

Example of a Career Development Plan for ‘Moving On’ participants

The ‘Moving On’ Career Development Plan will involve two aspects:

- (1) a clear, documented planning and transition process that both Abound team members and ‘Moving On’ participants will be aware of and utilise
- (2) the development of a simple portfolio for each participant that contains significant documents such as a skills list and/or resume as well as records of his/her activities in the ‘Moving On’ program (See below for tasks and activities) .

‘Moving On’ Career development Plan Program: a documented transition process

Program sequence of activities/ tasks	Area/ Performance Indicators	Local standard / Personal Achievement
(a) Participants identify their interests, skills values, strengths etc	Area A 1.3.4 Identify your personal characteristics such as interests, skills, values, beliefs and attitudes.	Over several hours individually or in groups participants develop a personal profile of skills, interests, values, beliefs and attitudes .
(b) Participants choose ideas for activities that suit their current situation and use a decision –making process to choose one activity to focus on.	Area C 8.3.10 Develop a range of scenarios supportive of your preferred future.	Participants review their personal profile choose two ideas to follow up on. Then choose 1 to work on in the immediate future, giving reasons why the choice was made and document the decision in an appropriate way eg diagram, written or spoken.

<p>(c) Participants list their requirements that will need to be considered in order to take part in part in the learning, volunteering or work activity/ exploration.</p>	<p>Area C</p> <p>8.3.12 <u>Plan</u> and complete steps required to make an effective transition (from school to post-secondary education/training programs or work, or to re-enter the workforce).</p>	<p>Participants (with support or independently) explore the choice of activity and make a list of factors that will impact on the decision (ie transport, cost, level of support, physical needs etc in the activity according to the individual and the activity.)</p>
<p>(d) Participants work out their strategies and a plan that will enable participation in the activity, (including skills that will need to be developed, prior to taking part in the activity.)</p>	<p>Area C</p> <p>8.3.12 <u>Plan</u> and complete steps required to make an effective transition (from school to post-secondary education/training programs or work, or to re-enter the workforce).</p>	<p>Participants (with support or independently) develop a personal action plan, including personal strategies and a timeline for participation in the activity eg transport, costs, level of support, physical needs etc</p>
<p>(e) Participants take part in nominated activity.</p>	<p>Area C</p> <p>11.3.10 Develop and <u>pursue</u> short term action plans in light of your desired career goals and aspirations.</p>	<p>Participants attend/take part in the activity the activity for the required time, keep simple notes about the activity and complete the activity. Or give valid reasons for non completion and work out what were the factors that would lead to satisfactory completion or a more appropriate alternative.</p>

(f) Participants take part in self assessment activities (and demonstrate openness to the assessment of others) re participation in the activity.	<p>Area B</p> <p>4.4.10 Assess your skills, knowledge and attitudes towards learning and determine how these enhance your career opportunities.</p> <p>Area A</p> <p>1.4.7 Examine your personal achievements and acknowledge their influences on your self concept.</p>	Participants self assess their participation in the activity during the activity and at the end of the activity using a designated self assessment tool. They also evaluate the comments and suggestions of others in order to assess skills, knowledge and attitudes acquired during the activity. .
(g) Participants determine future activity (using their own ideas and those of significant others.)	<p>Area C</p> <p>11.4.11 Re-examine your career goals, action plans and your strategies for dealing with transition periods and determine whether or not it is necessary to adjust them.</p>	Participants review their experience of the activity and choose future activities based on (i) their future needs (ii) input from significant others. Choice is then made and steps (a) –(f) repeated.

(2) Simple portfolio for each participant

For participants with an acquired brain injury (ABI) having a documented record of current skills, interests and plans etc is a great benefit since memory loss can be an ongoing difficulty. The portfolio will therefore contain examples of life achievements and profile and plans (a, b, c, d) as well as a record of the transition processes (e) . Each person's portfolio will be quite different but evidence of significant steps made and validation of their life, learning and work journey.

- (a) Personal profile skills, interests, values, beliefs and attitudes
- (b) Resume
- (c) Life Achievements
- (d) Plans for the future (leisure, volunteering, learning, work)

(e) Activities in 'Moving On' program (During involvement with 'Moving On' there may be several activities undertaken and each time a new activity is recorded to reflect the steps in the transition process i.e.:

- Reasons for choosing activity
- List of factors to consider eg transport , cost
- Action plans
- Diary /notes re the activity
- Self assessment activities
- Review of activity
- Plan new activity

EVALUATION

(1) Evaluation of 'Moving On' Career development Plan Program: documented PROCESS

Questions to be answered by the Abound team

1. Referral into the 'Moving On' program
 - Was the referral process into the Moving On program successful?
 - Were the referral proformas easy to use?
 - What changes need to be made to the referral proformas and the processes?
2. Participant activities
 - Did the series of tasks work well as a sequence?
 - Were the performance indicators appropriate for the task? Are there more appropriate indicators?
 - How appropriate were the local standards /personal goals?
 - What were the participant reactions to the process and tasks?
 - What changes need to be made to the task/ indicators/local standards/personal goals? (Take into consideration staff and participant reactions and suggestions)

(2) Evaluation of simple Portfolio for each participant: PRODUCT

- Were the portfolios added to /constructed during the program?
- Did the participants do most of the construction?
- How much assistance was needed?
- What measures can be taken to enhance more independent construction of portfolios?
- What were the participants' reactions to portfolios?

(3) Use of evaluation results

- Who will need to see the evaluation results?
- How will they be distributed?
- What format should they take?
- Who in EACH will need to make program decisions based on these evaluation results?
- What documentation will need to be changed to reflect these changes?
- How will the changes impact on staff, participants and partners?

How well do you do the following things ?

Not

Very

well.....



- [illegible]

Attachment 4 : Trialling Local standards

ABCD trial project

Task 3: selecting career competencies and performance indicators and establishing local standards.

Career competencies

Career competencies are the broad goals for career development

Area A – Personal management

Competency 1, 2 and 3

Area B – learning and work exploration

Competency 4, 5 and 6

Area C - Career building

Competency 7, 8, 9, 10 and 11

Performance indicators

Performance indicators are the general objectives describing specific knowledge, skills and attitudes that individuals need to develop to achieve a career competency. Full details are covered in chapter 3. for our purposes we will use the ones below.

Career competency Area	Competency	Phase 1	Phase 2	Phase 3	Phase 4
Area A - personal management	1. BUILD AND MAINTAIN POSITIVE SELF CONCEPT	1.1 build a positive self concept while discovering its influence on yourself and others	1.2 Build a positive self concept and understand its influence on life and work	1.3 Develop abilities to maintain a positive self concept	1.4 Improve abilities to maintain a positive self concept

Local standards

The local standards describe what individuals will do to achieve a specific performance indicator, how well they need to do it, and the conditions under which they will perform the task.

(Attachment 4 continued)

Activity to establish local standards.

For each person in your trail, mark the relevant performance indicator that each person has acquired and then write specifically what they did to achieve it as the local standard.

Stage	Phase 1	Phase 2	Phase 3	Phase 4	Local Standard
1. BUILD AND MAINTAIN POSITIVE SELF CONCEPT	1.1 Build a positive self concept while discovering its influence on yourself and others	1.2 Build a positive self concept and understand its influence on life, learning and work	1.3 Develop abilities to maintain a positive self concept	1.4 improve on abilities to maintain a positive self concept	How has this been achieved? Write what the person has done to demonstrate the performance indicator.
1. Acquire	1.1.1 Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses 1.1.2 Discover how positive characteristics are the basis of a positive self concept 1.1.3 Understand how your self concept influences your behaviours 1.1.4 Understand how your behaviours influence the feelings and behaviours of others	1.2.1 Discover how behaviours and attitudes affect school, work and family situations 1.2.2 Understand how the environment influences attitudes and behaviours 1.2.3 Understand the nature of values and beliefs, and explore their influence on self concept. 1.2.4 Discover the personal and professional benefits of developing a positive self concept and the consequences of developing a negative one	1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals 1.3.2. Understand the importance of giving and receiving feedback to maintaining a positive self concept 1.3.3 Understand the importance of allies (e.g friends and supporters) to maintaining a positive self concept	1.4.1 Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values, belief and behaviours) on career decisions 1.4.2 Understand how achievements related to work, learning and leisure influence your self concept	
2. Apply	1.1.5 Identify your positive personal characteristics (skills, interests, personal qualities and strengths) as seen by you and others 1.1.6 Demonstrate behaviours and attitudes that reflect a positive self concept	1.2.5 Describe your self concept 1.2.6 Practise behaviours in school, work and family situations that reflect a positive attitude about yourself	1.3.4 Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes 1.3.5 Identify behaviours and attitudes that reflect your self concept 1.3.6 Identify your allies and external assets 1.3.7 Demonstrate giving and	1.4.3 Explore how your own career decisions have been and still are influenced by personal characteristics (skills, knowledge, attitudes, interests, values, belief and behaviours). 1.4.4 Identify your personal achievements related to work, learning and leisure 1.4.5 Adopt behaviours and attitudes that project a positive	

			receiving feedback in ways that build a positive self concept	self concept.	
3. Personalise	1.1.7 Evaluate which of your behaviours and attitudes contribute either positively or negatively to your self concept	1.2.7 Evaluate the impact of your self concept on you and others at home, school or work	1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals 1.3.9 Assess the part that your allies play in achieving your life, learning and work goals	1.4.6 Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals 1.4.7 Examine your personal achievements and acknowledge their influence on your self concept	
4. Act	1.1.8 Adapt your behaviours and attitudes in order to improve your self concept	1.2.8 Change behaviours and attitudes in order to improve your self concept so that it contributes positively to your life, learning and work activities	1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals	1.4.8 Improve your life, learning and work activities by maximising your positive characteristics 1.4.9 Engage in life, learning and work activities that validate all aspects of your self and provide a sense of personal achievement	

Attachment 5

This was used at the ACFE conference in October 2006 at a Blueprint workshop for ACFE providers in the Eastern region.

The 'Blueprint'
Pre presentation

1. What is the full name of the 'Blueprint'?
2. What is it about?
3. Why could this be important for your students and local community?
4. What are the main competencies it deals with?
5. In what ways could the 'Blueprint' be used in your provider?

6. Can you suggest of ways the Blueprint could be used between providers or agencies?
7. What problems do you think there are for implementing the use of the Blueprint in your provider?

8. Could you please give an indication of your ‘excitement’ level about the ‘Blueprint’ on the continuum below. And could you please make a few comments about your ‘level’ eg why you feel as you do.



Not
excited



Very
excited

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9. Do you have any other comments?

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Thank you for your participation