a range of scenarios supportive of your preferred future	8.3.1 It was sort of because I have known that I wanted to go into teaching, and I wanted to do other things, because I wanted to go into events management before. But, then the constant working with the children it kind of just made me want to get into it straight away. To see that I had made a difference already kind of just fuelled that fire to do more and, yes, just a real passion for what I do.
	8.3.2 Investigate the requirements needed to qualify for desired education/training	See career information comp
	8.3.3 Investigate costs (living and fee-related) associated with education and training	Weren't a problem
	8.3.4 Investigate strategies for securing financial assistance related to education and training	
	8.3.5 Explore courses in terms of skills, knowledge and attitudes required for entry-level work or advanced training	
	8.3.6 Understand the steps required for transition (eg: school to post-	

	secondary education/training programs or work, re-entering the workforce)	
	8.3.7 Understand how personal values may influence your choices and actions	8.3.7 it is clear through out the interview that Jackie is aware of how her personal values affect her choices
	8.3.8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives	
	8.3.9 Demonstrate responsibility for making educational and work choices	
	8.3.10 Develop a range of scenarios supportive of your preferred future	
	8.3.11 Plan strategies for covering costs (living and fee-related) associated with education/training possibilities and apply for needed assistance	
	8.3.12 Plan and complete the steps required for transition (eg: school to post-secondary education/training programs or work, volunteer work to paid employment etc)	
	8.3.13 Develop creative or alternative choices reflective of the changing world of work	
	8.3.14 Evaluate educational and work choices in terms of your personal goals, values and financial means	
	8.3.15 Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals	
	8.3.16 Create and engage in career experiences supportive of your values and goals	
	8.3.17 Engage in decision making that suits your needs and values and is supportive of your goals	
9. Maintaining a balance between life and work roles; Identify: **Can you talk about the various roles you have in your life?** Explore: **How do these roles link?**	**9.3.1** Understand the concepts of life stages and the meaning of each of them	In our family I am the eldest of three, and I have got two more brothers; one is in year 10 and one is in year three. So, I guess, just the responsibilities in the family to be a family member.

How do you think your different work roles could impact your life roles? How do your leisure activities impact or contribute to your work role/s? Are there other ways to acquire work skills, knowledge, and attitudes, such as through volunteer positions?	**9.3.2** Understand the factors that influence or impact upon lifestyles (e.g., socioeconomic status, culture, values, work choices, work habits)	9.3.2 We are Catholic, and I don't really have a problem with it. I know a lot of my friends that are in the same boat with me and like they don't go to church and stuff, but I see it as like family time that we have. I don't see it as a waste of time. Like, I believe in God, but my personal take of the Catholic Church is completely different. I can respect what has happened there, but I go there for my own personal space, so that is fine. There are people happy that I have come to that conclusion, because I always hated it when I was younger. I guess what I have got out from my family and through the work environment is, I guess, respect for other people, and to take responsibility for your decisions and choices; because my mum is quite sick and she is kind of on and off, and just having those responsibilities, I guess.
	9.3.3 Examine how different work scenarios can affect life scenarios **9.3.4** Explore the contribution and impact of work to a balanced and productive life	9.3.3 obviously you can't come into placement after a big night out. Being aware of influences you have in the work environment, especially children, and so to be able to dress appropriately, and the language you speak. So, I guess, it is like not the overkill in the protectiveness of them, not giving them the entire world's knowledge, but just kind of let them learn at their own space. Especially like with work in a school environment, to leave your personal feelings and your bad space or anything outside, to leave it outside school, and when you are in school, you are at school, you are with the kids.
	9.3.5 Understand the importance and impact of leisure activities in your life	Yes, well, I guess, like looking after my brothers when I was younger; so, I guess, like duty of care that I have gone through.
	9.3.6 Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work	9.3.6 Yes, I think that volunteer is always the best. It is always the way, because you are out there and learning new skills. It is like it is always good on your CV and your résumés and stuff, because it shows that you have initiative and you are willing to do something and learn stuff, and you are offering yourself sort of, yes.
	9.3.7 Plan and experience work scenarios reflective of your life stage and lifestyle	

	9.3.8 Plan and experience leisure activities that contribute to a balanced life	
	9.3.9 Demonstrate how work skills, knowledge and attitudes are acquired through leisure	
	9.3.10 Examine your work scenarios and determine which ones are supportive of your career goals	
	9.3.11 Examine your leisure activities and determine which ones contribute to a balanced life	
	9.3.12 Acknowledge the factors that influence or impact upon your lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits, injury, illness)	
	9.3.13 Engage in work experiences and leisure activities that support your goals and contribute to a balanced life	
10. Understanding the changing nature of life and work roles; Identify: **Do you think work roles for men and women are changing?** Explore: **Can you describe some non—traditional life and work options**? **How do you think work roles are changing for men and women?** **What are some of the challenges and / or advantages of adopting a non-traditional work role?**	**10.3.1** Examine factors that have influenced the changing career patterns or pathways of women and men	
	10.3.2 Examine gender stereotyping and bias in education and training programs and work settings	10.3.2 Yes. Obviously, society has always had its whole 'these are men jobs' and 'women jobs' and stuff.
	10.3.3 Identify attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping	10.3.3. I think that now there is an increase in male teachers which is good, because - - I
	10.3.4 Investigate advantages and challenges of adopting non-traditional work roles	10.3.4 I think it is just good, because it kind of gives that balance to children at a young age. Because I know when you are growing up that you only think that there are only female teachers, and only teachers are women, and that is kind of when if you start thinking that and children become aware of other jobs that only men and women have, and that is kind of when society starts imbedding these kind of ideas and values and stuff. So, I think that it is important to have a balance with that.
	10.3.5 Demonstrate attitudes, behaviours and skills that contribute to eliminating gender bias and	**See above**

	stereotyping	
	10.3.6 Assess your willingness to contribute to eliminating gender bias and stereotyping	**See above**
	10.3.7 Examine the possibility of adopting non-traditional work roles	
	10.3.8 Consider fulfilling work roles regardless of gender bias and stereotyping	
	10.3.9 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping	
11. Understanding, engaging in and managing the career building process. Identify: **Do you see yourself doing this work for the rest of your life?** Explore: **Do you think you will need to continue learning throughout your life?What sorts of things do you do (or will you need too do) to build and change your career?** **What sort of attitudes do you think you have that are important when dealing with change and transitions in your life?**	**11.3.1** Understand the concept of the labour market and its relationship to career building **11.3.2** Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process **11.3.3** Understand the difference between risk taking in career building and risk-taking in the workplace **11.3.4** Understand how information on yourself and on the labour market is important to the career building process **11.3.5** Explore the notion of career scenario building as an integral component of the career building process **11.3.6** Understand the importance of pursuing short-term action plans **11.3.7** Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.) **11.3.8** Update your portfolio using newly acquired information about yourself and the labour market	11.3.2 If you go take that new job, then it is kind of like this vulnerability that you are surrounded by and you have to take risks and challenges, and I guess to challenge yourself and to kind of let yourself be who you are supposed to be, because we are always in this job and in that job, and it kind of after a while confines you to this person that maybe that is not who you are, but because of your routines every day it has led you to this person. Change allows us to kind of find our way back to who we are, I guess. . 11.3.5 I guess go to new places, travelling is important, or like say you go into the country or go into the city, changing the environment that you work in. That would mean that you change the people that you are around, the teachers, staff, and you sort of have to adapt to those new, I guess - - Not rules as such, but just adapt to new people and skills that you have to take on. **What sorts of attitudes do you think you have that are important when dealing with the change and**

11.3.9 Build career goals, aspirations and experiences in step with your preferred future	**transitions in your life or that are going to occur?** I think tolerance for people and respecting everyone even if they may get on my nerves, but kind of just having to let that go; that kind of tolerance and patience to allow me to make those moves; if I go into a, like, new school and it is just absolutely dreadful, to kind of stick with it and try and make my changes and stuff.
11.3.10 Develop and pursue short-term action plans in light of your desired career goals and aspirations	
11.3.11 Experience different roles through work experience, volunteering, social events, etc	
11.3.12 Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices	**So, sneak in there, slip under the radar a little bit?** Yes, a bit of prac experience for me.
11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans	
11.3.14 Engage in a career building process that truly reflects your own needs, desires and values	

The Blueprint Competencies by Area and Level

CAREER COMPETENCIES	PHASE I	PHASE II	PHASE III	PHASE IV
AREA A: PERSONAL MANAGEMENT				
1. Build and maintain a positive self-image	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
2. Interact positively and effectively with others	2.1 Develop abilities for building positive relationships in life (1)	2.2 Develop abilities for building positive relationships in life (II)	2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
3. Change and grow throughout life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (1)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
AREA B: LEARNING AND WORK EXPLORATION				
4. Participate in life-long learning supportive of career goals	4.1 Discover life-long learning and its contribution to life and work	4.2 Link life-long learning to personal career aspirations, both present and future	4.3 Link life-long learning to the career building process	4.4 Participate in continuous learning supportive of career goals
5. Locate and effectively use career information	5.1 Discover and understand career information	5.2 Locate, understand and use career information.	5.3 Locate, interpret, evaluate and use career information	5.4 Locate, interpret, evaluate and use career information (II)
6. Understand the relationship between work, society and the economy	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
AREA C: CAREER BUILDING				
7. Secure/create and maintain work	7.1 Explore effective work strategies	7.2 Develop qualities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make career enhancing decisions	8.1 Explore and improve decision-making	8.2 Link decision-making to career building	8.3 Engage in career decision-making	8.4 Incorporate adult life reality into career decision-making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to career building	9.4 Incorporate life/work balance into the career building process
10. Understand the changing nature of life and work roles	10.1 Discover the nature of life and work roles	10.2 Explore non-traditional life and work options	10.3 Understand and learn to overcome stereotypes in life and work building (I)	10.4 Understand and learn to overcome stereotypes in life and work building (II)
11. Understand, engage in and manage the career building process	11.1 Explore the underlying concepts of the career building process	11.2 Understand and experience the process of career building	11.3 Recognise and take charge of the career building process	11.4 Manage the career building process

The Career Competencies and Performance Indicators by Area and Phase

AREA A- PERSONAL MANAGEMENT
CAREER COMPETENCY 1: BUILD AND MAINTAIN A POSITIVE SELF-IMAGE

PHASE I	PHASE II
1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on life and work
Stage I – Acquisition	Stage I – Acquisition
1.1.1 Understand the concept of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses.	1.2.1 Discover how behaviours and attitudes influence the feelings and behaviours of others.
1.1.2 Discover how positive characteristics are the basis of a positive self-image.	1.2.2 Discover how behaviours and attitudes affect school, work and family situations.
1.1.3 Understand how self-image influences behaviours.	1.2.3 Understand how the environment influences attitudes and behaviours.
1.1.4 Understand how personal behaviours influence the feelings and behaviours of others.	1.2.4 Understand the concepts of values and beliefs, and explore their influence on self-image.
	1.2.5 Discover the importance of developing a realistic and positive self-image, and the consequences of developing an inappropriate / negative one.
Stage II – Application	1.2.6 Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally.
1.1.5 Identify positive characteristics (skills, interests, personal qualities and strengths) as seen by self and others.	
1.1.6 Demonstrate behaviours and attitudes reflective of a positive self-image.	Stage II – Application
	1.2.7 Describe your self-image.
Stage III – Personalisation	1.2.8 Practise behaviours that reflect a positive attitude about self.
1.1.7 Assess your self-image and evaluate its impact on you and others	
	Stage III – Personalisation
Stage IV – Actualisation	1.2.9 Evaluate the impact of your self-image on you and others.
1.1.8 Transform behaviours and attitudes in order to improve self-image.	
	Stage IV – Actualisation
	1.2.10 Transform behaviours and attitudes in order to improve your self-image and in turn contribute positively to your life, learning and work.

AREA A- PERSONAL MANAGEMENT   (Cont.)
CAREER COMPETENCY 1: BUILD AND MAINTAIN A POSITIVE SELF-IMAGE

PHASE III	PHASE IV
1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
Stage I – Acquisition	Stage I – Acquisition
1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.	1.4.1 Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, beliefs, attitudes and behaviours) on career decisions.
1.3.2 Understand the importance of giving and receiving feedback.	1.4.2 Understand how achievements related to work, learning and leisure influence self-image.
1.3.3 Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances, goods) in the fulfilment of career aspirations.	Stage II – Application
Stage II – Application	1.4.3 Explore how your own career decisions have been and still are influenced by personal characteristics (skills, knowledge, attitudes, interests, values and beliefs).
1.3.4 Identify the behaviours and attitudes that mirror your own self-image.	1.4.4 Identify personal achievements related to work, learning and leisure.
1.3.5 Identify your personal characteristics such as interests, skills, values, beliefs and attitudes.	1.4.5 Adopt behaviours and attitudes that project a positive self-image.
1.3.6 Identify your allies and external assets.	Stage III – Personalisation
1.3.7 Demonstrate giving and receiving feedback.	1.4.6 Re-examine personal characteristics and determine those that might contribute positively to the achievement of career goals.
1.3.8 Practice behaviours and attitudes that project a positive self-image.	1.4.7 Examine personal achievements and acknowledge their influence on your self-image.
1.3.9 Adopt behaviours and attitudes conducive to reaching personal, social, educational and professional goals.	Stage IV – Actualisation
Stage III – Personalisation	1.4.8 Improve your life, learning and work by maximising positive characteristics.
1.3.10 Assess your personal characteristics and capitalise on those that contribute positively to the achievement of personal, educational, social and professional goals.	1.4.9 Engage in life, learning and work experiences that validate all aspects of self and provide a sense of personal achievement.
Stage IV – Actualisation	
1.3.11 Improve self-image in order to contribute positively to your life, learning and work.	

Course expectations and career management: Support document

AREA A- PERSONAL MANAGEMENT
CAREER COMPETENCY 2: INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS

PHASE I	PHASE II
2.1 Develop abilities for building positive relationships in life (I)	2.2 Develop abilities for building positive relationships in life (II)
Stage I – Acquisition	Stage I – Acquisition
2.1.1 Discover the unique character of individuals.	2.2.1 Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others.
2.1.2 Explore sources and effects of peer pressure.	2.2.2 Explore the concepts of dependability and honesty towards others.
2.1.3 Explore implications, effects and consequences of helping others.	2.2.3 Explore interpersonal and group communication skills.
2.1.4 Explore interpersonal and group communication skills	2.2.4 Explore personal management skills like life and work balance, time management, problem solving, stress management, etc.
Stage II – Application	2.2.5 Explore helping skills such as facilitating, problem solving, tutoring and guiding.
2.1.5 Demonstrate effective skills, knowledge and attitudes for interacting with others.	Stage II – Application
2.1.6 Demonstrate effective skills, knowledge and attitudes for resolving conflicts with peers/adults.	2.2.6 Demonstrate respect for the feelings and beliefs of others.
2.1.7 Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to your beliefs.	2.2.7 Demonstrate tolerance and flexibility in interpersonal and group situations.
2.1.8 Demonstrate openness to the diversity of cultures and lifestyles, and the diversity of mental and physical abilities.	2.2.8 Demonstrate skills, knowledge and attitudes in responding to criticism.
2.1.9 Demonstrate a willingness to help others.	2.2.9 Demonstrate effective social and group membership skills, knowledge and attitudes.
2.1.10 Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings.	2.2.10 Demonstrate openness to the diversity of cultures and lifestyles, and the diversity of mental and physical abilities.
Stage III – Personalisation	2.2.11 Demonstrate helping skills such as problem solving, tutoring and guiding.
2.1.11 Acknowledge and appreciate the unique character of self.	2.2.12 Demonstrate dependability and honesty towards others.
2.1.12 Re-examine your own behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others.	2.2.13 Demonstrate personal management skills such as time management, problem solving, stress management, life and work balance, etc.
Stage IV – Actualisation	Stage III – Personalisation
2.1.13 Improve your interpersonal and group communication skills in order to build positive relationships in your life	2.2.14 Acknowledge and appreciate the similarities and differences among people.
	2.2.15 Re-examine your respect, tolerance, flexibility, openness, dependability and honesty towards others and determine to what degree they are influencing the development of positive relationships in your life.
	2.2.16 Integrate personal management skills such as time management, problem solving, stress management and life and work balance into your daily life.
	Stage IV – Actualisation
	2.2.17 Engage in further learning experiences that help build positive relationships in your life.

AREA A- PERSONAL MANAGEMENT (Cont.)
CAREER COMPETENCY 2: INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS

PHASE III	PHASE IV
2.3 Develop abilities for building positive relationships in life and work	2.4 Improve abilities for building positive relationships in life and work
Stage I – Acquisition	Stage I – Acquisition
2.3.1 Discover the skills, knowledge and attitudes needed to work effectively with and for others.	2.4.1 Explore new interpersonal and group communication skills.
2.3.2 Explore helping skills such as problem solving, tutoring and guiding.	2.4.2 Explore the concept of self defeating behaviours and attitudes as well as strategies for overcoming them.
2.3.3 Examine appropriate employee-employer interactions and client-contractor interactions in specific situations.	2.4.3 Further the exploration of personal management skills such as time management, problem solving, financial management, stress management, life and work balance, etc.
2.3.4 Explore personal management skills such as time management, problem solving, personal financial management, stress management, life and work balance, etc.	2.4.4 Explore the importance of positive relationships in your personal and professional roles
Stage II – Application	Stage II – Application
2.3.5 Demonstrate behaviours and attitudes required for working with and for others.	2.4.5 Demonstrate effective social and group membership skills, knowledge and attitudes.
2.3.6 Demonstrate personal management skills such as time management, problem solving, financial management, stress management, life and work balance, etc.	2.4.6 Demonstrate personal management skills such as time management, problem solving, financial management, stress management, life and work balance, etc.
2.3.7 Express feelings, reactions and ideas in an appropriate manner.	2.4.7 Apply strategies for overcoming self-defeating behaviours and attitudes.
2.3.8 Demonstrate helping skills such as problem solving, tutoring and guiding.	2.4.8 Demonstrate behaviours and attitudes for establishing and maintaining positive relationships in your personal and professional roles.
Stage III – Personalisation	Stage III – Personalisation
2.3.9 Determine the helping skills you feel comfortable with and wish to contribute in relationships with others.	2.4.9 Acknowledge and appreciate the outcomes of positive relationships in your personal and professional roles.
2.3.10 Acknowledge the positive effects of expressing your feelings, reactions and ideas.	2.4.10 Further integrate personal management skills such as time management, problem solving, stress management and life and work balance into your life and work.
2.3.11 Integrate personal management skills such as time management, problem solving, stress management and life and work balance into your life and work.	
Stage IV – Actualisation	Stage IV – Actualisation
	2.4.11 Engage in further learning experiences that help build positive relationships in your life and work.
2.3.12 Engage in further learning experiences that help build positive relationships in your life and work.	

AREA A- PERSONAL MANAGEMENT
CAREER COMPETENCY 3: CHANGE AND GROW THROUGHOUT LIFE

PHASE I	PHASE II
3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)
Stage I – Acquisition	Stage I – Acquisition
3.1.1 Explore the concepts of change and growth as part of life.	3.2.1 Explore how feelings are influenced by significant experiences.
3.1.2 Understand that change and growth impact on your mental and physical health (e.g., stress, frustration, confusion, fatigue).	3.2.2 Understand the concept of stress and its impact on mental and physical well-being.
3.1.3 Explore personal feelings (mental and physical).	3.2.3 Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.)
3.1.4 Explore ways to express feelings.	3.2.4 Discover changes that occur in the physical, psychological, social and emotional development of an individual.
3.1.5 Explore good health habits.	
3.1.6 Explore the importance of asking for help and ways to do so.	3.2.5 Understand how physiological and psychological changes impact on career.
	3.2.6 Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being.
Stage II – Application	
3.1.7 Express feelings.	
3.1.8 Demonstrate good health habits.	
3.1.9 Ask for help when needed.	Stage II – Application
	3.2.7 Identify what causes stress on your own mental and physical being.
Stage III – Personalisation	3.2.8 Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.)
3.1.10 Acknowledge the positive effects of expressing your feelings.	
3.1.11 Acknowledge the positive outcomes of asking for help.	3.2.9 Identify your own physical, psychological, social and emotional changes.
3.1.12 Re-examine your own health habits and adopt those that contribute positively to growth.	
	Stage III – Personalisation
	3.2.10 Re-examine your communication skills and adopt those that are truly effective in stressful situations.
Stage IV – Actualisation	
3.1.13 Engage in good health habits.	3.2.11 Examine work, family and leisure activities and acknowledge their impact on your own mental, emotional, physical and economic well-being.
	Stage IV – Actualisation
	3.2.12 Improve on communication skills used in stressful situations.
	3.2.13 Engage in further work, family and leisure activities that contribute to your own mental, emotional, physical and economic well-being.

AREA A- PERSONAL MANAGEMENT   (Cont..)
CAREER COMPETENCY 3: CHANGE AND GROW THROUGHOUT LIFE

PHASE III	PHASE IV
3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
Stage I – Acquisition	Stage I – Acquisition
3.3.1 Describe how change and personal growth affect physical and mental health.	3.4.1 Understand how personal motivations and aspirations may change over time.
3.3.2 Explore how mental and physical health impact on life and work decisions.	3.4.2 Understand physical and psychological changes that occur with age.
3.3.3 Explore stress management strategies.	3.4.3 Explore how work performance may be adapted to physical and psychological changes that occur with age.
	3.4.4 Understand how changes related to work (e.g., job loss, job transfer) impact on your life and may require life changes.
Stage II – Application	
3.3.4 Demonstrate behaviours and attitudes that maintain physical and mental health.	
	Stage II – Application
3.3.5 Apply stress management strategies.	3.4.5 Describe your personal motivations and aspirations.
	3.4.6 Develop and apply strategies to adapt and respond effectively to career changes (e.g., problem solving, networking, updating portfolio and résumé, acquiring new skills and knowledge, attending personal growth workshops).
Stage III – Personalisation	
3.3.6 Examine your mental and physical health and evaluate its impact on career decisions.	
3.3.7 Acknowledge the positive outcomes of applying management strategies to your career.	Stage III – Personalisation
	3.4.7 Examine your personal motivations and aspirations and determine their impact on career decisions.
Stage IV – Actualisation	3.4.8 Acknowledge your ability to adapt and respond effectively to career changes.
3.3.8 Adopt habits and engage in experiences that maintain or improve your mental and physical health.	
3.3.9 Improve your career management strategies.	Stage IV – Actualisation
	3.4.9 Create career scenarios based on personal motivations and aspirations.
	3.4.10 Improve your ability to adapt and respond to career changes

AREA B – LEARNING AND WORK EXPLORATION
CAREER COMPETENCY 4: PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF CAREER GOALS

PHASE I	PHASE II
4.1 Discover life-long learning and its contribution to life and work	4.2 Link life-long learning to personal career aspirations, both present and future
Stage I – Acquisition	Stage I – Acquisition
4.1.1 Understand the importance of preparing for career paths.	4.2.1 Explore life-long learning strategies.
4.1.2 Explore how skills, knowledge and attitudes acquired in one setting can contribute in others (eg at school, at home, in the workplace and in the community.	4.2.2 Explore subject area strengths as well as areas to improve.
4.1.3 Explore subject area strengths as well as areas to improve.	4.2.3 Explore strategies for improving skills and knowledge.
4.1.4 Explore strategies for improving skills and knowledge.	4.2.4 Understand how personal skills and attitudes influence career successes.
4.1.5 Explore the knowledge and skills required to operate safely and effectively in the workplace.	4.2.5 Understand the relationship between personal beliefs, attitudes and skills, and career choices.
4.1.6 Discover how different levels of work require different combinations of acquired skills, knowledge and attitudes.	4.2.6 Explore the importance of a variety of skill types in the workplace.
4.1.7 Explore multiple work types and alternatives, both paid and unpaid.	4.2.7 Explore the skills, knowledge and attitudes needed in specific work settings/industry sectors.
4.1.8 Explore the relationship between ability, effort and achievement.	4.2.8 Explore the skills, knowledge and attitudes best suited to adapt to changing work role requirements.
4.1.9 Understand the importance of practice, effort and learning.	4.2.9 Understand how past, present and future academic performance may impact upon the selection of future programs/courses.
	4.2.10 Understand how past, present and future academic performance may impact upon work.
Stage II – Application	
4.1.10 Demonstrate effective information-gathering strategies.	Stage II – Application
4.1.11 Apply strategies for improving skills and knowledge.	4.2.11 Demonstrate life-long learning strategies.
	4.2.12 Apply strategies for improving skills and knowledge.
Stage III – Personalisation	4.2.13 Demonstrate personal skills and attitudes conducive to career successes.
4.1.12 Evaluate your strategies for gathering information or improving skills and knowledge and adopt those that contribute best to your learning process.	4.2.14 Compare the role of a student with that of a worker.
Stage IV – Actualisation	Stage III – Personalisation
4.1.13 Improve learning strategies.	4.2.15 Evaluate strategies for improving skills and knowledge and adopt those that contribute best to the learning process.
	4.2.16 Evaluate the impact of your personal skills and attitudes to your career successes.
	Stage IV – Actualisation
	4.2.17 Improve and engage in life-long learning strategies supportive of your career aspirations.

AREA B – LEARNING AND WORK EXPLORATION (Cont.)
CAREER COMPETENCY 4: PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF CAREER GOALS

PHASE III	PHASE IV
4.3 Link life-long learning to the career building process	4.4 Participate in continuous learning supportive of career goals
Stage I – Acquisition	Stage I – Acquisition
4.3.1 Understand how a variety of skills, knowledge and attitudes contribute to achieving personal goals.	4.4.1 Investigate educational opportunities (e.g., vocational learning programs, employer-sponsored training, graduate and professional study).
4.3.2 Understand how skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals.	4.4.2 Investigate community resources that support education and training (e.g., childcare, public transportation, and health and human services).
4.3.3 Understand how life-long learning enhances the ability to achieve goals.	4.4.3 Understand the importance of coping strategies in helping to overcome barriers to education and training.
4.3.4 Understand how prior education relates to the selection of courses / programs, workplace training and/or entry into work.	4.4.4 Explore how skills, knowledge and attitudes acquired in and outside education and training institutions enhance work opportunities.
4.3.5 Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments.	4.4.5 Explore life-long learning resources available in workplace settings (e.g., computer-assisted self-directed training, counselling, and tuition support).
4.3.6 Understand why life-long learning is required in the work place.	4.4.6 Explore personal and professional learning plans.
4.3.7 Explore various work role requirements.	
Stage II – Application	Stage II – Application
4.3.8 Demonstrate life-long learning behaviours and attitudes that contribute to achieving personal and professional goals.	4.4.7 Prepare short and long-range plans to achieve personal and professional goals through appropriate educational/training paths.
4.3.9 Demonstrate how prior education relates to various options regarding courses / programs, workplace training and/or entry into work.	4.4.8 Outline and adopt strategies to overcome personal barriers to education and training.
	4.4.9 Undertake learning activities (e.g., studying, taking tests, receiving worksite feedback).
Stage III – Personalisation	
4.3.10 Determine the value of continued learning for you.	Stage III – Personalisation
4.3.11 Determine the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.	4.4.10 Assess your skills, knowledge and attitudes and determine how these enhance your career opportunities.
	4.4.11 Determine which continuous learning strategies work best for you.
Stage IV – Actualisation	
4.3.12 Engage in a continuous learning process supportive of your career goals.	Stage IV – Actualisation
	4.4.12 Improve learning strategies and engage in a life-long learning process supportive of your career goals.

Course expectations and career management: Support document

AREA B – LEARNING AND WORK EXPLORATION
CAREER COMPETENCY 5: LOCATE AND EFFECTIVELY USE CAREER INFORMATION

PHASE I	PHASE II
5.1 Discover and understand career information	5.2 Locate, understand and use career information
Stage I – Acquisition	Stage I – Acquisition
5.1.1 Explore the work of family members, school personnel and community workers/employers.	5.2.1 Discover differences between work, jobs, occupations and careers.
5.1.2 Explore work roles and settings of interest.	5.2.2 Discover how occupations, work roles and work alternatives (e.g., self-employment, contracting) can be classified.
5.1.3 Explore the concept of work information and how parents, relatives, friends and/or neighbours can provide this information.	5.2.3 Explore industry sectors.
5.1.4 Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles.	5.2.4 Explore school and community information resources on work roles and work alternatives.
5.1.5 Explore the working conditions of various work roles (e.g., inside/outside, hazardous, responsibilities for health and safety).	5.2.5 Discover how skills, knowledge and attitudes can be transferable from one work role to another.
5.1.6 Understand how self-employment differs from working for others.	5.2.6 Explore various work settings and work roles in the community.
5.1.7 Explore various sources of work information (e.g., networks, Internet, television, newspapers).	5.2.7 Explore various working conditions (e.g., inside/outside, hazardous).
	Stage II – Application
Stage II – Application	5.2.8 Use school and community settings and resources to learn about work roles and work alternatives.
5.1.8 Use various sources of work information (e.g., Internet, television, newspapers).	5.2.9 Demonstrate how your interests, knowledge, skills, beliefs and attitudes are transferable to various work roles.
Stage III – Personalisation	5.2.10 Identify the working conditions that you favour.
5.1.9 Express your opinion on work information that has been explored.	Stage III – Personalisation
Stage IV – Actualisation	5.2.11 Assess career information and determine its pertinence for you.
5.1.10 Improve strategies for locating and using work information.	Stage IV – Actualisation
	5.2.12 Improve strategies for locating, understanding and using career information.

PHASE III	PHASE IV
5.3 Locate, interpret, evaluate and use career information (I)	5.4 Locate, interpret, evaluate and use career information (II)
Stage I – Acquisition	Stage I – Acquisition
5.3.1 Explore the educational and training requirements of various work roles.	5.4.1 Investigate career-related information and materials (e.g., on self-assessment, on career planning, on professional associations, on prospective employers).
5.3.2 Discover how key personnel in selected work roles could become ideal information resources/ role models.	5.4.2 Explore the uses and limitations of occupational and labour market information.
5.3.3 Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles.	5.4.3 Discover the diverse work opportunities available to an individual with a given set of work skills, knowledge and attitudes.
5.3.4 Explore how employment and workplace trends impact upon education and training.	5.4.4 Understand how to assess the reliability of career information.
5.3.5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities.	5.4.5 Discover contracting and hiring practices.
5.3.6 Understand how labour market information (profiles, statistics, etc.) should be used when making career decisions.	Stage II – Application
5.3.7 Explore a variety of work alternatives (e.g., volunteering, full-time employment, contracting, consulting, and entrepreneurship).	5.4.6 Assess the reliability of career information.
	5.4.7 Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and Internet-based career information delivery systems to learn about the realities and requirements of various work roles.
Stage II – Application	5.4.8 Identify work opportunities that are available to someone with your set of work skills, knowledge and attitudes.
5.3.8 Use career information resources such as career directories, occupation classification systems, labour market information, mass media, computer and Internet-based career information delivery systems to learn about the realities and requirements of various work roles.	
5.3.9 Consult key personnel in selected work roles as information resources, role models / mentors.	Stage III – Personalisation
	5.4.9 Assess career information and evaluate its impact on your career decisions.
	5.4.10 Determine, according to your preferences, which work opportunities should or will be considered in your career goals and aspirations.
Stage III – Personalisation	
5.3.10 Determine, according to your own preferences, the advantages and disadvantages of various work alternatives (e.g., full employment, contracting, consulting, entrepreneurship).	Stage IV – Actualisation
5.3.11 Assess career information and evaluate its impact on your own career decisions.	5.4.11 Improve strategies to locate, interpret, evaluate and use career information.
Stage IV – Actualisation	5.4.12 Create or adapt career goals and aspirations using relevant and accurate career-related information.
5.3.12 Improve strategies to locate, interpret, evaluate and use career information.	

AREA B – LEARNING AND WORK EXPLORATION
CAREER COMPETENCY 6: UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY

PHASE I	PHASE II
6.1 Discover how work contributes to individuals and the community Stage I – Acquisition 6.1.1 Understand how work can satisfy personal needs. 6.1.2 Understand how work can contribute positively to society. 6.1.3 Explore the products and services of local employers. 6.1.4 Explore the impact of work on personal, social, economic and environmental problems. Stage II – Application 6.1.5 Demonstrate how work can satisfy personal needs. 6.1.6 Demonstrate how work might solve personal, social, economic and environmental problems. Stage III – Personalisation 6.1.7 Determine the value of work for you. Stage IV – Actualisation 6.1.8 Engage in work experiences that satisfy your own needs as well as contribute to your community.	6.2 Understand how work contributes to the community Stage I – Acquisition 6.2.1 Understand how organisations operate (e.g., how money is made, overhead costs, profit). 6.2.2 Explore the importance of work to a community. 6.2.3 Understand the relationships between work, community and the economy. 6.2.4 Explore the economic contributions workers make to a community. 6.2.5 Understand how the community, the economy and technological advances impact upon work, and work roles. Stage II – Application 6.2.6 Demonstrate how work impacts upon your own community. Stage III – Personalisation 6.2.7 Evaluate how a person can contribute to the community through work. Stage IV – Actualisation 6.2.8 Engage in work experiences that contribute to your community.

AREA B – LEARNING AND WORK EXPLORATION (Cont.)
CAREER COMPETENCY 6: UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY

PHASE III	PHASE IV
6.3 Understand how societal and economic needs influence the nature and structure of work (I) Stage I – Acquisition 6.3.1 Explore the effect of work on people's lifestyles 6.3.2 Understand how society's needs and functions affect the supply of goods and services. 6.3.3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities. 6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation. Stage II – Application 6.3.5 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy. 6.3.6 Demonstrate how work and learning in your own community is affected by certain trends (such as social, demographic, technological, occupational and industrial trends). Stage III – Personalisation 6.3.7 Evaluate the impact of society's needs and functions, and that of the global economy, on you. 6.3.8 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities. 6.3.9 Determine the importance of work for you. Stage IV – Actualisation 6.3.10 Engage in work experiences that satisfy your needs as well as contribute to society.	6.4 Understand how societal and economic needs influence the nature and structure of work (II) Stage I – Acquisition 6.4.1 Explore how people's own personal values and interests often determine the importance given to work. 6.4.2 Understand how trends (such as social, demographic, technological, occupational and industrial trends) affect education/training programs and work opportunities. 6.4.3 Understand the concept of a global economy and how it affects individuals, communities, the states and territories, and the nation. Stage II – Application 6.4.4 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy. 6.4.5 Demonstrate how work and learning opportunities in your community are, or could be, affected by certain trends (such as social, demographic, technological, occupational and industrial trends). Stage III – Personalisation 6.4.6 Explain how your own personal values and interests determine the importance you place on work. 6.4.7 Evaluate the impact of society's needs and functions, and that of the global economy on you. 6.4.8 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities. Stage IV – Actualisation 6.4.9 Engage in work experiences that satisfy your needs and contribute to society.

AREA C – CAREER BUILDING
CAREER COMPETENCY 7: SECURE/CREATE AND MAINTAIN WORK

PHASE I	PHASE II
7.1 Explore effective work strategies	7.2 Develop qualities to seek and obtain/create work
Stage I – Acquisition	Stage I – Acquisition
7.1.1 Understand the importance that personal qualities (e.g., dependability, promptness, getting along with others) have on creating, getting and keeping work.	7.2.1　Explore personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.
7.1.2 Explore creative ways of performing work activities.	7.2.2　Understand how skills are transferable across a variety of work alternatives.
7.1.3 Understand how cooperation among workers can help accomplish a task.	7.2.3　Understand the language describing employment and other work opportunities and conditions.
7.1.4 Understand the importance of being able to work with people from different cultural and language backgrounds, age groups, gender and those with disabilities.	7.2.4　Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
7.1.5 Understand the meaning of taking responsibility for your own actions.	
	Stage II – Application
Stage II – Application	7.2.5　Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.
7.1.6 Demonstrate creative ways of performing work activities (e.g., at home, at school, at work and/or in the community).	7.2.6　Demonstrate the ability to complete application forms.
7.1.7 Demonstrate the ability to work with people from different cultural and language backgrounds, age groups, gender and those with disabilities.	7.2.7 Develop work search tools required to find and maintain work (e.g., résumé, portfolio, proposals, cover letters).
7.1.8 Experience cooperation in order to accomplish a task.	7.2.8 Identify your transferable skills and experience a new task by using them.
7.1.9 Demonstrate the ability to take responsibility for your own actions.	Stage III – Personalisation
	7.2.9 Acknowledge your personal qualities and skills and determine which to build into your career goals and aspirations.
Stage III – Personalisation	Stage IV – Actualisation
7.1.10 Re-examine your experience while performing work activities and determine which abilities and attitudes contributed positively or negatively to the experience.	7.2.10 Create and engage in new work experiences (e.g., at home, at school, at work and/or in the community) that acknowledge your personal qualities and use your transferable skills.
Stage IV – Actualisation	
7.1.11 Improve your abilities and attitudes in order to contribute positively to work experiences (e.g., at home, at school, at work and/or in the community).	

AREA C – CAREER BUILDING   (Cont.)
CAREER COMPETENCY 7: SECURE/CREATE AND MAINTAIN WORK

PHASE III	PHASE IV
7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
Stage I – Acquisition	Stage I – Acquisition
7.3.1 Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities.	7.4.1 Investigate specific work that supports desired career intentions.
7.3.2 Explore skills, knowledge and attitudes that are transferable from one work role to another.	7.4.2 Identify job opportunities that suit your own needs and values.
7.3.3 Explore work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).	7.4.3 Identify relationships that will help with finding work.
7.3.4 Explore specific work opportunities in terms of working conditions and safety hazards, benefits, etc.	7.4.4 Update work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
7.3.5 Explore employability skills and attributes necessary to obtain and maintain work (See Chapter 8).	7.4.5 Understand how recent social and economic changes (eg, technological developments, changes in demand for products or services) influence the knowledge, skills and attitudes required for seeking, obtaining/creating and maintaining work.
7.3.6 Explore services or initiatives that support transitions to different settings.	7.4.6 Explore alternative strategies reflective and supportive of career change (e.g., on-the-job training, career ladders, mentors, networking, continuous learning).
7.3.7 Understand that work opportunities often require flexibility and adaptability (e.g., relocating, learning new skills).	7.4.7 Investigate the career planning/ employment and recruitment services available through organisations (e.g., government, educational institutions, business/industry and community agencies).
7.3.8 Explore volunteering as a proactive job search and personal development strategy.	7.4.8 Explore the skills, knowledge and attitudes that are transferable from one work role to another.
	7.4.9 Understand the importance of making career decisions that align with your preferred future.
Stage II – Application	
7.3.9 Demonstrate skills, knowledge and attitudes in preparing personal marketing documentation (e.g., résumés, proposals, portfolios, cover letters).	
7.3.10 Demonstrate the skills, knowledge and attitudes necessary for a successful work interview.	Stage II – Application
7.3.11 Demonstrate employability skills	7.4.10 Establish relationships that will help with finding work.
and attributes necessary to obtain and maintain work (See Chapter 8) .	7.4.11 Practice or apply work search tools and skills required to seek, obtain/create and maintain work (job application forms, resumes, portfolios, job interviewing, proposals, cover letters, etc).
7.3.12 Experience volunteering as a proactive job search or personal development strategy.	7.4.12 Experience the career planning, employment and recruitment services available through organisations (e.g. government, educational institutions, business/industry, and community agencies).
Stage III – Personalisation	7.4.13 Demonstrate the skills, knowledge and attitudes that are transferable from one work role to another.
7.3.13 Evaluate work opportunities in terms of working conditions, benefits, etc., that are important to you.	7.4.14 Plan career changes reflective of your preferred future.
7.3.14 Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining/creating and maintaining work.	Stage III – Personalisation
	7.4.15 Re-examine your network and determine the relationships most helpful to your work search strategies.
Stage IV – Actualisation	7.4.16 Evaluate your skills, knowledge and attitudes in terms of effective tools for seeking, obtaining/creating and maintaining work.
7.3.15 Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes.	7.4.17 Assess your skills, knowledge and attitudes in terms of your career goals and work opportunities.
7.3.16 Adapt current or try new work search skills and tools.	7.4.19 Assess work opportunities in terms of your preferred future.
	Stage IV – Actualisation
	7.4.20 Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes.
	7.4.21 Create and engage in work opportunities reflective of your preferred future.
	7.4.22 Adapt current or try new work search skills and tools.

AREA C – CAREER BUILDING
CAREER COMPETENCY 8: MAKE CAREER ENHANCING DECISIONS

PHASE I	PHASE II
8.1 Explore and improve decision making	8.2 Link decision making to career building
Stage I – Acquisition	Stage I – Acquisition
8.1.1 Understand how choices are made.	8.2.1 Understand how personal beliefs and attitudes affect decision making.
8.1.2 Explore what can be learned from experiences.	8.2.2 Understand how career development is a continuous process with a series of choices.
8.1.3 Explore what might interfere with attaining goals.	8.2.3 Explore possible outcomes of decisions.
8.1.4 Explore strategies used in solving problems.	8.2.4 Explore school courses related to personal, educational and work interests.
8.1.5 Explore alternatives in decision-making situations.	8.2.5 Understand how the expectations of others affect career building.
8.1.6 Understand how personal beliefs and attitudes influence decision-making.	8.2.6 Explore ways in which decisions about education and work relate to other major life decisions.
8.1.7 Understand how decisions affect self and others.	8.2.7 Explore advantages and disadvantages of various courses and programs for the attainment of career goals.
Stage II – Application	8.2.8 Explore the requirements for courses and programs.
8.1.8 Assess what might interfere with attaining your goals.	8.2.9 Understand how uncertainties about the future may lead to creative or alternative choices.
8.1.9 Apply problem-solving strategies.	Stage II – Application
8.1.10 Make decisions and take responsibility for them.	8.2.10 Demonstrate how your own beliefs and attitudes influence your decision-making process.
Stage III – Personalisation	8.2.11 Demonstrate how your series of choices reflect your career path.
8.1.11 Examine your problem-solving strategies and evaluate their impact on the attainment of your goals.	8.2.12 Compare the advantages and disadvantages of various courses and programs for the attainment of career goals.
8.1.12 Evaluate the impact of personal decisions on you and on others.	8.2.13 Make decisions and take responsibility for them.
Stage IV – Actualisation	8.2.14 Develop creative or alternative choices reflective of the changing world of work.
8.1.13 Engage in a responsible decision-making process.	Stage III – Personalisation
	8.2.15 Evaluate how your decisions (about school, family, leisure, work, etc.) impact upon your life, and affect other decisions.
	8.2.16 Examine creative or alternative scenarios, and evaluate their impact on your own life.
	8.2.17 Evaluate the impact of personal decisions on you and on others.
	Stage IV – Actualisation
	8.2.18 Engage in decision-making that suits your needs and values and is supportive of your goals

AREA C – CAREER BUILDING   (Cont.)
CAREER COMPETENCY 8: MAKE CAREER ENHANCING DECISIONS

PHASE III	PHASE IV
8.3 Engage in career decision making	8.4 Incorporate adult life reality into career decision making
Stage I – Acquisition	Stage I – Acquisition
8.3.1 Understand the importance of developing a range of scenarios supportive of your preferred future.	8.4.1 Explore the type of skills, knowledge and attitudes important to acquire or develop in order to assess work opportunities (in terms of advancement, management styles, work environment, benefits and other work conditions).
8.3.2 Investigate the requirements needed to qualify for desired education/training.	8.4.2 Explore the effects that learning, family and work decisions may have on your career decision process.
8.3.3 Investigate costs (living and fee-related) associated with education and training.	8.4.3 Understand how personal and environmental conditions may affect decision making.
8.3.4 Investigate strategies for securing financial assistance related to education and training.	8.4.4 Explore effective career decision-making skills, knowledge and attitudes.
8.3.5 Explore courses in terms of skills, knowledge and attitudes required for entry-level work or advanced training.	8.4.5 Explore potential consequences of decisions.
8.3.6 Understand the steps required for transition (eg: school to post-secondary education/training programs or work, re-entering the workforce).	Stage II – Application
8.3.7 Understand how personal values may influence your choices and actions.	8.4.6 Demonstrate the skills, knowledge and attitudes required to assess work opportunities.
8.3.8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives.	8.4.7 Demonstrate effective career decision-making skills, knowledge and attitudes.
Stage II – Application	8.4.8 Determine personal criteria for making decisions about learning, family and work.
8.3.9 Demonstrate responsibility for making educational and work choices.	8.4.9 Identify potential consequences of your decisions.
8.3.10 Develop a range of scenarios supportive of your preferred future.	Stage III – Personalisation
8.3.11 Plan strategies for covering costs (living and fee-related) associated with education/training possibilities and apply for needed assistance.	8.4.10 Assess work opportunities for you.
8.3.12 Plan and complete the steps required for transition (eg: school to post-secondary education/training programs or work, volunteer work to paid employment etc).	8.4.11 Evaluate the impact of your decisions on you and others.
8.3.13 Develop creative or alternative choices reflective of the changing world of work.	Stage IV – Actualisation
Stage III – Personalisation	8.4.12 Engage in decision-making that suit your needs and values and is supportive of your goals.
8.3.14 Evaluate educational and work choices in terms of your personal goals, values and financial means.	
8.3.15 Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals.	
Stage IV – Actualisation	
8.3.16 Create and engage in career experiences supportive of your values and goals.	
8.3.17 Engage in decision-making that suits your needs and values and is supportive of your goals.	

AREA C – CAREER BUILDING
CAREER COMPETENCY 9: MAINTAIN BALANCED LIFE AND WORK ROLES

PHASE I	PHASE II
9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)
Stage I – Acquisition	Stage I – Acquisition
9.1.1 Explore the various roles an individual may have (e.g., friend, student, worker, family member).	9.2.1 Understand how different work and family roles require varying kinds and amounts of energy, participation, motivation and abilities.
9.1.2 Explore work-related activities in the home, community, school and workplace.	9.2.2 Understand how work roles satisfy personal and family needs.
9.1.3 Understand how family members depend on one another, work together and share responsibilities.	9.2.3 Examine how personal goals can be satisfied through a combination of work, community, social and family roles.
9.1.4 Understand how work roles complement family roles.	9.2.4 Understand how personal leisure choices relate to lifestyle.
	9.2.5 Understand how various career roles impact upon the attainment of future goals.
Stage II – Application	9.2.6 Explore the advantages and disadvantages of various life role possibilities.
9.1.5 Experience work-related activities in the home, community, school and workplace.	9.2.7 Explore the interrelationships among family, work and leisure decisions.
9.1.6 Demonstrate how you work with other family members and share family responsibilities.	
9.1.7 Demonstrate the links between your work roles and some of your family roles.	Stage II – Application
	9.2.8 Plan and experience leisure activities that relate to your considered or preferred lifestyle.
Stage III – Personalisation	9.2.9 Demonstrate how your various career roles impact upon the attainment of your future goals.
9.1.8 Examine your different life roles and evaluate your responsibilities within each of them.	
	Stage III – Personalisation
Stage IV – Actualisation	9.2.10 Examine the type of lifestyle you want.
9.1.9 Engage responsibly in each of your current life roles.	9.2.11 Determine the type of career roles that would best suit your life.
	Stage IV – Actualisation
	9.2.12 Engage in experiences that are supportive of your career goals.

AREA C – CAREER BUILDING   (Cont.)
CAREER COMPETENCY 9: MAINTAIN BALANCED LIFE AND WORK ROLES

PHASE III	PHASE IV
9.3 Link life styles and life stages to career building	9.4 Incorporate life/work balance into career building.
Stage I – Acquisition	Stage I – Acquisition
9.3.1 Understand the concepts of life stages and the meaning of each of them.	9.4.1 Explore how individual growth and evolving family life impact upon your career path.
9.3.2 Understand the factors that influence or impact upon lifestyles (e.g., socioeconomic status, culture, values, work choices, work habits).	9.4.2 Understand how work, family and leisure activities interrelate.
9.3.3 Examine how different work scenarios can affect life scenarios.	9.4.3 Understand how personal values may influence priorities.
9.3.4 Explore the contribution and impact of work to a balanced and productive life.	9.4.4 Explore strategies for negotiating work, family and leisure demands with family members. (e.g., working hours, time with friends).
9.3.5 Understand the importance and impact of leisure activities in your life.	Stage II – Application
9.3.6 Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work.	9.4.5 Apply strategies for negotiating work, family and leisure demands with family members (e.g., working hours, time with friends).
Stage II – Application	Stage III – Personalisation
9.3.7 Plan and experience work scenarios reflective of your life stage and lifestyle.	9.4.6 Determine the value you place on work, family and leisure activities.
9.3.8 Plan and experience leisure activities that contribute to a balanced life.	9.4.7 Explore work, family and leisure activities and evaluate their impact on your life.
9.3.9 Demonstrate how work skills, knowledge and attitudes are acquired through leisure.	9.4.8 Determine the kind of work, family and leisure activities that you feel will contribute to a balanced life.
Stage III – Personalisation	Stage IV – Actualisation
9.3.10 Examine your work scenarios and determine which ones are supportive of your career goals.	9.4.9 Engage in career experiences and leisure activities that support your goals and contribute to a balanced life.
9.3.11 Examine your leisure activities and determine which ones contribute to a balanced life.	
9.3.12 Acknowledge the factors that influence or impact upon your lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits, injury, illness).	
Stage IV – Actualisation	
9.3.13 Engage in work experiences and leisure activities that support your goals and contribute to a balanced life.	

AREA C – CAREER BUILDING
CAREER COMPETENCY 10: UNDERSTAND THE CHANGING NATURE OF LIFE AND WORK ROLES

PHASE I	PHASE II
10.1 Discover the nature of life and work roles	10.2 Explore non-traditional life and work options
Stage I – Acquisition	Stage I – Acquisition
10.1.1 Understand the positive impact of work on people (e.g., enhanced self-esteem, financial independence).	10.2.1 Identify non-traditional life and work options
10.1.2 Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in high administrative functions).	10.2.2 Investigate advantages and challenges of entering non-traditional work.
10.1.3 Understand how contributions of individuals both inside and outside the home are important to family and community (e.g., family financial independence, community volunteering).	10.2.3 Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional to your gender.
	10.2.4 Understand the concepts of stereotypes, biases and discriminatory behaviours.
Stage II – Application	Stage II – Application
10.1.4 Outline the gender-based life roles of people that you know.	10.2.5 Experience personal interests, even if they are most often considered non-traditional to your gender.
10.1.5 Plan and make contributions both inside and outside the home.	10.2.6 Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
Stage III – Personalisation	Stage III – Personalisation
10.1.6 Examine the type of life roles you would be ready to consider.	10.2.7 Acknowledge your own stereotypes, biases and discriminatory behaviours that may limit opportunities for you or others in certain work roles.
10.1.7 Examine and acknowledge the positive impact work has on you.	
Stage IV – Actualisation	Stage IV – Actualisation
10.1.8 Engage in fulfilling work and life experiences.	10.2.8 Develop attitudes and engage in behaviours that are non discriminatory.

AREA C – CAREER BUILDING   (Cont.)
CAREER COMPETENCY 10: UNDERSTAND THE CHANGING NATURE OF LIFE AND WORK ROLES

PHASE III	PHASE IV
10.3 Understand and learn to overcome stereotypes in career building (I)	10.4 Understand and learn to overcome stereotypes in career building (II)
Stage I – Acquisition	Stage I – Acquisition
10.3.1 Examine factors that have influenced the changing career patterns or pathways of women and men.	10.4.1 Investigate recent changes in gender norms and attitudes.
10.3.2 Examine gender stereotyping and bias in education and training programs and work settings.	10.4.2 Investigate trends in the gender composition of the labour force.
10.3.3 Identify attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.	10.4.3 Explore difficulties encountered in stereotyping occupations.
10.3.4 Investigate advantages and challenges of adopting non-traditional work roles.	10.4.4 Explore skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.
Stage II – Application	Stage II – Application
10.3.5 Demonstrate attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.	10.4.5 Demonstrate skills, knowledge and attitudes that help eliminate stereotyping in education, training, family and work environments.
Stage III – Personalisation	Stage III – Personalisation
10.3.6 Assess your willingness to contribute to eliminating gender bias and stereotyping.	10.4.6 Evaluate the impact that trends in the gender composition of the labour force have on your career plans.
10.3.7 Examine the possibility of adopting non-traditional work roles.	10.4.7 Determine your own willingness to adopt strategies or take actions that help eliminate gender bias and stereotyping.
10.3.8 Consider fulfilling work roles regardless of gender bias and stereotyping.	Stage IV – Actualisation
Stage IV – Actualisation	10.4.8 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping.
10.3.9 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping.	10.4.9 Engage in career experiences in ways that help eliminate gender bias and stereotyping.

Course expectations and career management: Support document

AREA C – CAREER BUILDING
CAREER COMPETENCY 11: UNDERSTAND, ENGAGE IN AND MANAGE THE CAREER BUILDING PROCESS

PHASE I	PHASE II
11.1 Explore the underlying concepts of the career building process	11.2 Understand and experience the process of career building
Stage I – Acquisition	Stage I – Acquisition
11.1.1 Explore the concept of 'change is constant' and its relationship to career building.	11.2.1 Explore the concept that every decision is a career decision.
11.1.2 Explore the concept of 'learning is an ongoing process' and its relationship to career building.	11.2.2 Understand the concept of career building.
11.1.3 Explore the concept of 'following your heart' and its relationship to career building.	11.2.3 Understand the difference between career planning and career building.
11.1.4 Explore the concept of 'goal setting as a source of inspiration and motivation' in career building.	11.2.4 Understand the importance of developing flexible and adaptable short-term action plans within the career building process.
11.1.5 Understand the value of 'focusing on the journey' in career building.	11.2.5 Understand the concept of a preferred future as part of the career building process.
11.1.6 Discover the benefits of strong relationships to career building.	11.2.6 Understand the concept and importance of a career portfolio.
Stage II – Application	Stage II – Application
11.1.7 Recognise situations of change and transformation in your environment.	11.2.7 Define your preferred future.
11.1.8 Seek desired information and learn from different sources.	11.2.8 Develop short-term action plans in step with your preferred future.
11.1.9 Try new experiences according to your dreams, personal values and interests.	11.2.9 Create and maintain your career portfolio.
11.1.10 Plan and take part in an activity of interest and describe what has been learned during the activity.	Stage III – Personalisation
11.1.11 Identify your set of relationships.	11.2.10 Re-examine and assess your preferred future using as criteria newly acquired information about yourself and the world of work.
Stage III – Personalisation	Stage IV – Actualisation
11.1.12 Examine your opinions and feelings about change, learning, following your heart, setting goals, focusing on the journey and having or developing a network of allies.	11.2.11 Take steps to move towards your preferred future.
Stage IV – Actualisation	11.2.12 Adjust your preferred future as experience changes your knowledge of yourself.
11.1.13 Engage in experiences that expose you to change, continuous learning, personal values and dreams, goal setting, journeys and networking.	

AREA C – CAREER BUILDING   (Cont.)
CAREER COMPETENCY 11: UNDERSTAND, ENGAGE IN AND MANAGE THE CAREER BUILDING PROCESS

PHASE III	PHASE IV
11.3 Recognise and take charge of the career building process	11.4 Manage the career building process
Stage I – Acquisition	Stage I – Acquisition
11.3.1 Understand the concept of the labour market and its relationship to career building.	11.4.1 Explore the nature of career transitions and their impact on the career building process.
11.3.2 Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process.	11.4.2 Investigate the choices and challenges of major transitions (e.g., becoming a parent/spouse/retiree, losing a job, injury, illness).
11.3.3 Understand the difference between risk taking in career building and risk-taking in the workplace.	11.4.3 Explore financial and lifestyle needs and their relationship to career roles.
11.3.4 Understand how information on yourself and on the labour market is important to the career building process.	11.4.4 Explore effective strategies to use during transitions.
11.3.5 Explore the notion of career scenario building as an integral component of the career building process.	11.4.5 Understand the importance of updating your portfolio using newly acquired information about yourself and the labour market.
11.3.6 Understand the importance of pursuing short-term action plans.	11.4.6 Understand the importance of revisiting and fine-tuning your preferred future, career goals and aspirations, and short-term action plans.
Stage II – Application	Stage II – Application
11.3.7 Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.).	11.4.7 Plan and apply coping strategies during transition periods (e.g., starting a family, retirement, losing a job, injury, illness).
11.3.8 Update your portfolio using newly acquired information about yourself and the labour market.	11.4.8 Update your portfolio.
11.3.9 Build career goals, aspirations and experiences in step with your preferred future.	11.4.9 Review your preferred future and fine-tune your career action plans.
11.3.10 Develop and pursue short-term action plans in light of your desired career goals and aspirations.	11.4.10 Pursue your action plans.
11.3.11 Experience different roles through work experience, volunteering, social events, etc.	Stage III – Personalisation
Stage III – Personalisation	11.4.11 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals and aspirations and adjust your short-term action plans.
11.3.12 Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices.	11.4.12 Re-examine your strategies during transition periods in light of your preferred future and determine whether or not it is necessary to adjust them.
11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans.	Stage IV – Actualisation
Stage IV – Actualisation	11.4.13 Adapt your preferred future in order to always reflect your true needs, desires and aspirations.
11.3.14 Engage in a career building process that truly reflects your own needs, desires and values.	