

Engaging Youth – A TDL Industry Model

Appendices

The following appendices are part 2 of a report titled:
Engaging Youth- a TDL Industry Model.
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Appendix A: Summary Findings of Career Teacher Interviews

Profiles:

The careers teachers/advisors that were interviewed in this study represent a broad range of experience and skills. Career Teaching is an industry that can be described as having regular turn-over of staff which can mean the knowledge base is continually rebuilt by new position occupants. Schools were generally reported as being supportive of their career teacher curricula but the level of support may vary according to the personality/ skills of any particular career teacher.

Career Teacher Supports

- Industry contacts and knowledge of employment opportunities, training pathways and higher education.
- Have a bank of resources at disposal.
- Be involved in Community career/job related networks and professional development.
- Be able to liaise with industry to engage with positive outcomes for industry and youth.
- Have a large network of contacts

Career Teaching Issues

- Continual Turn over of teachers
- Loss of knowledge base
- Time Poor
- Need to move parental perceptions
- Careers may not be a key part of school curricula
- Finding industry job/ experience placements
- Flexibility with industry placements/experience

Industry specific Career initiatives used:

- Career Teachers generally did not use or know about TDL as an industry.
- They referred to Defence, Retail, Hospitality, Nursing and Manufacturing Industries that they recommended.
- Used Industry expos as a way of opening up options for youth however TDL not highly reported.
- One career teacher was recommending TDL due mainly to extensive knowledge and experience in industry.

Approach to Career Teaching

- Mainly tends to be student centred with an individual focus of assisting them to find their interests and options.
- Information session with parents and students are common. Contact time with students ranged from timetabled classes for Yr 10 and Yr 12 students to Student centred engagement on a needs basis. VCAL and VET students get required attention and information sessions.
- There are reports of initiatives such as TOLL virtual business, Manufacturing Centre facility business where student gain hands on practice.

Careers teacher school curricula influence

- Ranged from needing a higher recognition of the importance of the role within the school, to recognition of role as a Leading Teacher position.
- Thus the influence of career teachers within a school varies greatly.

Support Resources

Commonly used resources that are rated as being highly useful include:

- Ozjac Corp Database
- Jobs Guide
- Industry Training Provider Materials
- Part time jobs
- Guest Speakers
- DEST Career Website
- Commonly used resources that are reported as being moderately useful include:
- Goalscorer (Job ID tool)
- Career and Education Expos
- Web pages (but noted that there is often irrelevant information and takes too much time to find information required)

Career Teachers report that TDL tools/ support might look like:

- Information is essential to promote TDL industry to students.
- First hand experiences and work experiences – engineered to be positive with productive outcomes.
- Web sites with moving images, cheerful video of young person at work, explaining job, its benefits, training etc.
- Postcards – short sharp information
- CD interactive programs about TDL
- TDL industry ensuring it gets exposure in all schools
- Printed/electronic career information materials are support and nothing is better than first hand experiences with real people in real jobs.
- ‘A day in my job’ type video, CD or web – including positives and negatives of job.
- Youth focussed materials (perhaps designed by youth)
- Industry tours
- No more printed materials – but rather invest \$ in creating partnerships with industry

- School based apprenticeships
- Diagnostic student interests/skills/ web tool (generic and/or TDL focussed)

The current situation regarding recommending TDL as a career

- Careers teachers report that it is very rare for a student to approach them regarding entering the TDL industry as a career.
- Careers teachers range in their understanding of the TDL industry from no real understanding to full understanding. This understanding is highly dependent on own experiences – and thus not sustainable across an entire career teacher profession. The one teacher that did have TDL knowledge frequently referred students to the industry as a sound career option and its diversity of roles within it.
- This range of understanding about TDL is interesting given that TDL is the Second largest employer in the Western Metro Region.

Careers Teachers - on Parental involvement

- Parents are the key
- Parents need much more and better advice – comprehensive – targeting parents not generic materials – other than Job Guide – Parents Leaflet.
- Need to open up avenues whereby parents move outside own perceptions and experiences
- Move informal contacts to a more formal information/ initiative plan

How Careers Teachers Source info

- It is directly posted, provided or obtained at industry/ information expos
- Real people – real jobs as guest speakers
- Site visits
- Local industry
- Local education providers (TAFE Uni)
- Networks

Career information quality

- The careers teachers generally were unfamiliar with the TDL related career/job materials and could not comment on their quality for use. However all reported a preference for using experienced industry people contacts to ‘tell a story’.
- A very important comment is that ‘all information is of assistance, but too much, too variable, kids find it hard to sift through it all’

Web access by students

- Careers teachers all reported that students had ease of access to school computers for access to www.

Career Teachers – a snapshot of the best career website

The career teachers indicated what they would like in a career website. The following things were included:

- A diagnostic tool – simple to use
- Video of young people at work
- Relevant tasks and follow up activities
- Clear career pathways – with graphics – less words
- Job outlines and salary indicators and career pathways
- Gender balance
- Links to relevant sites
- Student input into website development and content – not adult ‘speak’.
- Parents & kids respond best to ‘seeing/touching’, including lifestyle info
- Need to break down parent and teacher conservatism, socio-economic prejudices, values re life and careers

Perceptions of TDL Industry

- Generally the career teachers reported that the TDL industry would need an image revamp.
- It appeared that where a career teacher has no direct knowledge of the industry, they are likely to have a more stereotyped perception of the TDL industry.

Offering TDL career related advice/experiences

Some (not all) career teachers reported a desire to know more about the TDL industry before feeling confident to recommend a career in the industry to students. They report that in most cases TDL is not on the career radar for students.

Career teachers reported a desire for:

- Comprehensive information on the full range of TDL job opportunities, pathways and prospects.
- They wanted this info in a way that it was comprehensible to parents and students alike.
- They requested information about which TDL companies would take work experience students and offer Industry site visits
- Effective TDL work experiences
- They wanted access to TDL guest speakers
- More opportunities like ‘The Firm’ (TOLL)
- Better VET VCAL opportunities
- TDL/School network and or TDL /School network coordinator

Appendix B: Summary Findings of Youth Interviews

Profiles

The profiles of the youth interviewed in the Western Metropolitan Region are as follows:

3 Ranged from school year 10, yr 11 (VCAL/VCE) year 12 VCE

2 had completed VCE and were engaged in seeking work

13 had completed VCE and were attending the VU TAFE Cert IV in TDL

The ages ranged from 15 years old to 25 years old

In general those students still at school were highly confident in their choice of directions, those who had completed year 12 VCE reported a different situation once reality of competition for study places and work were taken into account.

What youth know about the type and range of jobs in the Transport Logistics and Distribution Industry (TDL)

The youth know very little about the TDL industry and jobs within in – and those that do only know because of direct experiences, or family/network connections.

They knew very little about actual jobs in the industry and when we presented them with the TDL/Supply Chain career Map generally they reported knowledge about the jobs only from common sense rather than any detailed knowledge of the occupation or potential job prospects for themselves. In short – a career in TDL was generally not on their radar.

Those enrolled in the TAFE Cert IV in TDL knew about the profession because of the first hand contact and discussion with the Course coordinator who had arranged to make presentation to them through their schools and networks.

How youth are informed about career options n Transport Logistics and Distribution (TDL)

All youth except for those 13 enrolled in the Cert IV in TDL reported a very limited knowledge of the TDL industry and most reported only finding out about it from our interviews. Of those that reported using the Yearly jobs Guides, only limited information about TDL industry is printed in this guide (Truck Driver and Truck Drivers Assistant).

Options in TDL appear to be proposed as an option of last resort by job/network agencies (but not solid data to prove this).

OF the 13 enrolled in the Cert IV TDL course – they reported knowledge because of the first hand contact and discussion with the Course coordinator who had arranged to make presentation to them through their schools and networks. This person brought printed course related materials to the presentations.

The key sources of career information that youth use

There is a huge range of sources of information report being used by youth.

However of those that seem more prominent are the people contacts such as career teachers, specialist teachers, and visiting TAFE course coordinators

Youth frequently mentioned an expectation that they made their own opportunities and sourced information from newspapers, websites, friends and employment /training groups on a needs basis.

What TDL Career related information had youth seen?

Despite an exhaustive TDL career information 'kit' assembled by the interview team, youth in general only knew of the yearly jobs guide.

No other TDL printed information was familiar to them.

How youth use Web Sites for job related research

Generally there was a trend for youth to undertake www job related research from home computers, school or local library.

However even though there appeared to be no access issues, most reported that they did not undertake job/career web searches very often.

How youth have used web sites in search for a job/career

Youth reported they had looked at a range of websites for overview information (including apprenticeships)

But a trend was more to use web searches to find and apply for part time or full time work.

Youth report generally being self directed in their searches

But there were also reports of family, mum, friends, career teachers, centre link, jobs counselor, (in no particular order of use) who may influence their use of web searches.

Web sites youth found useful

The career websites were highly utilized by youth to find out information about jobs. (e.g. Wagenet; Seek; My Career; Career One; Job Search; Job Network;)

Other used sites included Victorian Apprenticeships, Aust Careers.

In general, youth did not keep lists of useful websites for future reference, nor did they report that any such lists had been distributed to them.

How youth would find out if they might enter the TDL career

Most youth reported that they were not interested in TDL as a career (apart from those enrolled in TAFE Cert IV).

However, they reported that IF they were interested then they would be self directed and talk with transport companies, career teachers, or network friends to find out information.

IN terms of finding out about course/training preparation to enter TDL careers youth reported that they generally didn't know but assumed they could be able to find out if required.

There was assumption that a traineeship might come with a job offer.

Youth reported they would refer to specific companies, employers, job advertisements, the web, or career teachers to find out how to go about obtaining any TDL training required.

There was an assumption they would know this in Yr 10, 11 or before year 12.

Youth expectations in regard to choosing a job/career

The following general trends of youth expectation from their careers are (in no ranked order of importance):

Enjoyment and challenge

Less about money but decent wage
Independence
Expect study to be a part of career
Want career advancement prospects
Work for a company that is professional in approach
Status
Transferable skills
Travel opportunities
White collar

The motivators for youth

In terms of seeking a job/career, youth motivators are reported as (in no ranked order of importance):

Enjoyment, interest, challenge
Need to know what the job is about and opportunity to try it out.
Career information
\$\$\$ rewards
Career advancement
White collar
Travel opportunities
Transferable skills

Youth influences

regarding job/career choices are reported as (in no ranked order of importance):

Mum & dad;
myself;
Nanna;
Careers Teacher
Specialist teacher
family
people I know in certain fields of work
friends
work colleagues

What youth would like

in terms of opportunities / information that would help make decisions about careers/jobs (in no ranked order of importance):

information about job opportunities and career prospects
Want a personal connection from credible people to assist to help make career/job decisions
Opportunities to try job out before committing to the job/career (e.g. 2 day placement)
A wider range of work experiences.
Talking with Career teachers
More information through Careers Teachers @ school. Eg Brochures / Websites
Relevant work experience that allows hands on would help.
Work experience to be structured so it has meaning
good description of work to be performed, study opportunities, salaries, related occupations
knowledge of where to go to get the advice/people contact required

What youth want to know about a job/career.

Would they enjoy the work – e.g. the fit of the job to their preferences
Know about the industry
know about the range of jobs in the industry
hours required to work
working conditions
salary and career prospects
who colleagues may be

pre-requisites for start in a job or traineeship;
study requirements and where to do study
know about how traineeship/apprenticeship works
employer expectations

description of work, study, career prospects, company profile (if job)

Youth report wanting to get the messages from someone credible who works in TDL, who can 'tell it like it is'; They report that print info is 'boring' and does not really tell you anything useful; websites are too complicated. They request something dedicated to TDL, and or even have students write the script/text. They like short 'day in the job' videos but they must be credible – don't believe the sort of things they've seen so far.

Youth Perceptions of the Transport Distribution and Logistics Industry

Generally youth reported a fair understanding of the importance of the transport industry in terms of transportation of goods and the importance of this to the economy.

However industry perception was boundaried by truck transportation and fork lift driving.

There was a strong distinction between white collar and blue collar jobs – with the TAFE students reporting they did not know much about the blue collar jobs.

While there were no obvious negative perceptions reported about the industry, the fact that many had not considered the industry in terms of their own career choices reinforces the fact that youth are not looking to TDL as an option. The complete range of reasons for this were outside this study scope.

Travelling to work/study

Travel to work/study in the Western Metropolitan Area can be a problem for youth.

In general, the older youth had access to their own cars,

but for other youth who did not live close to public transport, travel was a barrier to getting to work experiences/study.

Trains were seen to be a better option than buses that could finish services around 9pm at night.

Youth had expectations that travel to and from work and study would take from between 40 mins minimum to 2 hrs – for one way trips.

Expectation regarding future work hours

Youth had expectations that a working life involved commitment to hours at work.

Those who preferred to see themselves in 'white collar jobs' had expectations to work 8 hr days whilst others reported that up to 10 hr days would be expected.

Youth confidence in their own ability to find work

In terms of youth confidence in their abilities to find work, the responses ranged from requesting assistance to being quite confident of own ability.

In terms of being assisted to find work, youth reported a preference for assistance with the following:
Find job offers that I can consider.

Teachers to help locate the jobs I can apply for.

Would like good internet sites listing apprenticeships available.

Would really like support people in my region / area that can assist.
Would also like easier access to information about career opportunities.
Would like personal contact to assist to get work. Not to be treated like a number. Find Job Network is too impersonal and very isolating.
intro to companies – which will happen with site visits, work placements (TAFE students)
'it's not what you know, but who you know' i.e. sceptical about advertised jobs, as don't believe the best jobs are advertised publicly

Youth – on who might help them find work

Youth reported that they saw that a range of people might assist them to find work. These included (in no ranked order of importance):

Parents
career / job websites
school
Career Teacher
Newspaper.
Relatives and family connections
Centre link
ConnectUs / WISE
TAFE teacher/course coordinator

Who Youth talk with about career options

Generally youth reported that they discussed career options with parents, careers teachers, friends and family connections.

Youth – on the role of their parents in helping to find a job/career

Youth saw that their parents had a supportive role
but overwhelmingly reported self direction to find their own way.

This may be a symptom of the level of parental understanding about a wide range of career options – but outside the realms of this study. The findings from parents interviewed does however support this hypothesis.

Youth – on their work experiences

Youth reported a range of different outcomes from work experiences.
Some got nothing from the event whilst others reported gaining the start of good skills sets.
All indicated a desire for work experiences to be more meaningful in a structured way and that there should be more opportunities to try different work experiences in businesses.
No youth indicated a desire for work experience in TDL but this is more probably due to lack of opportunity and knowledge.

Youth – on part time work influences

Part time work is academically noted as being influential for youth in terms of making career choices, however outside the fact that youth indicated learning good work ethics and commitments to jobs, there seemed to be no great correlation in this cohort between part time work and career chosen.

2 youth did report that their part time work experiences at Bunnings and Supermarket did give them clearer understanding to decide to undertake Cert IV TDL course.

Appendix C: Summary Findings of Parent Interviews

Profiles

6 parents, 2 fathers and 4 mothers were interviewed for this study. The parents were not necessarily the parents of the youth interviewed for this study. All parents had male children and one also had a female child. The children's ages range from 15 to 20 years.

The types of information parents give to youth about careers

Parents tend to give general information;

They tend to rely on their own experiences and family/ friend networks for information.

They expect Careers Teacher to fill void in information.

Have expectation the job/career should fit child

And be able to earn enough income so they can be independent.

Where parents source information about careers/jobs

Parents obtain information from a range of ways including

Careers teachers

Web sites

Family and friends

Personal experiences

Why parents recommend a particular job/career to child

Parents reported they recommend job/careers with the following characteristics:

For fit child and their interest

May tend to recommend those they know most about

A career with a pathway

With job security

What parents know about the type and range of jobs in TDL

Generally parents had limited knowledge about the TDL industry

There was some understanding of truck/transport driving, and

Some idea of procurement and warehousing.

The parent that did have some knowledge of the jobs across the industry worked in the industry; but interestingly reported only recommending a role in TDL management for their child.

What parents think about TDL in terms of youth careers/jobs

Parents generally did not know what jobs/careers were available in the industry

They generally had stereotypical perceptions of the industry in terms of what it could offer youth.

Where parents get TDL career information from

Parents generally did not obtain or have distributed to them any information about TDL careers
Parent who knew about TDL had direct exposure to the industry but also did not get TDL career information

Had parents seen any TDL Careers information

The interview team showed the parents the TDL career information 'kit'. Have you seen any of these materials about TDL, if so, where, and have you used any of them?

Parent 1 had seen Jobs Guide

Parent 2 – had seen none of the materials

Parent 3 – knows of the job guide

Parent 4 – had seen none of the materials

Parent 5 – had seen none of the materials

Parent 6 – had seen none of the materials

Parents – on using Web Sites to find job/career information

In terms of utilising the internet and www as a source to find information about jobs/careers:

Only some parents used the web for this purpose.

It did not seem to rank very highly as a key source of career information.

The web sites parents have found useful

Of those parents that used the web, the following websites were mentioned as being somewhat useful.

Universities

Sites of special interest to my son eg. Graphics

Job Search

Job Network

Australian Careers

DEET

What parents know about entry to TDL careers

In general parents know nothing to very little about entry into TDL careers.

Where parents would you go to find out about any TDL training/courses

Parents indicated /assumed they would use the web, careers teacher, or directly to the industry to obtain information about TDL training.

Parents – on their role in helping children to find a job/career

Parents generally see that they have an influential role to assist, support and guide their offspring in career choices.

Parents – on their expectations in regard to your child’s job/career selection

It would be fair to say that Parents have their own sets of expectations regarding their children’s employment – that may relate to their own experiences.

Generally they have high regard for job fit and happiness and pride in work.

They want their children to display a good work ethic.

There are some reports of the influence of the TER on final preferences for jobs and taking a second option.

Parents – on their influences regarding job/career choices

Parents noted that aspects as security, experiences, income level and happiness as influences for them in advising their children. None of these were ranked or rated.

What parents would like (re career information)

There is a range of career information parents reported they would like. These included

Personal contact through mentors, role models;

opportunities in industry for practice and experiences;

a full knowledge of the jobs and promotional opportunities;

clear job pathways;

Working closely with schools to find out more about careers and knowledge about where to source information.

What parents want to know about careers/jobs

Parents wanted to know a range of things about careers. These included:

Training required,

income ranges;

opportunities;

full job information;

job fit to child;

subject prerequisites in school to ensure no doors are shut;

Parent perceptions of the Transport Distribution and Logistics Industry

Some parents had only a rudimentary grasp of the range of jobs and their interconnection in the TDL industry;

Others had very limited knowledge about the industry.

There were some negative stereotypical connotations to their comments.

Parents – on confidence in child’s ability to find work

Generally parents reported confidence in their children’s abilities to find work

They also expressed and reinforced a desire that the work should be rewarding.

Parents – on assistance would like to help your child obtain work

Parents all reported a desire for more information about ranges of jobs

They expressed desire for a range of experiences to try jobs.

They would like clear information about traineeships and apprenticeships.

They desired to have more information from the school and readily accessible information.

A desire for suitability assessment to assist their child was reported.

Parents – on whether they know where to go to get help and or advice regarding career choices

Generally parents did not really know where to go in order to obtain information regarding careers for their children.

The careers teacher, schools and jobs agency were cited as a resources – however there was a clear lack of direction for parents.

Parents - on work experience

Parents reported that where their child had undertaken work experience that there was a chance to practice and develop work ethic,

But generally parents reported that the limited work experienced their children had did not have a large influence on their career decisions.

Parents - on work experience in the TDL industry

The interview team showed parents the Supply Chain of Victoria career map. The findings were that: Parents generally did not even have TDL industry on their radars for their children.

The one parent that did know about the industry indicated a management role would be desirable.

Appendix D: Summary Findings of TDL Industry Interviews

Current Expectations of Youth and engagement

Company Profile

3 Transport companies were interviewed. Each is what is termed as a large business. For one, the core business is moving freight and full container loads interstate via rail, road and sea and they have a large market share.

The second has approximately 250 vehicles in Melbourne and transports freight to depots. Has an interstate business also.

The third is concerned with Waste Management services and has approximately 171 employees

Interpretation of Youth

Generally the companies referred to youth as being between 16 and 25 years of age although some had a more narrow focus of age.

Current Traineeships on offer

Summary

Companies ranged from offering school based apprenticeships to delivering structured traineeships. Where traineeships were offered they were for existing or new employees.

There were far more numbers of traineeships than school based apprenticeships.

3 school based apprenticeships were offered this year (2006)

The qualifications were for a Certificate III in Transport and Distribution

Company situation

One company is Involved with the Grange project.

Offered and employed one person sourced from a school-based apprenticeship.

Took on 3 school-based apprentices this year.

Recognise need to get young people into the business (related to recognizing they have an ageing workforce).

No current structured traineeships organized for youth.

However, have recently offered 800 existing employees an opportunity to complete Certificate III in Transport and Distribution. 90% uptake with 5% not completed.

Next lot of traineeships are on hold until Jan 2007 as they are trying to work through the issue of offering new employees the same opportunity on an ad hoc delivery basis.

No current structured traineeships organized for youth.

However, offer approximately 12-20 traineeships annually to existing employees. Existing employees average age is 32 yrs.

Traineeship selection for new employees consists of:

- successfully selected (go through recruitment process)
- successfully complete 3 month probationary period
- undertake 12 month training on the job which incorporates a Certificate III in Road Transport and Distribution

What industry want – a current youth profile:

A description of minimum skills and attributes industry require of youth entering the industry was supplied by companies. The following list is an aggregate of their responses:

- Forklift license for majority as this relates to their core business of moving palletted freight.
- enthusiasm is paramount
- dedication to learning
- desire to succeed
- skill attributes are dependent upon the areas of business they are to work in
- sound communication skills
- patience
- basic written and verbal and numeric skills
- reasonable computer literacy skills
- 18-19 yrs minimum age
- physically fit and capable
- competent English language skills – written and oral
- current driver's license for driving roles
- intelligence and maturity
- reliability
- problem solving abilities
- task management abilities
- personal presentation is important (as they will represent the company)

Extra attributes desired by employers of youth

Companies also report that the following youth attributes were highly desirable:

- thirst for knowledge
- level of maturity
- accepting of criticism and open to learning
- competent use of technology (e.g. To use hand held scanners)
- self starter
- problem solver
- good communication skills
- good customer service
- people skills
- some degree of mechanical aptitude that can be nurtured.

Note: Belief expressed that technical knowledge can be trained but youth need to have minimum skills and attributes listed above (i.e. intelligence etc.) to demonstrate potential to work effectively.

Types of current potential positions for youth

- School-based apprenticeships are available (not many)
- Not overly successfully with Graduates.
- Leading hand
- shipment
- dock hand
- driver
- No specific positions for youth were named as the organization did not distinguish its potential employees into groups of youth and non youth. Key focus was to meet the minimum skills and attributes required.

Future potential options to engage youth:

One business is investigating delivering cadetships where youth will be offered 3month employment, working in 4 areas of the business over this time.

Current ways of entering the industry:

- School based apprenticeships (not many)
- Obtaining jobs in business via clerical/ administrative junior roles
- Advertised jobs and meeting job criteria

Career pathway

Industries report that basically people can move from any area within transport to a career in multiple areas. For example, may move from driving to finance. Possibilities are limitless.

Appendix E: Australian Blueprint for Career Development

Background

The *Australian Blueprint for Career Development* has been adapted from:

- The Canadian *Blueprint for Life/Work Designs*, 2000
- The *Quick Reference Guide*, 2000
- The *Implementation Guide*, 2002
- The *National Career Development Guidelines K-Adult Handbook*, 1996.

This has been made possible by an international partnership between:

- The Commonwealth of Australia (acting through the Department of Education, Science and Training)
- National Life/Work Centre (Canada)
- Canada Career Information Partnership
- Human Resources Development Canada; and the
- National Occupational Information Coordinating Committee (US).

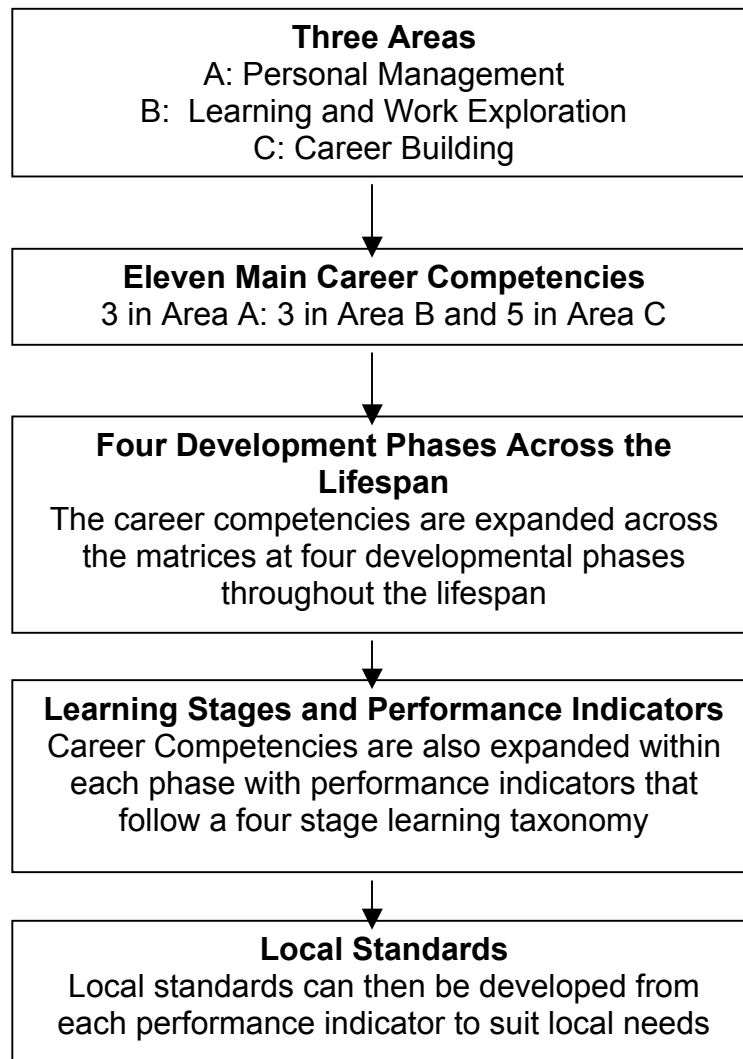
In 2006 a version of the Blueprint is being trialled, tested and refined in a number of jurisdictions and settings. The trial is being conducted by Miles Morgan Pty Ltd and overseen by the Department of Education, Science and Training (DEST).

The *Australian Blueprint for Career Development* has been based on international best practice and should serve as the benchmark for all future initiatives to enhance career development and engagement of youth into the workforce.

About the Product

The *Australian Blueprint for Career Development* has a number of layers that compliment and support a progressive learning experience for participants.

The following diagram helps to conceptualise how all of the layers of the *Blueprint* fit together:



Three Areas of learning

Three recognized areas of learning incorporate the other layers to the *Blueprint*. The areas of learning are:

- Area A: Personal Management
- Area B: Learning and Work Exploration
- Area C: Career Building

Eleven Career Competencies

Distributed across the three areas of learning are eleven career competencies designed to support a progressive learning pathway. The eleven career competencies are adapted from the *Resources Coding Guide* by Lorraine Hache and are listed below:

Career Competency No.	Title
1	Build and maintain a positive self-image
2	Interact positively and effectively with others
3	Change and grow throughout life
4	Participate in life-long learning supportive of career goals
5	Locate and effectively use career information
6	Understand the relationship between work, society and the economy
7	Secure/create and maintain work
8	Make career enhancing decisions
9	Maintain balanced life and work roles
10	Understand the changing nature of life and work roles
11	Understand, engage in and manage the career building process

Four Developmental Phases Across the Lifespan

The *Australian Blueprint for Career Development* concept and product is designed to be implemented via eleven career competencies across four developmental phases. It is recommended the phases be viewed and implemented on a **needs-basis** rather than **age-based** priority. Generally speaking, the product is designed to align to the existing educational framework as follows:

- Phase I: for students in K-Primary school
- Phase II: for students in Middle school
- Phase III: for students in Senior / Post-Compulsory school
- Phase IV: for Adults

Learning Stages and Performance Indicators

The following chart maps out how the eleven Career Competencies are expanded within each of the four phases above, with performance indicators that follow a four stage learning taxonomy.