

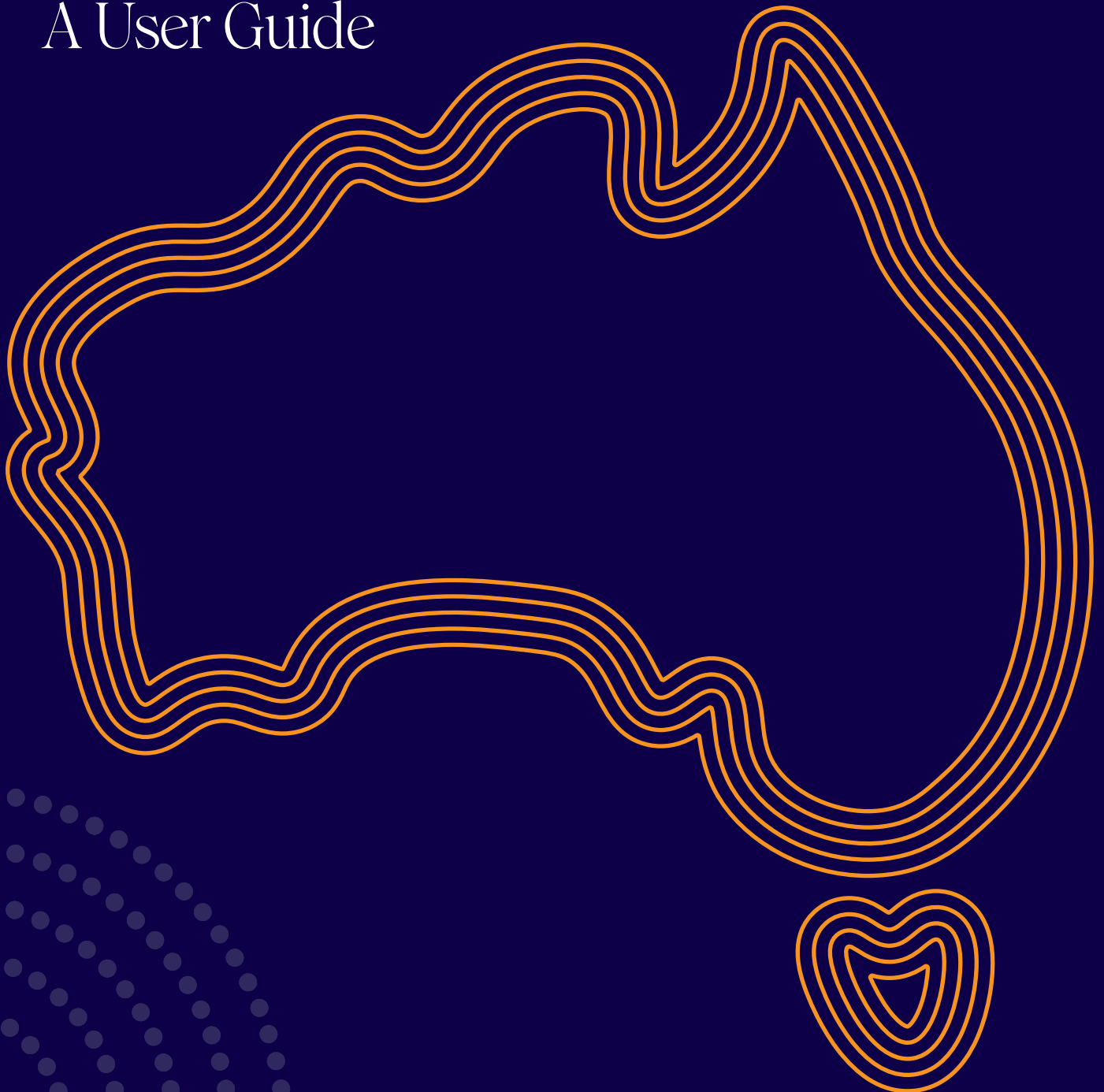


Australian Government



# Australian Blueprint for Career Development

A User Guide



This User Guide provides a brief introduction to the Australian Blueprint for Career Development (the Blueprint) and outlines how to use the Blueprint in your career development practice.

Direct references are made to specific sections of the Blueprint, allowing for more detailed exploration.

The complete Blueprint can be downloaded via: <https://www.yourcareer.gov.au/theblueprint>

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## Blueprint contents

### Section 1: Introduction to the Blueprint

### Section 2: Elements of the Blueprint

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- Using the career management competencies to guide career development learning
- Performance indicators
- Contextualising career development learning for clients and settings
- Facilitating career development learning

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## References

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## Glossary of terms

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## 10 Practice Guides

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## About the Blueprint

The Blueprint is a framework that can be used to design, implement and evaluate intentional career development learning for people of all ages and stages. This will help all Australians to better manage their lives, learning and work in the context of dynamic and rapidly changing labour markets.

The Blueprint aims to:

- **Provide clarity of outcomes** – helping practitioners specify and measure the learning outcomes they are striving to achieve in their career development programs.
- **Create service consistency** – helping practitioners specify the career management competencies their programs address and facilitate more seamless service provision.
- **Enhance efficiency** – helping practitioners review, compare and select career development products more efficiently through reference to the consistent framework.
- **Reduce ambiguity** by articulating the career management competencies, enhancing clarity and facilitating more effective communication.
- **Strengthen the career development culture** through increased coherence and by providing a structure in which to think and talk about career development and work issues across a diversity of contexts.

The Blueprint provides a common language, with a Glossary created to ensure the career development terminology is clear, consistent and understood. The Blueprint is built around a nationally consistent set of career management competencies developed on a solid foundation of career development theory.

Numerous illustrative examples and a suite of 10 Practice Guides offer practitioners helpful steps for applying the framework in their career development practice. Importantly the Blueprint is customisable.

Practitioners can use the Blueprint in a range of ways (e.g. designing sequenced career development learning opportunities, learning plans and portfolios for learners, designing staff development workshops etc.), in a variety of settings and with a diversity of client groups.

“Each of my sessions applies and adapts the Blueprint to what’s needed at the time.” DEB

# Using the Blueprint to design your career development intervention

The Blueprint presents 12 career management competencies that can guide intentional career development across the lifespan.

## Career management competencies according to learning area

### Learning Area A: Personal management

1. Build and maintain a positive self-concept
2. Interact positively and effectively with others
3. Change and grow throughout life
4. Manage wellbeing, mental and physical health

### Learning Area B: Learning and work exploration

5. Participate in lifelong learning supportive of career goals
6. Locate and use career information effectively
7. Understand the relationship between work, society and the economy
8. Understand the changing nature of life and work roles

### Learning Area C: Career building

9. Secure/create and maintain work
10. Make career-enhancing decisions
11. Maintain balanced life and work roles
12. Understand, engage in and manage the career-building process

## A QUICK GUIDE TO USING THE CAREER MANAGEMENT COMPETENCIES TO BUILD A CAREER DEVELOPMENT PROGRAM

### STEP 1

Refer to '**Learning areas and career management competencies**' in Section 2 and '**Using the career management competencies to guide career development learning**' in Section 3 of the Blueprint. For simplicity, **Table 3 in Section 3 outlines** each competency and how to use them to guide career development learning.

### STEP 2

Clarify your target group and use **Practice Guide 1: How to assess context needs and gather support for your career development program** to assess needs and gain support in your context of practice. The Guide includes a checklist to use when developing a survey for needs assessment. Modify the survey questions, design or delivery as appropriate to the needs and abilities of your target group.

### STEP 3

Use **Practice Guide 2: How to determine the career development needs of learners** to ensure your career development program reflects the needs of the people you serve (see more detail below).

### STEP 4

You may wish to conduct an appropriate literature search to explore any broader research and enhance your understanding of the career development needs of your target group (see also 'Using the Blueprint to review and/or develop career development resources' below).

### STEP 5

Use **Practice Guide 4: How to prepare a career development session** to design interventions that could be incorporated into an overarching comprehensive career development program.

### STEP 6

Refer to '**Facilitating career development learning**' in Section 3 of the Blueprint to see specific examples of experiential learning activities (across the cycle of experience, reflection, thought and action) to illustrate practice. These can be customised to take context into account.

# Using the Blueprint to determine the appropriate developmental phases

Each competency in the Blueprint is expanded according to five developmental phases (Awareness, Exploring, Starting out, Groundwork, and Advancing). This highlights that the nature of the career support or learning provided at different times of a person's life will vary according to their developmental phase (Note: These phases do not necessarily proceed in a linear manner).

It is important to remember that:

- > Gender, disability, and a client's cultural or linguistic background may influence development of the career management competencies.
- > Adult clients will be more motivated if practitioners respect the developmental nature of their career learning needs and the learning objectives correspond to their learning level.
- > It is easier for individuals to build on their successes by starting at a lower phase, than to overcome the disappointment of not being able to demonstrate competence at a higher phase.

## A QUICK GUIDE FOR DETERMINING THE APPROPRIATE DEVELOPMENTAL PHASES OF LEARNERS

### STEP 1

Refer to '**Career development competencies by phases**' in **Section 2** of the Blueprint. Table 2 **Section 2** presents the 12 career management competencies according to phase and the career learning emphasis for each competency at each phase (see the illustrative screenshot below).

Table 2 Career management competencies by phase

Career management competency	Awareness	Exploring	Starting out	Groundwork	Advancing
<b>Learning Area A: Personal management</b>					
<b>1. Build and maintain a positive self-concept</b>	Build a positive self-concept	Build a positive self-concept while discovering its influence on yourself and others	Build a positive self-concept and understand its influence on your life, learning and work	Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals	Maintain a positive self-concept and understand its influence on career decisions

### STEP 2

Refer back to the 'Survey Checklist' in **Practice Guide 1: How to assess context needs and gather support for your career development program** to assess career development needs.

### STEP 3

Use **Practice Guide 2: How to determine the career development needs of learners** to work with your learners to determine their levels of mastery of the career management competencies so that you can develop an intervention strategy that will meet their needs. This Guide also includes an example competencies assessment/evaluation checklist (see the illustrative screenshot below).

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

**Learning Area A: Personal management**

**1. Build and maintain a positive self-concept**

This is about:

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

Low  Medium  High

Reason for rating:

### People may 'recycle' through developmental phases at different times of their lives.

For example, an adult worker may become aware of an interest in an area in which they have had little experience, explore ways of developing greater skills and knowledge in that area, complete a course of study (groundwork), begin to identify ways of applying their new-found skills in their career (starting out), and then gain employment in a job (advancing).

## Using the Blueprint to develop performance indicators to demonstrate competence

Performance indicators illustrate the ways in which individuals can develop and demonstrate their competence at each of the five phases. These indicators should be appropriate to the specific clients or client groups and contexts in which they are learning (e.g. people who have been unemployed long term, women returning to the workforce, indigenous youth, migrants and refugees) and take account of personal factors (e.g. age, ability, circumstances).

### A QUICK GUIDE FOR DEVELOPING PERFORMANCE INDICATORS

#### STEP 1

Refer to '**Performance Indicators**' in **Section 3** of the Blueprint. Table 4 in **Section 3** provides examples of how the career management competencies can be contextualised for different phases and settings and the performance indicators that could demonstrate achievement (see the illustrative screenshot below).

Table 4 Career management competencies, contextualisation and performance indicators

Career management competency 1: Build and maintain a positive self-concept		
Phase	Context	Performance Indicator
<b>Awareness</b> Build a positive self-concept	<b>Context: Pre-school</b> Pre-schoolers will be able to discover personal strengths.	> Tell a teacher, parent or friend what they are good at
<b>Exploring</b> Build a positive self-concept while discovering its influence on yourself and others	<b>Context: Primary School</b> Students will be able to discover how positive characteristics are the basis of a positive self-concept	> Identify their positive characteristics (skills, interests, personal qualities and strengths) as seen by themselves and others > Write a list of their positive characteristics

#### STEP 2

Determine what it is you are trying to measure. Consider the performance indicator, and the learning stage to which it corresponds. In general, performance indicators should begin with verbs (e.g. create, engage, identify, describe, evaluate, demonstrate, apply, establish, assess, determine).

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

# Using the Blueprint to review and/or develop career development resources

The Blueprint allows practitioners to apply a national, uniform coding system of career management competencies to career products. This enables them to select products that are most appropriate to their learner and program needs.

## A QUICK GUIDE FOR REVIEWING AND/OR DEVELOPING YOUR CAREER DEVELOPMENT RESOURCES

### STEP 1

Use **Practice Guide 6: How to assess your career information resource collection** and identify gaps to assess what career information needs your resource collection is addressing well, and to identify any gaps in that collection. The Guide includes a Resource Review Table designed to help you in your assessment and a Resources Review Competencies Table to help you map resources against competencies.

IF you have identified a resource gap in your assessment, go to ...

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### STEP 2

Use **Practice Guide 7: How to select a career information resource** to help you select high quality, useful career information resources that already exist. You can find more support and information in CICA's **Guidelines to Career Information Products**.

IF you believe a digital career development resource will fill this gap, go to ...

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### STEP 3

Use **Practice Guide 9: How to select a digital career information resource** to step you through the process and help you guide your learners by curating a collection of quality sources appropriate to your context.

IF you decide to create a new resource as you are unable to find an appropriate, accessible existing resource, go to ....

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### STEP 4

Use **Practice Guide 8: How to develop a career information resource** to ensure your new resource has all the necessary elements to enable users to develop and enhance the selected career management competencies.

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# Using the Blueprint to evaluate and report on your career development program

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

A well-written report is a powerful tool that can be instrumental in garnering internal and external support for the development or endorsement of your program (e.g. alerting employers to the career services provided or reporting to stakeholders on the evaluation of a program).

## A QUICK GUIDE TO EVALUATING AND REPORTING ON A CAREER DEVELOPMENT PROGRAM OR SESSION

### TO EVALUATE

Use **Practice Guide 5: How to evaluate a career development program or session** to assess a career program's effectiveness, to propose or implement changes to a program, and/or to communicate the strengths, benefits and future requirements of the career development program.

### TO CREATE A REPORT

Use **Practice Guide 10: How to write a career development program report** to help you structure a program report.

