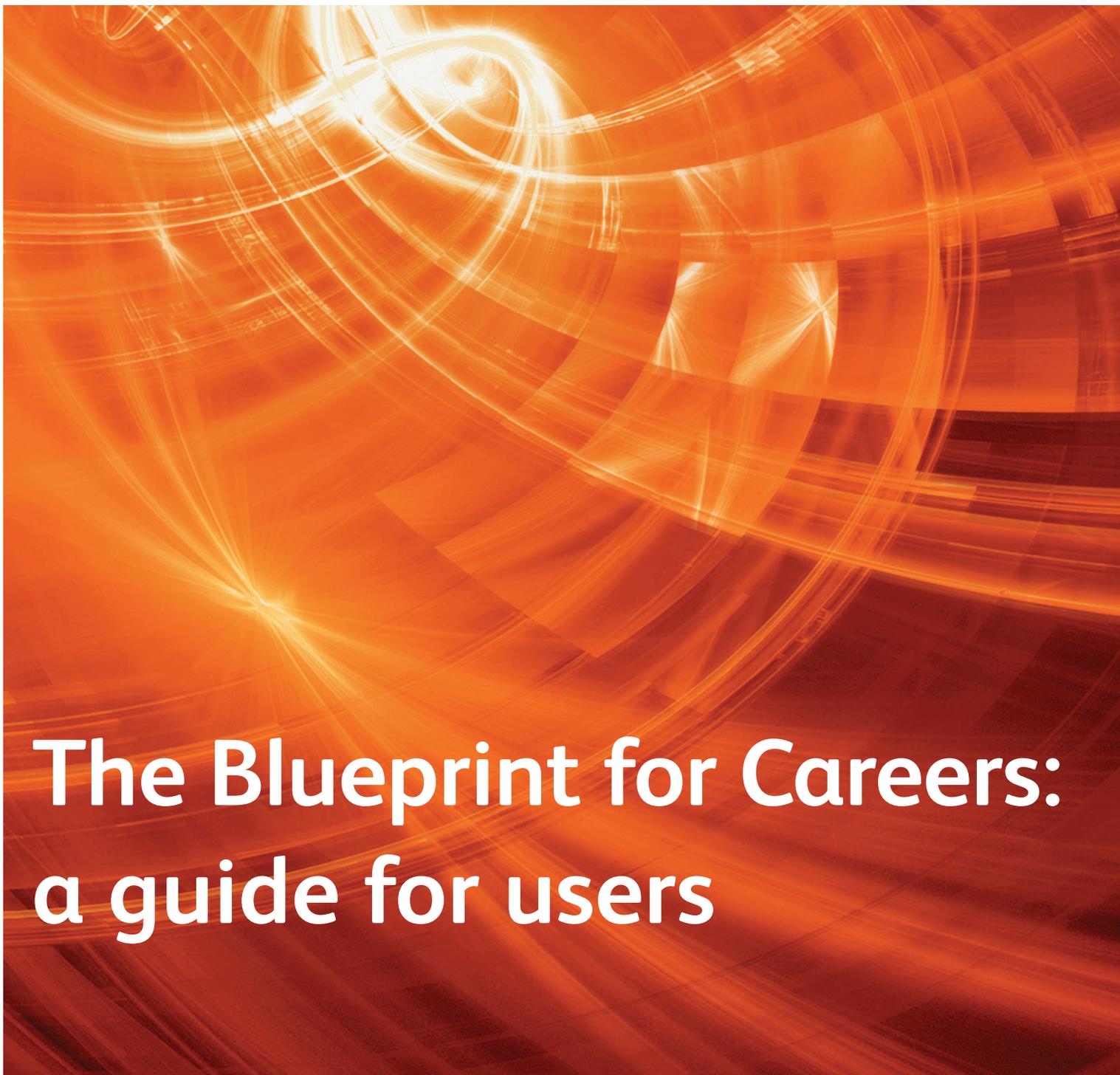


Career learning for the 21st century



LSIS LEARNING
AND SKILLS
IMPROVEMENT
SERVICE



**The Blueprint for Careers:
a guide for users**



This publication is published and distributed under a Creative Commons Attribution 3.0 Unported (CC BY 3.0) licence.

This means that you are free:

- to share: to copy, distribute and transmit the work
- to remix: to adapt the work
- to make commercial use of the work

On the condition that you attribute as follows:

This work draws on the English Blueprint for Careers. This has been developed by the Learning and Skills Improvement Service. For further details see LSIS, 2013. *The Blueprint for Careers: a guide for users*. Coventry: LSIS.

Any publications or products developed from this work should not be attributed in any way that suggests that LSIS endorses you or your use of the work.

A full description of this licence can be viewed at <http://creativecommons.org/licenses/by/3.0/legalcode>

Download

This publication is available to download in PDF format from the Excellence Gateway, Career Development section.

Publisher

Published by the Learning and Skills Improvement Service (LSIS).

© LSIS March 2013

Publication reference: LSIS2013-04a

Contents

Introduction	5
What is the Blueprint for Careers?	6
How to use the Blueprint – getting started	10
Some ideas	10
What’s in it for me?	10
Suggested development activities	11
General	11
By competency area	11
Further information	23
Frequently asked questions	23
Useful sources of information and support	24
Useful search engine words	24
Appendix A – The Blueprint for Careers quick questionnaire	25
Appendix B – How to receive feedback	33
Appendix C – Example of a development action plan	34

Introduction

The Blueprint for Careers is framework that can be used to help you manage and direct your own career from at any age or stage of life. You may have been introduced to the prospect of jobs and careers from an early age and know that there are teachers, careers advisers and websites to give you specialist advice and guidance. If, however, you want to get a head start or work on your career yourself, then this guide will help you.

The Blueprint consists of 11 career management competencies. Developing these career-related competencies helps you to explore and drive your own career. The benefits are:

- You gain a good idea of what you want out of life and work
- It challenges you to look beyond your immediate environment or situation and to explore a greater number of opportunities and life chances
- It helps you to plan for changes in your life and in a changing world
- You can become more self-sufficient at making life and career decisions.

You are unlikely to be able to cover every aspect of your career without reference to outside help and resources, but there is a lot you can do yourself and the combination is going to give you the best basis for developing a lifestyle, work and career that is most relevant to you. Read what others have said about using the Blueprint.

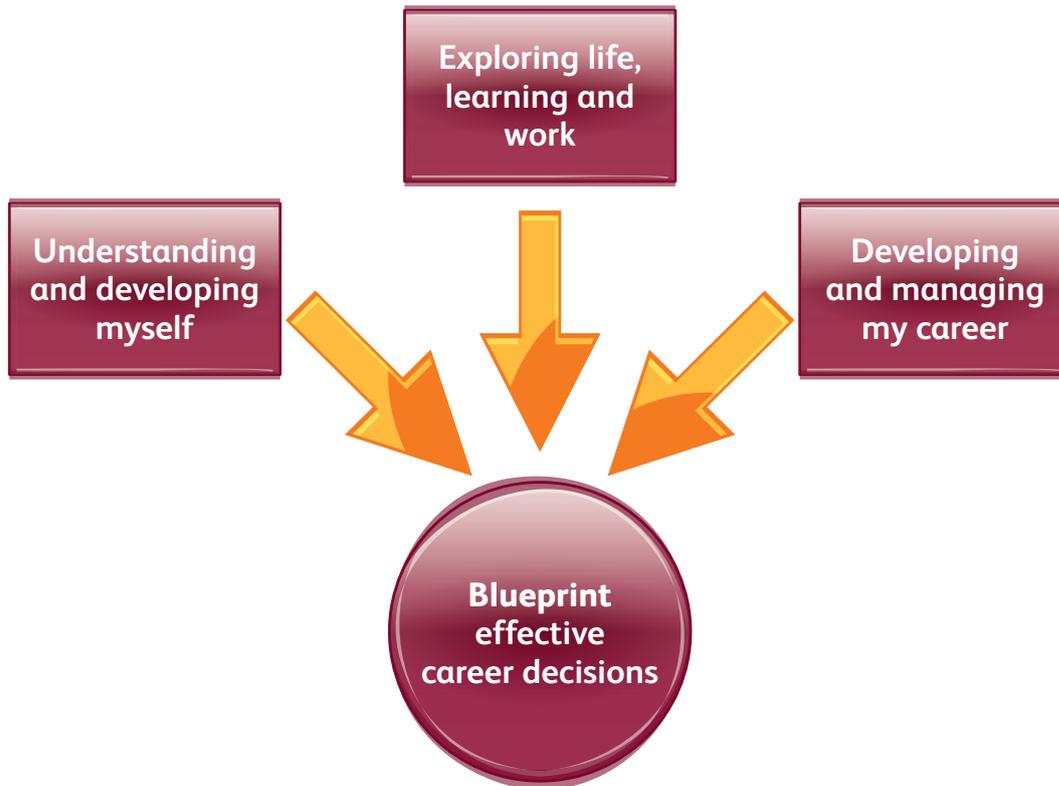
I made my decision to study business studies based on my exam results and advice from my parents. I didn't really think of doing anything else but wish I'd chosen a job that involved travel, which I love. I wish I'd taken a more portable qualification such as occupational therapy or physiotherapy which would have allowed me to work in other countries a lot sooner. Working through the Blueprint has helped me look at my career in a more rounded way – I just wish I'd seen it earlier.

The surprise arrival of my son was not something I'd planned for. I'd assumed my work would continue on the same path forever. Working through the Blueprint has opened my eyes to the stages my life is likely to go through and although I am not a great planner, it means that I have done a lot of the thinking about jobs that I can do part-time and spend more time with my son.

Using the Blueprint helped me make sense of what I want from a job even if I don't know exactly what that job is at that moment. I'm not there yet but I am well on the way to doing what I want with my life.

What is the Blueprint for Careers?

The full Blueprint framework is detailed on pages 8 and 9. There are 11 Blueprint competencies and these are grouped into three career areas.



Under each competency heading there is a set of **indicators** that help describe what each of the competencies is about.

- The first sets of indicator activities are focused on finding out and searching for facts and information to inform your choices and decisions. Put simply, these could be finding out the answers to questions like the following:
 - What do I like doing?
 - Am I good with people?
 - Do I have IT skills?
 - Where are the jobs in fashion?
 - What do I want out of life?
- The second sets of activities are aimed at increasing your wider understanding, helping you to make links between the bits of information you've found, for example:
 - OK, I am good at IT – what does this mean I can do?
 - Most of the jobs in fashion are in cities; I may have to move to get the job I want and I'm not sure I'm ready for that, so what next?
 - Making money is really important to me, so where are the well-paid jobs and what skills do I need to get them?

- The third sets of indicator activities are aimed at putting what you have learnt into action and supporting you do the same thing in the future, for example:
 - I already have a standard CV but I can see how I need to amend it to make my experience look more relevant to the job I want!
 - I want to work in television so much that I am prepared to do unpaid work to get the experience I need. I know from talking to my contacts already working in the industry that this is the best way to find leads on new jobs as well as work experience.

Looks complicated? It really isn't. Here's an example.

John wanted to find out more about his ideal job. Using the Blueprint approach he found out what he thought about different types of work. He started with a simple list of his likes and dislikes and then he took this further by completing a career assessment questionnaire he found online. This is **Knowing what and where ...** section of the Blueprint.



By working through the next set of indicator activities, he came to realise that money and doing a range of different things at work were very important to him. John knows he may have to look beyond the pay rate for the job to get the jobs he wants. This is **Knowing why ...**

Finally, to ensure that he stays motivated in his job, John needs to take stock of his preferences on a regular basis using his increasing and ever-changing experiences of life and work. This is **Knowing how to ...** and developing this area of the competencies ensures that you can use your career management skills to tackle problems and give you guidance in the future.

In summary, under each of the 11 competency headings there are indicators with a different focus to help you develop a long-lasting set of career and life skills that you can apply to any situation.

Do not be overwhelmed, as you can pick and choose which competencies you want to focus on at first. For example, a lot of students in further education pick Competency 8 on Decision-Making to help them tackle important life and education decisions. Questions such as **What course? What college? What job?** will sound familiar to those of you in education or training at the moment.

Understanding how the framework has been developed is useful, but the most important thing is getting started on the framework. The next section is focused on how you can use the Blueprint to your advantage.

8 Career learning for the 21st century

	I know who I am and what I am good at	I interact confidently and effectively with others	I change, develop and adapt throughout life	I learn throughout my life	I find and utilise information and the support of others
	This career area includes:	This career area includes:	This career area includes:	This career area includes:	This career area includes:
<p>Knowing What & Where...</p> <p>To find out about yourself, others and the world around you and seeking knowledge, facts, information, and ideas</p>	<p>Knowing what my interests, abilities, personal qualities and values are</p> <p>Knowing my strengths and development needs</p> <p>Being aware of how I behave and the impact my behaviour has on those around me and how I am perceived</p> <p>Knowing what makes me feel good about myself</p>	<p>Knowing what is meant by social and professional networks and how to develop and access them</p> <p>Knowing about the importance of building effective personal relationships</p> <p>Knowing what factors influence relationships e.g. common interests, peer pressure, differences, moods, feelings</p>	<p>Knowing that I will change and develop throughout my life</p> <p>Knowing when and who to ask for help</p> <p>Being aware of how changes related to my work might impact on other aspects of my life</p> <p>Being aware of how life changes can affect my well being, mental and physical health and decisions about life, learning and work</p> <p>Exploring my attitude to risk and being willing to make changes to my life</p>	<p>Knowing about different types of learning e.g. formal and informal, on-line and taught, mentoring, work shadowing etc.</p> <p>Identifying the gaps in my learning and skills</p> <p>Exploring how my life experience has affected my attitude to learning</p> <p>Knowing about the support available to me for my learning and how to access this</p>	<p>Knowing where and how to find a range of information sources relevant to my life, learning and work</p> <p>Using technology to help me to find the information I need</p> <p>Knowing who to go to for help, advice and information</p>
<p>Knowing Why....</p> <p>Things happen and seeking to understand, to make connections between ideas and to reflect about yourself and others</p>	<p>Understanding that my health and well-being affects the way I feel about myself</p> <p>Understanding that the way I feel about myself can affect whether I achieve my life and work goals</p> <p>Understanding the benefits upon my strengths and the importance of taking charge of my own development</p> <p>Understanding the benefits of maintaining my self-esteem</p>	<p>Understanding that networks are important in life, learning and work</p> <p>Understanding the importance of relationships in my life, learning and work</p> <p>Understanding and respecting diversity and individual differences</p> <p>Understanding how to deal with peer pressure, conflict and emotions in relationships</p>	<p>Understanding the value of planning for change including having flexible and back up plans</p> <p>Understanding the value of challenging myself e.g. to do things differently</p> <p>Being aware of the value of adapting to new circumstances and environments</p> <p>Understanding what self-limiting beliefs are and their impact of my life</p>	<p>Understanding how to address the gaps in my learning</p> <p>Understanding the value of developing a range of skills</p> <p>Understanding why I need to invest in learning and how this affects my life chances</p> <p>Understanding the attitudes and behaviours that contribute to successful learning</p> <p>Understanding how skills and knowledge can be transferred from one area of my work or life to another</p>	<p>Being aware that information was created for different purposes and seeking out a range of different perspectives</p> <p>Relating information to my own goals and situation</p> <p>Questioning and assessing the reliability and usefulness of information</p>
<p>Knowing How to...</p> <p>To move things on, to behave positively, to take action and to apply knowledge</p>	<p>Seeking, accepting and making use of feedback from others</p> <p>Identifying work and opportunities that match my interests and values</p> <p>Identifying work and opportunities that build on my strengths and/ or develop my skills and experience in other areas</p> <p>Creating a self-development plan</p> <p>Demonstrating resilience throughout my life and career</p> <p>Challenging myself to improve my performance</p>	<p>Living, learning and working effectively with others</p> <p>Dealing with challenges that emerge in my relationships with other people</p> <p>Working effectively in a group or team</p> <p>Listening to others and understanding their point of view</p> <p>Expressing my own views and feelings</p> <p>Developing, contributing to and drawing on a range of networks</p>	<p>Being resilient and willing to learn when things change or do not go as expected</p> <p>Overcoming fears and worries and taking appropriate risks</p> <p>Spotting opportunities and making the most of chance happenings</p> <p>Anticipating and initiating change</p> <p>Challenging my self-limiting beliefs e.g. stereotypes, to enable me to change and develop</p>	<p>Selecting the right type of learning for me</p> <p>Taking part in learning throughout life</p> <p>Having a learning and development plan</p> <p>Spotting opportunities to learn and develop</p> <p>Overcoming the barriers that prevent me from learning</p> <p>Broadening my learning outside my comfort zone</p>	<p>Interpreting and using career and labour market information</p> <p>Using different opportunities and experiences to find out about learning, work and other alternatives</p> <p>Combining information and drawing conclusions from it</p>

I understand how changes in society, politics and the economy relate to my life, learning and work	I understand how life, learning and work roles change over time	I make effective decisions relating to my life, learning and work	I find, create and keep work	I maintain a balance in my life, learning and work that is right for me	I plan, develop and manage my life, learning and work
This career area includes:	This career area includes:	This career area includes:	This career area includes:	This career area includes:	This career area includes:
<p>Identifying the importance and value I place on work and learning</p> <p>Understanding that there are ethical dimensions to my life, learning and work</p> <p>Being aware of the global economy and how it impacts on my life, learning and work</p> <p>Being aware of social and political changes</p>	<p>Knowing how the typical and stereotypical roles of different individuals and groups in society change over time</p> <p>Being aware that life, learning and work roles can change over my lifetime</p> <p>Knowing that a range of different roles, in the workplace and in the home, are important to family and society e.g. caring and domestic work</p>	<p>Knowing what effective decision making is and its benefits and impact on choices in life</p> <p>Identifying and gathering a range of information to help me make decisions</p> <p>Understanding that there are different ways to make decisions</p> <p>Knowing how to evaluate my decisions i.e. identifying pros and cons and implications</p> <p>Understanding risk taking in decision making</p>	<p>Knowing how and where to search for work</p> <p>Knowing who could help me find work opportunities</p> <p>Knowing what employers value in employees</p> <p>Knowing about different types of work and employers</p> <p>Knowing how businesses and organisations operate</p> <p>Knowing the skills that are needed during a recruitment process</p>	<p>Being aware of the various roles and responsibilities I might have in life, learning and work</p> <p>Understanding the likely pressure points in life</p> <p>Being able to identify what causes me stress</p> <p>Knowing how to manage stress and pressure in life, learning and work</p>	<p>Understanding The High Five Messages of Career Development (Change is Constant, Focus on the Journey, Learning is Continuous, Team Up with Others, Follow Your Heart)</p> <p>Being aware of my skills, strengths and achievements and what I have learnt</p> <p>Being aware of the advantages and opportunities that arise in my life</p> <p>Knowing how to plan and manage periods of change and transition in my life</p> <p>Knowing the benefits of goal setting and how to do this</p>
<p>Understanding how social, political and economic change can affect the services and goods society needs, and have an impact on my life, learning and work</p> <p>Understanding how work (paid and unpaid) contributes to my community and society</p> <p>Being aware of how my willingness to travel or relocate impacts on my life, learning and work opportunities.</p> <p>Understanding how groups and individuals can influence the conditions within which I work and live</p>	<p>Understanding my own attitudes to different life, learning and work roles, and considering how these attitudes have been shaped</p> <p>Being aware that during my lifetime I am likely to fulfil many roles</p> <p>Being aware that stereotypes, bias and discrimination can limit my opportunities</p>	<p>Understanding and evaluating various influences on my decision making</p> <p>Understanding how my personal beliefs and attitudes affect my decisions</p> <p>Being aware of what might interfere with me attaining my goals, and developing strategies to overcome these barriers</p> <p>Knowing that the choices I make influence the course of my life</p> <p>Understanding my attitude to risk taking</p>	<p>Understanding that my skills and experiences are transferable to various work settings</p> <p>Understanding the value of paid and unpaid work in developing and evidencing skills</p> <p>Understanding how to create job opportunities</p> <p>Understanding what kind of work and employment I value</p> <p>Understanding the importance of presenting myself effectively when seeking work and whilst in work</p>	<p>Deciding for myself the relative value of work, learning, family, leisure and other activities</p> <p>Understanding that my various life roles, and the balance between them, can have an impact on my health and well-being now and in the future</p> <p>Understanding my options for an effective life/work balance</p>	<p>Being able to visualise the future that I want and being able to adapt and refine this vision in the light of experience and changing circumstances</p> <p>Understanding the value of optimism and self-belief in the pursuit of life, learning and work</p> <p>Understanding the value of goal setting in my life</p>
<p>Finding out how I can contribute effectively to the development of my community and society (e.g. through volunteering)</p> <p>Identifying work and life choices that fit with my values</p> <p>Anticipating likely changes to my life, learning and work that will affect my choices</p> <p>Weighing up the pros and cons of travelling and relocation to attain my life, learning and career goals</p>	<p>Helping to create a culture, which values individuals on the basis of what they have to offer</p> <p>Taking on a range of roles and responsibilities throughout my life in a positive way</p> <p>Challenging my own and others assumptions and stereotypes</p> <p>Being aware of my own attitudes to life, learning and work</p>	<p>Thinking creatively about life, learning and work options</p> <p>Seeking out a range of information and options when making decisions</p> <p>Taking account of my medium and long term goals in day to day decision making</p> <p>Evaluating the pros and cons of options that affect my life, learning and work</p> <p>Evaluating the impact of my decisions on myself, on others and on my community and the wider society</p>	<p>Developing skills and experience that employers value</p> <p>Presenting myself and my skills to others effectively</p> <p>Searching for work effectively, making connections, seeing opportunities and imagining possibilities in the context of my working life</p> <p>Developing relationships and networks to help me to find, create and keep work</p> <p>Engaging in learning activities to maintain and develop skills for work</p>	<p>Managing my priorities and others' expectations and demands</p> <p>Taking action to create a balance in my life that is right for me</p> <p>Making time for activities that contribute to my health and well-being</p> <p>Managing my finances to provide the best basis for my life, learning and work</p>	<p>Developing and demonstrating behaviours and attitudes that support the High Five Messages of Career Development</p> <p>Being able to set and sustains life, learning and work goals</p> <p>Being able to make plans to guide me in my life journey</p> <p>Using the Blueprint for Careers throughout life</p>

How to use the Blueprint – getting started

There are a number of ways of starting the Blueprint process, depending on how you personally like to tackle things and what you want to get out of using it. There are three main principles to bear in mind, but otherwise it is up to you how you develop yourself along the Blueprint lines:

1. Do anything rather than nothing.
2. Identify the most important competency to you at the current time but try to cover all 11 over time to get the full benefit of the Blueprint approach.
3. Try to cover indicators from all three sections of the individual competencies so that you fully embed the competencies into your range of skills.

Some ideas

- Do a 'self-audit'. At the back of this guide, there is a quick and painless questionnaire to help you identify where you may fit on the framework. The questionnaire helps you spot where you have gaps and where you have already mastered some competencies. There are also some suggested development activities on the next page about how you might further develop your competencies in the direction you want.
- Scan the framework and find the most interesting and relevant competency or indicators for you. Use any knowledge you have about yourself to highlight a good area for you to develop. Pick competencies or indicators that appeal to help you persevere with any activities you start.
- Move through the three career learning areas – A, B and C – in order to build up a comprehensive picture of yourself and what you want out of life and work.

What's in it for me?

The benefits can be great. Building on what you have learnt about careers and life choices at school, work and from your network of colleagues, parents or carers and friends, using the Blueprint helps you:

- develop a more objective look at life, learning and work, by moving beyond your own and others' immediate knowledge and experiences and into possibilities and opportunities
- focus on one area at a time to help you with any pressing issues or decisions
- develop the skills to help you make challenging life and work decisions in the future
- develop the career skills and mindset to get yourself back into work if you are made redundant or take a career break now or in the future
- review your life in the likelihood of new events and information
- organise your thinking on careers and related activities by providing an all-in-one framework: this is very handy for developing a five or 10-year plan.

Suggested development activities

The following is a list of suggested activities aimed at developing your skills in each of the 11 competencies. Some activities are focused on knowledge and insights, others on developing skills and abilities.

General

There are a number of qualifications and learning activities that cover most of the Blueprint competencies. These are a good way to gain competence in the use of the Blueprint approach. You will need to check if your school, college or training provider offers any of them. The following list details some of the relevant courses and qualifications from ASDAN, NOCN, Edexcel (BTec), AQA and the Open University (OU) in areas such as:

- Career Planning, Employability and Career and Enterprise Education
- Developing Skills for Employment and Working Life
- Careers and Experiencing Work
- Careers Education and Preparation for Working Life
- Return to Learn; and Making Your Experience Count.

By competency area

A. Understanding and developing myself

This area is about knowing yourself well and understanding what makes you feel good about yourself. It encourages you to consider in which areas you need to develop, and to identify and address any self-imposed barriers. It is about understanding the impact that others have on your life and the value of their feedback in your learning and development. It is about recognising that life and work require us to adapt to changing circumstances and that new situations provide opportunities to learn.

1.	I know who I am and what I am good at
Knowing what and where ...	<ul style="list-style-type: none"> ● Complete an interest questionnaire or career assessments, e.g. find free online questionnaires by searching for career assessments. Also try the assessments of skills, interests, personal style at www.nationalcareersservice.direct.gov.uk ● Find ways of assessing your personality style, e.g. search for personality assessments or download smartphone app iPQ Career Planner and take the short questionnaire to get you started. ● Identify what motivates you, e.g. what do you always find time for? What excites you? ● Ask your friends or colleagues for feedback on your strengths and weaknesses, e.g. see appendix for hints and tips about asking for and giving feedback. ● Complete LSIS <i>Shaping my future</i> module 3 and find out more about who you are. Go to www.leadershiplearning.org.uk/course/search.php ● Identify your goals in life to build up a more complete picture of yourself for example what is important to you? What do you value? Visit www.mindtools.com/page6.html to start work on personal goal-setting.

1.	I know who I am and what I am good at
Knowing why ...	<ul style="list-style-type: none"> ● Consider ways to improve and maintain your health and well-being e.g. new sporting activity, hobby or activity you might enjoy. ● Make a list of occasions when you think your self-esteem has had an effect on your work, learning or life? Make sure you include positive as well as negative examples. ● Identify the changes you would like to make in your life and consider the benefits of making those changes. ● Read inspirational stories of how individuals have taken charge of and developed their careers (perhaps using iCould – www.icould.com). ● Find opportunities to identify what you are good at and set out how to develop these further. ● Take part in sporting or physical activities that highlight the benefits to health and well-being of building physical activity into your life. ● Look for examples of how negative thoughts and self-limiting beliefs can impact on life success, e.g. “I’m no good at art “ or “I’m useless at maths.” “I was never good at sales”. Search coaching and NLP (neurolingistic programming) websites for advice on how to look at yourself in a positive way. ● Identify opportunities for success and achievement and reflect on how that makes you feel.
Knowing how to ...	<ul style="list-style-type: none"> ● Try career guidance or one-to-one coaching to help you to gain perspective and to move towards action. www.nationalcareersservice.direct.gov.uk ● Create a personal development plan; identify your goals and milestones for the short and the long term. Try the action planning tool at https://nationalcareersservice.direct.gov.uk/tools/plans. See Appendix C for an example of a development action plan. ● Schedule in time for reflection and peer feedback at the end of challenging activities. ● Practice making use of feedback, e.g. from friends, people at work, teachers, parents or carers. See Appendix B on how to receive feedback. ● Take on activities that challenge you, e.g. leading a more complex task, or conquering your fear of heights. ● Regularly review your life and work to ensure that you are going in the right direction for you. ● Take stock of your interests and preferences on a regular basis using your increasing and changing experiences of life and work.

If you do only three things ...

1. Complete an interest questionnaire or career assessment, e.g. find free online questionnaires by searching for career assessments.
2. Read inspirational stories of how individuals have taken charge of and developed their careers (perhaps using iCould – www.icould.com).
3. Put in place a personal development plan; identify your goals and milestones for the short and the long term.

2.	I interact confidently and effectively with others
Knowing what and where ...	<ul style="list-style-type: none"> ● Take a team types questionnaire to understand your preferred role when working with others. Search words: what's my team type, team roles. ● Complete a personality questionnaire to understand more about how you prefer to interact with others https://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck/assessments/personalstyle ● Do you lack assertiveness? Test yourself. For example, do you allow others to make you feel inferior and worthless? Do you have difficulty in saying no? Do you feel under pressure to agree with other people? ● Assess your presentation skills, e.g. ask a friend to offer some constructive criticism. ● Find out what your ideal role would be in relation to others, e.g. employed, self-employed, manager or team worker, carer etc www.prospects.ac.uk/self_employment_checklist.htm
Knowing why ...	<ul style="list-style-type: none"> ● Explore the different types of team working and interpersonal skills in relation to effectiveness in life and work. ● If you lack confidence in raising issues or making yourself heard, consider the benefits of assertiveness techniques. Try www.supportline.org.uk/problems/assertiveness.php for a good introduction, hints and tips, and some useful reading materials and websites. ● Explore networking. Start with people you know well and see how far that takes you. ● Identify the fit between your personality type and different job roles. ● Find out more about how to tackle difficult conversations at work and the importance of not letting issues fester. ● Find out more about effective presentation or take a presentation skills course.
Knowing how to ...	<ul style="list-style-type: none"> ● Attend networking and group events to try out your skills at forming effective relationships. ● Try active listening when supporting others with their problems. This is a great leadership and management skill. ● Research and explore life coaching techniques and apply them to your own situation, e.g. look long term; adopt a 'be bothered' attitude; get the best out of yourself; set goals. ● Develop your interpersonal skills through training and practice. ● Volunteer for leadership roles, e.g. special projects.

If you do only three things ...

1. Complete a personality questionnaire to understand more about how you prefer to interact with others.
2. Identify the fit between your personality type and different job roles.
3. Find a mentor who has been successful in an area of work or life that interests you.

3.	I change, develop and adapt throughout my life
Knowing what and where ...	<ul style="list-style-type: none"> ● Consider how well you cope with change and identify any positive coping behaviours. ● Explore how others have managed changes and identify what you can learn from them. ● Identify and develop a support network of people who can provide help when you might need it. Use your network of friends, family and colleagues to help you with this. ● Assess your attitude to risk-taking; consider whether this attitude is preventing you doing what you want. ● Identify what constitutes your “comfort zone”.
Knowing why ...	<ul style="list-style-type: none"> ● Consider the benefits of introducing positive change into your life and work. Identify what might be holding you back. ● Be alert to opportunities that come your way – don’t be too quick to dismiss chances before giving them due consideration. ● Be aware of when fear is getting in the way of moving forward in our life; seek support in rationalising that fear.
Knowing how to ...	<ul style="list-style-type: none"> ● Develop one or a number of preferred scenarios of the way you want to live your life and consider and plan what you need to do know to achieve your goals or aspirations. ● Be prepared to take calculated risks by planning for all eventualities. ● Encourage yourself to move out of your comfort zone at times. ● Consider that there are always options for achieving your goals. If you are prone to procrastination, adopt a ‘be bothered’ attitude and see where that takes you. ● Read up on life coaching techniques.

If you do only three things ...

1. Consider how well you cope with change and identify any positive coping behaviours.
2. Consider the benefits of introducing positive change into your life and work. Identify what might be holding you back.
3. Develop one or a number of preferred scenarios of the way you want to live your life and consider and plan what you need to do know to achieve your goals or aspirations.

B. Exploring life, learning and work

This area is about being open to learning throughout life. It concerns understanding the gaps in your learning and skills, and developing ways to address these, particularly with the help and support of others. Developing capability in this area is helped by being able to identify and use information, advice and networks to support you. The big picture is important in this learning area, and it includes thinking about how changes in society, politics and the economy relate to your life, learning and work.

On a similar theme, there is a real advantage in understanding and anticipating how life, learning and work roles change over time; in knowing the attitudes we hold and labels and assumptions that we make in relation to ourselves and different types of work; how that might influence your goals; and how to take account of these changes in planning and decision-making.

4.	I learn throughout my life
Knowing what and where ...	<ul style="list-style-type: none"> ● Explore your skills and development areas, e.g. what you are good at. ● Find out about the variety of learning and qualification routes. ● Take a learning styles questionnaire to understand how you learn best. ● Explore the professional development routes that people take for jobs that interest you. ● Identify your transferable skills, e.g. where else could your talents and skills be used.
Knowing why ...	<ul style="list-style-type: none"> ● Explore the benefits of learning and development, e.g. for confidence, engaging with others, job security, wider access to roles, keeping yourself current, higher salaries. ● Use the internet to find out more about people who have changed careers and direction. Find out about the motivating factors behind their actions and what extra development they needed to do to reach their goals.
Knowing how to ...	<ul style="list-style-type: none"> ● Schedule time for learning and development activities . ● Set learning goals that are SMART. ● Set personal development goals that are fun or hobbies related to keep you engaged – you never know where they will lead. ● Put together a five-year development plan to achieve your learning goals and chosen career. ● Identify friends and colleagues who can act as your learning mentors, e.g. advisers and supporters who can give you guidance based on their experience; use a support network to help you to keep going, e.g. via Facebook.

If you do only three things ...

1. Explore your skills and development areas, e.g. what you are good at:
<https://nationalcareersservice.direct.gov.uk/tools/skillshealthcheck/Pages>
2. Find out more about people who have changed careers and direction. Find out about the motivating factors behind their actions and what extra development they needed to do to reach their goals.
3. Put together a five-year development plan to achieve your learning goals and chosen career.

5.	I find and utilise information and the support of others
Knowing what and where ...	<ul style="list-style-type: none"> ● List all the resources you have to hand to find out about jobs, careers or learning, e.g. internet, career library, school, own personal contacts. ● Explore the usefulness of social media in making contacts, e.g. LinkedIn. ● Try https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx for helpful advice on learning and jobs. ● Use your network of friends and colleagues to start off your search for information. ● Search for advice on access to financial support, benefits, entitlements and incentives programmes, e.g. careers adviser; government websites; local authority websites.
Knowing why ...	<ul style="list-style-type: none"> ● Use the internet to find out more about people who have changed careers and direction. Find out about the motivating factors behind their actions at https://www.acareerchange.co.uk ● Read about the importance of networking in opening up opportunities and developing new relationships. https://nationalcareersservice.direct.gov.uk/advice/courses/whylearn/Pages/default.aspx
Knowing how to ...	<ul style="list-style-type: none"> ● Use technology, e.g. websites; internet search engines; and social media sites such as LinkedIn to find information on jobs and careers. Join virtual networks. ● Do your own research, to supplement information and advice from others. ● Try jobs tasters, volunteering, interim or intern positions to find out about learning, work and other alternatives. ● Build up a network of people to support your learning and work, e.g. professional networks; interest groups.

If you do only three things ...

1. Log on to the <https://nationalcareersservice.direct.gov.uk> and explore what the website has to offer.
2. Identify the people in your careers network and make contact.
3. Search for detailed information on your ideal job or career of interest.

6.	I understand how changes in society, politics and the economy relate to my life, learning and work
Knowing what and where ...	<ul style="list-style-type: none"> ● Keep up to date with the news; use or subscribe to online news channels and newspapers; download news apps for smartphones; use RSS newsfeeds. ● Monitor local and national initiatives and their impact on the type and number of jobs available e.g. for environmental jobs, look at www.greenjobs.co.uk ● Register for jobs and other career opportunities updates on the websites of companies and organisations you'd be interested in working for. ● Find out more about other countries and cultures, e.g. go on school exchange visits; visit www.tripadvisor.co.uk for tourist information and local guides.
Knowing why ...	<ul style="list-style-type: none"> ● Explore the ethical nature of jobs and careers; consider how that might affect you now and in the future, e.g. use search words 'world change' and 'impact on jobs' to find out more about the increase in green jobs; the impact of climate change and jobs in fast-developing countries such as China and India. ● Explore the benefits of volunteering e.g. www.volunteering.org.uk, www.csv.org.uk and www.vso.org.uk or try local volunteering initiatives advertised on council websites or by the Citizens Advice Bureau. ● Consider the impact of more finite natural resources and the economy on future jobs, e.g. roles in energy technology, bio and nanotechnology are likely to increase. ● Consider the impact of societal changes, e.g. ageing population, more single households, which may lead to an increase in roles in healthcare and domestic support.
Knowing how to ...	<ul style="list-style-type: none"> ● Volunteer for local and national community work e.g. become a school governor, town councillor, union representative, mentor etc. ● Explore relocating to find the work and lifestyle you value, e.g. watch relevant TV programmes to identify opportunities such as <i>Relocation</i>, <i>Relocation Down Under</i>. ● Explore opportunities to learn and work abroad: www.statravel.co.uk/work-and-learn.htm, www.prospects.ac.uk/working_abroad.htm and www.vso.org.uk

If you do only three things ...

1. Keep up to date with the news; use or subscribe to online news channels and newspapers; download news apps for smartphones; use RSS newsfeeds.
2. Explore the benefits of volunteering, e.g. www.volunteering.org.uk, www.csv.org.uk and www.vso.org.uk/volunteer or try local volunteering initiatives advertised on council websites or by the Citizens Advice Bureau.
3. Volunteer at http://www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

7.	I understand how life, learning and work roles change over time
Knowing what and where ...	<ul style="list-style-type: none"> ● Identify and explore your own stereotypical notions of jobs and careers, e.g. would you be interested in or have you considered a range of non-traditional roles? ● Look at profiles or blogs that illustrate how others have succeeded in non-traditional sectors and the benefits this has brought them in pay, progression and lifestyle, e.g. female engineers; one in 10 nurses is now male. ● Create a rich picture of what you want your life to be like in the future. Use your imagination or cut and paste pictures from magazines. What does that picture tell you about yourself and what do you need to do differently to get there? ● Search ‘future of jobs’, and don’t limit your search to the UK, to find out more about currently available jobs and those that will exist in the future. Also try www.time.com/time/specials/packages/article/0,28804,1898024_1898023_1898169,00.html
Knowing why ...	<ul style="list-style-type: none"> ● Consider how flexible you are in adapting to planned or required changes in roles, e.g. housework, childcare, commuting long distances to work; and working away from home. ● Think about your views on who does the childcare and housework? How much responsibility do you want at work? Would you be happy working from home? ● Using a job or career of interest, find out what happens to similar roles over time, e.g. what happens to this role with increasing seniority and advancement? Is this role for you now or in the future? Are there opportunities for promotion, managerial responsibilities or working part time? ● Job for life? What other options are open to you or would you be interested in if your job or role ceases to exist?
Knowing how to ...	<ul style="list-style-type: none"> ● Consider the roles you wish to take up in the future; formulate a plan of action based on a detailed understanding of how that career might evolve over time, e.g. are there any senior roles in the UK. ● Plan for undertaking extra qualifications, training and personal development to achieve your goals. ● Ensure that you develop and maintain your transferable skills, i.e. skills that are good in other jobs or environment e.g. IT skills, languages.

If you do only three things ...

1. Create a rich picture of what you want your life to be like in the future.
2. Using a job or career of interest, find out what happens to similar roles over time, e.g. what happens to this role with increasing seniority and advancement? Is this role for you now or in the future? Are there opportunities for promotion, managerial responsibilities or working part time?
3. Research jobs that will exist in the future.

C. Developing and managing life, learning and work

This area is about how thinking about how your life, learning and work connect together. It asks you to think about how you make decisions about your life and how you go about ensuring that you maintain a balance between the different elements of your life. It also asks you to think about how you plan for the future and what you need to do to ensure that you have access to the work that you need to allow you to pursue the kind of life that you want.

8.	I make effective decisions relating to my life, learning and work
Knowing what and where ...	<ul style="list-style-type: none"> ● List your essential criteria for making a successful career or work decision, e.g. good pay; good prospects; fits in with family or social life; enables me to travel or work from home. ● Seek out a broad base of information on which to base your decision, especially those that will have a big impact on your life. For example, ask yourself: what jobs exist? Do they fit with your goals or meet your essential criteria? What qualifications and experience are required? What have others with your skills done? Who is recruiting people like you? How does the recruitment process work? What jobs might follow on? Is the sector in growth or decline? ● Research your choices carefully and evaluate your options for pros and cons, e.g. you may need to compromise on some of your criteria. ● Seek out a range of alternatives if your first choices are not available to you.
Knowing why ...	<ul style="list-style-type: none"> ● Understand who the key influencers are in your life, e.g. friends, parents, lecturers. Consider adopting new ones if you think this would help you achieve your goals. ● Identify the impact of any self-imposed barriers to making decisions, e.g. procrastination, fear of failure. ● Explore and search what makes an effective career decision. Do this generally or with a specific career or role in mind. ● Know whether it is worth putting effort into a particular job or career. What are your chances of getting the job and where might it lead to?
Knowing how to ...	<ul style="list-style-type: none"> ● Follow up on a job opportunity and how to prepare for the recruitment process. ● Collate and seek information on specific jobs, careers or life changes. ● Work around obstacles and barriers in a positive frame of mind. There are always options. ● Talk to the right people, to build networks and ask for help to support your decisions. ● Plan ahead and make decisions for the future you have in mind, e.g. have an outline five-year plan and update it regularly to meet your changing needs.

If you do only three things ...

1. Research decisions carefully, e.g. don't rely on one source of advice.
2. Know whether it is worth putting effort into a particular job or career? What are your chances of getting the job and where might it lead to?
3. Plan ahead and make decisions for the future you have in mind.

9.	I find, create and keep work
Knowing what and where ...	<ul style="list-style-type: none"> ● Develop effective job search skills www.direct.gov.uk/en/Employment/Jobseekers/Helpapplyingforajob/index.htm?CID=JOB&PLA=url_mon&CRE=job-search-tips ● Identify good examples of your skills and experiences to use in interviews, e.g. the activities or achievements you are most proud of. ● Assess your employability skills, e.g. numeracy, literacy, IT skills, time management, commercial acumen etc and plan any further development https://nationalcareersservice.direct.gov.uk ● Find out what employers are looking for and work towards meeting or exceeding their expectations.
Knowing why ...	<ul style="list-style-type: none"> ● Investigate self-employment, grants and other incentives through Business Link and other agencies. ● Take up voluntary, intern work or job tasters to gain experience and insights in to different sectors and areas of work www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181 ● Explore the benefits of paid and unpaid work in enhancing your confidence and motivation.
Knowing how to ...	<ul style="list-style-type: none"> ● Take advantage of or create formal and informal networking opportunities. Not all jobs and positions are advertised. ● Maintain an up to date CV and tailor it to specific jobs and opportunities. ● Work on your personal statement. ● Work on your personal and professional personal development to keep your skills current. ● Register for RSS feeds from employer websites to get updates on new jobs and opportunities. ● Create now opportunities for work. Visit http://yourhiddenpotential.co.uk/2012/01/30/top-20-young-entrepreneurs-to-watch-in-2012

If you do only three things ...

1. Develop effective job search skills.
2. Take up voluntary or intern work to gain experience and insights in to different sectors and areas of work.
3. Maintain an up to date CV and tailor it to specific jobs and opportunities.

10.	I maintain a balance in my life, learning and work that is right for me
Knowing what and where ...	<ul style="list-style-type: none"> ● Identify the right work-life balance for you e.g search 'work life balance' on the internet. ● Know what your stress points or triggers are www.nhs.uk/Livewell/workplacehealth/Pages/reducestress.aspx ● Identify coping strategies for dealing with stress and pressure, e.g. relaxation techniques, mindfulness. ● Search out healthy activities that fit in with your lifestyle. ● Seek out people who are role models in terms of having a healthy balance in their lives and learn from them. ● Find out in advance what the workload is for any training or learning you take on.
Knowing why ...	<ul style="list-style-type: none"> ● Explore the right work-life balance for you at different stages of your life; consider how this might change. ● Examine the benefits of a healthy lifestyle, build in time to look after your own health and well-being. ● Examine the factors for happiness: www.familyhealthguide.co.uk/20-amazing-facts-about-happiness.html
Knowing how to ...	<ul style="list-style-type: none"> ● Work out your priorities and manage the expectations of others, e.g. on your ability or willingness to do overtime, longer shifts. ● Undertake a financial health check; read up on pensions, savings, budgeting. www.adviceguide.org.uk/england/debt_e/financial_healthcheck.htm ● Use a diary and planner to organise your life, e.g. scheduling study times; appointments; 'me time'. ● Step back and evaluate whether your work-life balance needs readjusting.

If you do only three things ...

1. Identify the right work-life balance for you.
2. Know what your stress points or triggers are.
3. Examine the benefits of a healthy lifestyle, build in time to look after your own health and well-being.

11	I plan, develop and manage my life, learning and work
Knowing what and where ...	<ul style="list-style-type: none"> ● Find out more about the High Five Messages of Career Development: Redekopp, DE, Day, B and Robb, M, no date. <i>The “High Five” of Career Development</i>. www.life-role.com/documents/High % 20Five.pdf ● Build on your identified strengths and develop your weaker areas, e.g. put together a personal development plan (see Appendix C for an example of a development action plan).
Knowing why ...	<ul style="list-style-type: none"> ● Consider the High Five messages. If you agree with these, think what attitudes you would need to adopt and what actions you would take – do you need to make any changes to your life? ● Make plans and be prepared to adapt and change them according to your changing needs and wishes.
Knowing how to ...	<ul style="list-style-type: none"> ● Be open to opportunities, allow yourself to take risks. ● Celebrate your achievements along the way. ● Revisit your goals and set new ones if appropriate, e.g. review your development plan every year. ● Devise a five-year career and life plan with goals and milestones.

If you do only three things ...

1. Find out more about the High Five messages of Career Development at [www.life-role.com/documents/High % 20Five.pdf](http://www.life-role.com/documents/High%20Five.pdf)
2. Adopt High Five attitudes to your career journey.
3. Devise a five-year career and life plan with goals and milestones.

Further information

Frequently asked questions

Where do I start?

Anywhere you like, but there may be one area that is a priority for you. Complete the quick questionnaire at the back of this booklet to give you some initial direction.

What's the best age to start the Blueprint?

There is no best age. Ideally, we would all start developing Blueprint competencies from an early age, even in primary school, and the earlier a person starts the better. It is, however, just as valuable to start the Blueprint process when you are facing a change of direction or circumstances.

What if I don't know what I want to do with my life?

Focus your attention on the area **A: Understanding and developing myself** and the **Knowing what and where ...** sections of the other competencies. This will enable you to explore your likes and dislikes, your motivations and positive attributes, and will help you move forward in your thinking.

Any useful websites?

See the section below for a range of websites and useful references.

Any useful courses to do the Blueprint in one go?

See the section on page 11 for a list of relevant courses and programmes.

I've undertaken all the self directed activities – what next??

If you have done a lot of the activities suggested in this guide, then you may wish to have a talk with a careers adviser or tutor at your school or college. In addition, you may want to look at the National Careers Service website at <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Useful sources of information and support

- Facebook
- icould www.icould.com
- Jobcentre Plus
- LinkedIn
- LSIS, 2012. *A guide to the Blueprint for Careers and its implementation*
- LSIS, 2013. *The Blueprint for Careers: a brief guide for users*
- Monster www.monster.co.uk/?WT.srch=1&WT.mc_n=Srcch_UK_SK_G_BRA
- National Apprenticeship Service, which includes a vacancy service
www.apprenticeships.org.uk/About-Us/National-Apprenticeship-Service.aspx
- National Careers Service
- Newspapers – local
- Newspapers – national – list which days certain vacancies advertised
- Offender learning e.g. Women in Prison, Probation Service
- What colour is your parachute 2012
- Windmills programme www.windmillsonline.co.uk/interactive
- WYGU When You Grow Up a new careers website and social media-based outfit www.wygu.com
- Your local college.

Useful search engine words

- careers
- employability
- future jobs
- mentors
- NLP
- personality assessment
- psychometric tests
- personal skills audit
- volunteering
- work

Appendix A – The Blueprint for Careers quick questionnaire

My Blueprint – how am I getting on with my life, learning and career?

Introduction

My Blueprint helps you look at the way you are currently approaching life, learning, getting a job and managing a career. By answering the following questions, you could find out something about your current style and gain some ideas on how you might want to change or adapt it.

Using the Blueprint approach enables you to look at what you have considered so far to explore your career, and suggests what else you can do to ensure you take more control of your life and work in a way that suits you and your job and career aims. The Blueprint looks at work and careers from all different angles and over the long term.

What to do next ...

Instructions

Turn over the page. There are 32 short questions. Please read each of the statements and ring the one that is most like you.

Blueprint questions

Please indicate which one is most like you by ringing the statement, as shown in the first example.

I know who I am and what I am good at ...					
<i>Example question</i>	<i>I don't enjoy learning most of the time.</i>	<i>I enjoy learning new things.</i>	<i>I enjoy learning that relates to my job and career interests.</i>	<i>I enjoy learning for its own sake as I never know where it will lead me.</i>	
1.	I have very few ideas about what I want to do now.	I have some ideas and thoughts about what I want to do now.	I have considered a number of options and have plans in mind for what I want to do now.	I am very clear on my next steps and have plans in place for what I want to do in the future.	
2.	I feel that my career and job prospects are out of my hands to a large extent.	I feel that there are things I can do to find the job and career I want.	There are things that I have done that have helped my prospects in the jobs and career market.	I have taken an active role in influencing my career and I am planning to act further.	
3.	I know what I can't do but I'm unsure about what I am good at.	I have an idea of my skills and abilities and the things I can't do yet.	I know what some of my skills and abilities are and have ideas on what I need to develop.	I have strong evidence of my skills and abilities and good feedback on what I need and want to improve on.	
I am good with people ...					
4.	I haven't really thought about who could help me getting a job or finding a career.	I have thought about who could help with a job and careers but have not acted on this yet.	I have talked to some useful people about work and careers and acted on their advice.	I have a strong network of people who I can discuss my work and career with regularly.	
5.	I find it a challenge to relate to others – I'm not really sure how to act in formal situations.	I have good relationships with my friends, but feel less confident about how to act in the workplace or other more formal settings.	I have good relationships with a range of friends and colleagues and feel comfortable working alongside others in most settings.	I have good relationships with a range of individuals; work well in a team and have benefited from working with others.	

I am adaptable and flexible ...					
6.	I tend to leave my future to chance.	I am quite content in my current situation and feel that a change might not be helpful.	I worry about things changing but I know that change can also be a good thing	I am comfortable with change and have made changes to improve my life and career	
7.	I do not think that many changes will happen in my life.	I know that things will change in my life.	I know that things will change in my life and I have taken steps to prepare myself for these events.	I have made changes in my life and taken steps to ensure that I am prepared for a range of outcomes.	
8.	I am happy to keep on doing things the way I have always done them.	I can see the value in doing things differently but I haven't tried them yet.	I understand the value in challenging myself and have planned to make some changes.	I have pushed myself to take on new challenges and have benefited from my actions.	
I learn throughout my life ...					
9.	Learning is not for me: I don't see the point in doing more training and qualifications.	I can see the value in learning and developing myself further.	I have undertaken learning and development and have plans to place to do more.	I have already developed myself for the future and plans in place to ensure that I am stretched and continually up to date.	
10.	I can't find the right course or training for me.	I know what kind of training and learning I want to do but have not done anything about it yet.	I have done a wide search for the options for further learning and development including using the internet, staff, friends and careers advisers.	I have fully researched my options for further development and have planned my learning to suit me and my circumstances.	

11.	I feel that there is limited learning and training that is relevant to me.	I know that I lack the motivation to learn but I do want to do more to develop myself.	Learning is a challenge at times and I have persevered to complete learning activities.	Learning is a challenge at times; I know what gets in the way and have a plan in place to keep me motivated and on target.	
I use my contacts ...					
12.	I do not really know where go to for work and career type information.	I know where to go to get advice and guidance on work and careers but I haven't done it yet.	I plan to use a range of information before making choices about my career.	I have used a range of different sources of information to inform my career so far.	
13.	I don't know who I can rely on for helpful advice and guidance.	I know who I can go to for helpful advice and guidance.	I have already used a range of people for advice and guidance.	I have used a range of people to help me with advice and guidance but I don't take the information at face value but check out the facts for myself.	
I understand that what is happening in the world has an impact on me ...					
14	I don't know how the state of the economy will affect me.	I know that the economy affects jobs and opportunities for me.	The state of economy has made me think differently about what I need to do next.	I have taken account of the state of the economy in my next steps and future plans.	
15.	Voluntary work is not for me.	Voluntary work seems a good idea.	I am considering voluntary work as a way to get experience.	Voluntary work has given me some valuable experience as well as helping others.	
16.	I am not prepared to move for work.	I realise that I may have to move or travel further for the right course or job.	I am OK with moving or travelling further for the right course or job.	I have moved to secure the right course or job.	

I understand how life, learning and work roles change over time ...					
17.	There are some jobs that are not open to me.	There are many jobs I feel I would never get.	There are some jobs that I believe it would be hard for me to get.	I am not put off going for jobs that seem out of my reach.	
18.	There are some jobs and roles in life that I would never do.	I can see the value in taking on work just to get experience but it is not for me.	I am open to taking on jobs and tasks that I do not like if it will benefit me in some way.	I have taken on work that I initially felt was not for me in order to progress my career and experience.	
19.	I would not do a job that is typically done by the opposite sex.	I would not be happy doing a job that is typically done by the opposite sex.	I am open to any job or work, even if it typically done by the opposite sex.	I have applied for or done work and jobs that are typically done by the opposite sex.	
I make good decisions ...					
20.	I find it hard to make decisions about life and work.	When making decisions about life and work I tend to go with my gut feeling.	I gather information from a range of sources when making a decision about my life and work.	When making decisions about life and work I use information from a range of sources and think about my options, then weigh up the pros and cons of each option to help me decide.	
21.	I am not aware of being influenced by anyone when making job and career decisions.	I am quite influenced by friends and parents when it comes to making job and career decisions.	I tend to listen to friends and parents, but there are also others that help me when making job and career decisions.	I ask my friends and parents for advice, but I tend to check out the facts for myself and ask a range of people for their views when making job and career decisions.	

22.	I don't know what kind of work I'd be happy doing.	I have some ideas on the kind of work I'd like to do.	I know what kind of work would suit me and I'd enjoy.	I am clear about the person I am and what is important to me now and in the future, and this has influenced me to seek certain types of work and not others.	
-----	--	---	---	--	--

I can find and get work ...

24.	I do not know what happens in job interviews.	I know what to expect when I go for a job but not how to really prepare myself to do well.	I know what the recruitment procedures are likely to be and what I need to do to do my best.	I research the job and assessments I will be asked to do and prepare beforehand – this has made a difference to how successful I have been in getting the job I want.	
25.	I don't feel I have any useful skills.	I think my skills could be useful to some employers.	I know what skills I need to develop to get the job I want.	I have developed skills to get the job and career I want now and also in the future.	
26.	I don't think my appearance counts for much when applying for a job.	I know that it is important to look smart and presentable when applying for a job.	I make sure I look smart and presentable when applying for a job.	I am always smart and presentable when applying for a job and can talk about the specific skills and personal qualities I can offer.	

I have the right work-life balance for me ...

27.	I don't know what causes me stress or pressure.	I know what causes me pressure.	I know what level of pressure I can cope with and manage my life and work with this in mind.	I manage the level of pressure in my life and work and have ways of dealing with undue stress.	
28.	I don't know what I enjoy in life and work.	I know what I enjoy in life and work.	I manage my life and work as best I can.	I make time to do the things I enjoy and value.	

29.	I don't know enough about the money side of life.	I know about money but I could know more.	I have a good ideas of my finances and what I can do with my money.	I plan my finances to meet my current needs and those I anticipate I will have in the future.	
I plan and organise my life and work ...					
30.	I have not thought about what I want in life.	I have thought about what I want from life.	I have some ideas on what I want from life and how I might achieve them.	I have a rich picture of what I want from life – and some clear goals and plans in place to achieve this where possible.	
31.	I have no plans for life, learning and work in place.	I have some plans in place.	I have a development plan in place to get me where I want to be.	I have a two or five or 10-year development plan in place, which I review and change according to how I progress.	
32.	I have no idea what I will be doing next year.	I have some idea what I will be doing next year.	I know what I will be doing next year unless things change.	I know what I will be doing next year, and if things change then I have plans in place to ensure that I stay on track.	
Add up total number ringed in each column.					

How to interpret the results?

1. Look to see which of the columns you have used the most and follow the advice given below.
 - **Mostly the first column** – you should consider some good basic careers activities to help you think about what you want to get out of life and work. Anything that helps you explore what you are good at and where your interests lie would be helpful to get you started. See the development suggestions in the **Knowing what and where ...** sections to see what you can do yourself and how others might be able to help you.
 - **Mostly the second column** – you clearly value the idea of looking for work and a career that will interest you and enable you to do the things you want to get out of life; however, you may have struggled to get started or maybe you are not quite ready to start the search. Start off with something easy, maybe an activity to give you more of the information you need and then identify some achievable next steps to give you confidence in setting some bigger and longer-term goals. See the development suggestions in the **Knowing what and where ...** and **Knowing why ...** sections to help you with ideas.
 - **Mostly the third column** – you clearly have started to consider and explore what you want in your life and work and are making good progress. You may benefit from some extra activity in those areas that you feel unsure of. This will bolster your efforts and give you some additional information and direction about your next steps. See the development suggestions in the **Knowing why ...** and **Knowing how to ...** sections to help you plan your next actions.
 - **Mostly the fourth column** – you clearly have skills and experience in managing your life, learning and career. You may wish to revisit some areas to ensure that you are taking in the bigger picture and still on track to achieve what you want. You may want to take account of any changes in your life and circumstances, either current or anticipated and factor those in to your decision-making. See the development suggestions for the **Knowing how to ...** sections to help you with this task.
2. If your ringed statements fall across a range of the columns, then you might look to see if there are any of the 11 competency areas of the Blueprint that you would benefit from looking at further. These will be competencies where you have mostly ringed the first or second columns, in which case look at those specific areas in the development section.

Appendix B – How to receive feedback

Taken from a article published in Psychology Today on 7 February 2010 by Alex Lickerman MD in Happiness in this World: www.psychologytoday.com/blog/happiness-in-world

First and foremost, always be clear on your reason for asking for feedback and make sure the person you've asked is aware of this. Here are some guidelines to remember when someone's giving feedback:

1. Don't react to the initial sting of negative feedback.
2. Consider the feedback you've been given as if you'd discovered it yourself.
3. Be open to feedback, but not *too* open. Don't take negative feedback personally. Embrace the notion that you can learn something from everyone.

Appendix C – Example of a development action plan

Establish high-quality development goals

When you start thinking about your development, it is important that you use SMART goals. Smart goals are those that are clearly:

- Specific
- Measurable
- Achievable
- Realistic
- Time-based.

Elements of your action plan

Once you have established your goals, as described above, you may wish to use the following headings in your development plan to guide your actions. These are shown on the template on the next page:

- What I will do?
 - Be specific about what you want to achieve and the steps to getting there.
- Who will be involved?
 - Detail those that will assist you in your plan.
- When will it be done by?
 - Identify progress milestones and a completion date. Include short and longer-term goals.
- How I will know that it has been done?
 - How will you know you have achieved the goal? For example, you may be in a new job; have started a training course; feel more confident etc.

Development plan

S = smart

M = measurable

A = achievable

R = realistic

T = time-based

What will I do	Who will be involved?	When will it be done by?	Measures	Target career goals
<p>To improve interviewing skills? e.g. Practise describing my examples of successful work to others.</p>	<p>My friends. My colleagues. Potential employers.</p>	<p>Start immediately and ongoing.</p>	<p>Ask for feedback after interviews. Being offered a job.</p>	<p>To get a new job in finance that stretches me.</p>

Learning and Skills Improvement Service

Friars House, Manor House Drive

Coventry CV1 2TE

t 024 7662 7900

e enquiries@lsis.org.uk

www.lsis.org.uk

Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) is the sector-owned body supporting the development of excellent and sustainable FE provision across the learning and skills sector. Its aim is to accelerate the drive for excellence and, working in partnership with all parts of the sector, build on the sector's own capacity to design, commission and deliver improvement and strategic change.