



Briefing Paper

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Career Action Planning

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Briefing Paper

Introduction

The purpose of this briefing paper is to explain the background to career action planning, to set out what the process and product are, and to provide best practice guidance. It is aimed at all career development practitioners, whatever the age of your clients. The paper highlights how differently the four Home Nations approach the process and outcome, thus providing an opportunity for practitioners to become more aware of new approaches to support their own practice. A number of different models are also considered.

This is just a short introduction to an important career management skill, and the reader will gain a more in-depth understanding of the process and principles through using the references at the end of the paper.

Background to career action planning

Career action planning and career action plans are terms that have frequently been used in both process and product of careers work, following on from goal setting approaches found in business. There was considerable focus on career action plans in the late 1980s and 1990s, and they were seen as the natural follow on from the nationally resourced and promoted Progress Files and Records of Achievement (NRA). Career action planning was intended to result from the reflection on learning and experience as recorded in the NRA. The Department for Education and Employment stated in 1996 that *'an action plan is a review and target-setting document summarising an individual's plans in relation to personal, academic and career development and lists the steps the individual intends to take to fulfil those plans'*.

Also in the 1990s, the Confederation of British Industry (1993) focused on the idea of a 'careership profile' with an account for lifelong learning from the age of 14, where key questions would be the focus: 'where am I now?' 'what do I want to achieve?', 'what will I learn?' and 'how will I get there?'¹. These questions remain relevant and connect to different guidance models as set out later in this paper.

Policy and funding changes in England have led to varied approaches in career action planning (as outlined below), but publicly funded careers services currently still operate in Wales, Scotland and Northern Ireland and all take a centralised approach to career action planning.

What is career action planning?

Career action planning is a **process** following on from an improved understanding of self and options. It is an important part of any goal setting or problem solving which should relate to what the client wants to achieve. Yet, surprisingly, it is often neglected. Importantly, such plans enable a client to plan the future, change outcomes and convert a goal or a solution into a

step-by-step statement of who is to do what, and by when. The process should also allow for flexibility.

To be meaningful, the career action planning process needs to enable the learner to explore and reflect upon a complex web of related factors and multi-layered facets, usually drawn out and reflected back by a skilled practitioner. The sequence and focus will depend upon the client's needs, circumstances, and the guidance model used (see below). Here are a few points about the process:

Career action planning

- Should be part of a process agreed and clarified with the client
- Should be informed by relevant and up to date information and realistic assessment of ability
- Is a continuous process which may include career action plans at relevant stages and transitions
- Can be undertaken alone or with expert guidance from a career development practitioner, or with supportive professionals, family members, mentors
- Is a flexible process: people and situations change.

Goals can relate to many career management skills including:

- Developing self-awareness and confidence
- Exploring or narrowing down options and choices
- Making a decision
- Preparing an application
- Getting a job interview with a view to securing or changing employment.

Through the process, the client should be supported to break down the goals into steps that relate to their needs and experiences. The practitioner should take time to involve the client - not take over and tell or impose the steps, which can lead to lack of commitment to follow up.

What is a career action plan?

A career action plan is a **summative record** of the guidance discussion which enables the client and practitioner to refer back to it. It will usually focus on the goal(s) identified during the guidance process.

In careers education in schools or colleges, the identification of goals and a career action plan may result from the student working through activities and/or an online assessment that supports self-assessment and understanding of suitable options, which lead to the identification of a goal.

The career action plan should include steps to support achievement of the goal(s). It is recommended that the steps are 'SMART' – an acronym for these points: Specific, Measurable, Achievable/Agreed, Realistic and Timebound. Variants on this include Agreed instead of Achievable (due to the similarity with Realistic), and additions such as E for Energizing, Ethical or Engaging, and R for Reach².

However, for some clients this approach maybe too rigid and controlling, especially the timebound element, so it is vital to be less driven by the mnemonic and more aware of the client response to the process.

A career action plan belongs to the client, but may be copied to others who can support the process, such as parents, tutors and



teachers (if the client is in full time education) with the client's permission. At times this can mean aspects of the discussion are omitted if requested by the client, relating to something that they feel is sensitive.

In some organisations, the plan will be uploaded onto computer files or management systems and this should be with a client's permission and within data protection laws.

Nathan and Hill³ (1992) argue that goals and career action plans are more likely to be successful if:

- The goals are well developed and thought through
- The actions are owned by the client
- The client understands that the plan is flexible and can be amended
- The client is committed to regular review of the plan
- There is enough time to address any fear of change
- The coach and client have identified ways of coping with setbacks and disappointment.

Methods of recording career action plans

Recording the guidance discussion and related career action plan helps to remind the client (and practitioner) of the focus and next steps, thus increasing commitment of the client. Verbal plans can be partially forgotten or reinterpreted. With the client's permission, if copied to others such as tutors, teachers and/or parents then the actions can be supported by these others where they have regular contact with the client.

While some organisations have a specified template for guidance and career action planning, others do not prescribe; and where a career development professional is self-employed, they have

flexibility in the format they use. Ideally, career action plans should be recorded in a way that best suits the discussion process and the client. Here are some examples:

- Blank documents - typed or handwritten, covering key points discussed and next steps, using language reflecting the discussion
- Templates - helping to shape the outcome of guidance and next steps
- Post its or cards with notes on – photographed for a record
- Drawings rather than words, or very few prompt words
- Drawn career maps with progression routes shown and personalised⁴
- Photographs to capture the discussion and action points e.g. pictures, drawings and notes
- Electronic whiteboards in online guidance, photographed and provided to the client
- Filmed summary of key points or pictures provided in accessible format
- Online careers programs and their associated records e.g. Unifrog, Morrisby products, Xello.

The benefits of positive career action planning – leading to engagement and action

For clients/ students:

- Raises levels of confidence and self-awareness
- Develops career management skills that are vital in a complex labour market
- Clarifies the links between education, personal development and career
- Assists with decision making
- If plans are developed and kept over time, they provide a valuable source of self-reflection and evaluation
- Brings together and makes sense of the components of the careers education programme (as relevant).

For learning organisations:

- Integrates the careers education programme with guidance provision
- Provides a mechanism for evaluating the effectiveness of the careers education programme
- Focuses on the need for effective referral and review mechanisms
- Assists the team around the student to work with them on their career plan.

Career action planning practitioner skills within career development qualifications

Career guidance and action planning skills are an integral part of professional practice in all career development sectors, whether used in full time education, in training, working with adults, within human resources and in mixed private practice. The skills form parts of all current professional career guidance/development qualifications and their predecessors.

Career action planning learner skills within career learning frameworks

Career learning and management frameworks are valuable in providing an outline of knowledge, skills, attitudes and values to ensure that students and clients are prepared and empowered to face the challenges, changes and opportunities of learning, working and living that lie ahead of them.

Frameworks provide a structure for identifying needs, designing and delivering learning. They can be used to assess the impact of careers information, education, advice and guidance. All the nations of the United Kingdom have career learning frameworks that are underpinned by theory and best practice, and all of these make both implicit and explicit reference to developing the ability to plan for future goals.

Career action planning across the UK

Careers Wales

In Careers Wales, which provides all age guidance services, advisers follow the coaching model developed by Liane Hambly, below. Following the three stages, on the third, whilst encouraging SMART action planning, the format for writing actions is flexible: the adviser provides notes about the actions agreed in whichever format best suits the customer e.g. text, email, hand written Things to Do list (pads of duplicate paper are provided for this), customer takes a photo on their phone, etc. Careers Wales also encourages advisers to send hyperlinks to resources.

Underpinning the outcome, it is expected that guidance should lead to the customer having ownership of the actions, should understand them and know what to do next. Advisers are trained to ask the customer what they think they need to do next, what is most important, how confident they feel to carry out the actions etc. In evaluations of the service, Careers Wales often asks if the customer knew what they needed to do after the interview.

England

When careers services in England were moved from the public sector to quasi-private careers companies in the mid -1990s, the production of career action plans became a funding mechanism, with targets for payment relating to the number of 'action plans' created. They became financial measures of careers service output and contracts, delivering requirements which ran the danger of devaluing the process.

From 2000, a new Connexions service meant that the focus on career planning was targeted on those most in need – those who were Not in Employment, Education or Training. Action planning processes were developed to assess and support young people to overcome their barriers and to make progress in learning or work.

In 2012, schools were made legally responsible for securing access to independent and impartial careers guidance for all students in Years 9 to 11, which was extended to 16-18 year olds in 2013. This contributed to patchy careers guidance and varied career action planning, as identified in Ofsted's report in 2012, 'Going in the Right Direction?'. Ofsted reported that 'too few schools are providing careers guidance that meets the needs of all their students'⁵. The situation in 2021 remains that schools and colleges in England have to directly fund impartial careers guidance. This is underpinned by Gatsby Benchmark 8 which sets out a requirement for schools and colleges to provide young people with access to personal guidance. This should be with a careers adviser trained to a minimum of Level 6⁶.



Since 2012 the National Careers Service (NCS) has provided guidance for adults, and the current web and telephone service is available to clients from age 13, and provided by careers advisers trained to at least Level 4. Funding for the NCS is linked to production of a skills action plan that is agreed by the customer and focuses on progress and outcomes in the short, medium and longer term. A Customer Satisfaction Outcome is defined as: *'the confirmation of delivery of high quality, impartial careers information, advice and guidance that provides the Customer with relevant information and clear steps to advance personal career planning and development'*⁷. It takes a skilled practitioner to integrate organisational requirements whilst ensuring the client remains at the heart of the process.

Action plans for 19-25 year olds with special educational needs and disabilities in England

Young people with special educational needs and disabilities (SEND) often require additional support – and time - in clarifying their career goals and transition from school into options that might include further education, employment, supported employment, voluntary or community work. Over the last 40 years, legislation has been put in place to support transition planning for those with SEND, the latest legislation being in 2014 with the Children and Families Act which led to the development of a new Code of Practice. It extended the support for disabled

people from 19 to 25, to focus explicitly on the outcomes that might lead on from school or college. The act led to the implementation of one all-encompassing single-assessment process: the Education, Health and Care Plan (EHCP). The act transferred full responsibility for all transition support needs for young people with SEND to the local authorities. This was designed to ensure that a holistic and multidisciplinary approach could be implemented for young people as they transitioned from children's services to adult services. Assessment for such a plan can be requested by a young person or family member, or a professional who thinks that such a plan might be necessary⁸.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs. They involve a range of professionals that might include teachers, social workers, education psychologists and careers practitioners. Depending on the needs of the client, the level of negotiation over decisions and next steps will vary. There is no specified template for an EHCP but the SEND Code of Practice⁹ sets out the requirements of what is to be covered.

Robinson, Moore and Hooley (2018) undertook an in-depth analysis of the effectiveness of the planning process for young people with EHCPs¹⁰ in England. They concluded that while there is much to commend, *'questions are raised about the resources required to deliver these services; the responsibilities relevant to such services; and the role and scope of these services in supporting the transitions of vulnerable young people into learning and work in an environment where universal careers provision has been substantially diminished'*.

Northern Ireland Department for the Economy

The all-age Careers Service in Northern Ireland has developed a Careers Service Guidance and Observation Framework which provides a structure and framework for careers guidance interviews. The framework is based on a three-stage guidance process and a Career Decision Making process. Careers advisers use the three-stage careers guidance process to support clients to identify and develop their career decision making (CDM) skills. This is supported by the use of a Career Decision Making Process which aids discussion and identification of CDM skills and supports careers advisers in the delivery of careers guidance.

Careers advisers are able to use the CDM process as a tool to assist clients to navigate the intricacies of career decision-making. Career action planning is part of the overall process. The careers guidance interview concludes with the production of a Careers Action Plan (CAP). The CAP captures a summary of the careers guidance interview and agreed actions. This is agreed in conjunction with the client who is encouraged to take ownership of the action plan both in its development and review. The action plan is reviewed and updated at all future interventions. An online action plan template is emailed to the client.

Skills Development Scotland (SDS)

SDS provides all age guidance. The service has adopted a Coaching Approach to the development of Career Management Skills (CMS) and the delivery of Careers Information, Advice and Guidance (CIAG). Since 2011, all staff have taken formal taught learning and further development activities to consolidate their learning and uphold the expected standard for this approach.

Advisers are required to complete a number of activities to evidence their learning and receive credit rating at the appropriate SCQF level: for the Coaching Approach to Guidance (SCQF 11)

and Employability (SCQF 8) modules. In addition, all advisers participate in regular reflective practice, peer to peer learning and observation of practice as part of SDS's commitment to professional development and continuously improving the service.

The SDS approach to Action Planning sits within their Coaching Approach and use of a three-stage Model of CIAG as the structure for all engagements. Stage 3 focuses on addressing need and enabling the customer to take action. The approach to Action Planning is to facilitate and empower customers to identify, agree and undertake actions based on their own individual needs and strengths, using key CIAG skills such as questioning, probing, deep listening, reflection and effective challenging to help the customer identify priorities, timescales and any support that may be required to complete these. These are captured in a Career Development Plan which is tailored to reflect the individual customer's language and personal preferences.

SDS staff use the Career Management Skills Framework, and all Actions should help the customer move towards their goal(s) by facilitating CMS learning opportunities and building the individual's capacity to manage their career more independently. Throughout Coaching relationships, actions will always be reviewed, revised and developed based on customer need and relevance to CMS learning. Advisers identify those most in need within school and can review and develop their action plans 1-5 times each school year (depending on their level of need and intended leaving date). This means a school pupil requiring intensive support could be seen on a 1-1 basis a minimum of 14 times between S3-S6 (age 15-18), and this is over and above any group work engagements or career education activity that are planned across the curriculum.

Customers most in need who are in the "beyond school" category are engaged with weekly, fortnightly or monthly depending on their needs/preferences etc to achieve the CMS they require to move forward.

Applying Hambly and Bomford's three-stage model (see below) and cross referencing this with the customers who have the greatest need, SDS staff take time to establish effective communication, build authentic relationships, enable the customer to tell their story in a way that works for them whilst recognising their abilities and needs – resulting in them feeling empowered to take control of the personal learning journey required to reach their goals. From a CMS perspective, they don't just want customers to simply leave with clear action plans, they want them to have ownership of each individual action and to eventually have built their capacity to create their own action plans far beyond their journey with SDS.

Ethics

The interests of different stakeholders associated with career action planning are often close but not identical, so possible conflicts of interest raise ethical questions. This might relate to impartiality, funding, practitioner skills and qualifications, and information handling. We need to balance confidentiality with support provided by others when asking our clients to share their career action plan, especially those in full time education. Reviewing processes are valuable in enabling the learner to take action, and these are likely to involve wider support than just that of the practitioner helping to create the plan. Thus teachers, tutors, mentors, employers, charitable organisations and parents/carers might legitimately be able to support achievement of targets but sharing with these parties must be with the express permission of the plan's owner, or might result from a plan that doesn't include sensitive details. In the work that we do with our

clients we also must follow ethical best practice relating to how we work with our clients, and how information is gathered, stored, disseminated and used as set out by GDPR.

The CDI's Code of Ethics¹¹ should be referred to if there is any uncertainty about how to maintain appropriate impartiality, confidentiality or permissions. Principles of Accountability, Autonomy, Confidentiality, Duty of Care, Equality, Impartiality, Transparency and Trustworthiness are of particular relevance to our guidance and career action planning work. Case studies linked to the Code of Ethics provide practitioners with useful insights and guidance¹².

Career action planning and coaching models

Guidance, coaching and action planning skills are often framed in a model, of which there are several that relate to but are not specifically for career action planning, thus narrowing their usefulness. Here are a few summarised very briefly:

1. Egan's three stage model (The Skilled Helper 1994) focuses on:

- Exploring
- Understanding
- Action

Career development practitioners who undertake professional level training such as that delivered by the CDI Academy¹³, will learn how to apply appropriate skills to support this model.

2. Coaching models are also used, some of which¹⁴ use an acronym to assist the practitioner such as

OSKAR (Paul Z Jackson and Mark McKergow)

- Outcome
- Scaling
- Know-How
- Affirm & Action
- Review

GROW (John Whitmore)

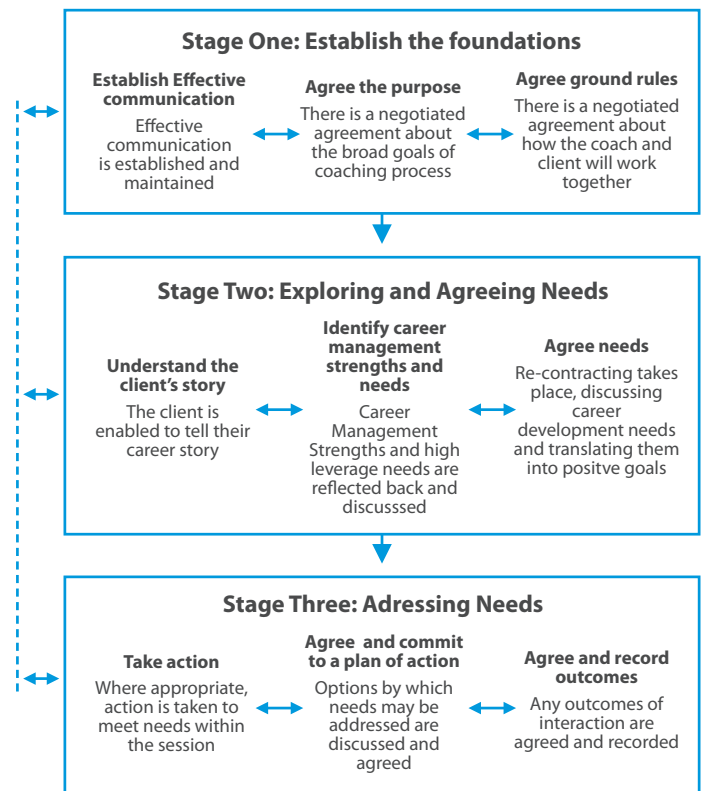
- Goal
- Reality
- Option
- What next/Wrap up

CLEAR (Peter Hawkins)

- Contracting
- Listening
- Exploring
- Action
- Review

3. The creative career coaching model p63 Creative Career Coaching, Bomford and Hamby 2019.

This model tailors aspects of some of those listed above for use in career development work. It is flexible, client-centred and supports client-led career action planning and development of career management skills. This model underpins guidance provided in a number of career development organisations in the UK.



Strategies and tips to help with engaged career action planning:

1. Recognise the client's preferences and personality and help them identify what *their* goals and outcomes feel and look like
2. Brainstorm actions to be taken with the client and then prioritise the list with the client
3. Keep lists of actions manageable: the rule of three suggests that this number engages and motivates¹⁵
4. Scale the strength of the client's feeling about a topic by asking them to place it somewhere between 1-10. Ask what would make it one point stronger and work on that with their suggestions
5. Use pictures, sticky notes, mindmaps or cards for the client to use and choose a preferred way forward. Photograph or film these as evidence to move away from formal written plans if that doesn't suit the client
6. Think realistically about availability of time and effort, resources and networks: these differ for each client
7. Involve others (with the client's permission) as their support can make a huge difference to achieving steps
8. Use visualisation to help the client picture and describe what they will feel like when they have achieved their goal. This could be a verbal or drawn visualisation
9. Review previous actions that have been achieved and work out what went well at the time, transferring forward that understanding
10. Rather than looking forward from the questions 'where are you now, where are you going and how are you going to get there?', use Backward Planning¹⁶, starting with a previous goal achievement, and work backwards to consider how you got there
11. When change or adaptation is needed, try Force Field analysis¹⁷ - analysing and listing the pressures for and against change, making explicit what could be shifted to make progress

12. Try a SWOT analysis to clarify what needs further development to achieve a given goal

13. Value the process over the end result and emphasise engagement over speed: allow time for change and mistakes, and reflect on the learning

14. Tell clients when they're doing something smart, not just being smart

15. Flip negative to positive: this is one of many valuable good practice suggestions that Liane Hambly and Ciara Bomford make in their excellent book, *Creative Career Coaching*¹⁸. This may require the adviser to re-phrase what the client wants, in positive terms. For example, the adviser may help the client to rephrase 'I want to get out of this boring job' to 'I'd like to find a more rewarding job'. By creating a positive goal with the client, the adviser can build on what the positive outcome would look like, and discuss the steps needed to achieve that goal

16. Provide regular opportunities for reflection

17. Use the word 'yet.': Dweck¹⁹ says 'not yet' has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven't mastered it yet

18. Keep the big picture in mind: change may alter the steps to be taken, and even the goal, but knowing how to work through a plan to achieve a positive outcome is an important aspect of resilience.

Published research and recommendations relating to best practice in career action planning

As career action planning is an integral part of 1-1 guidance and included in many careers education programmes, it is helpful to see the outcomes of relevant and recent research such as that undertaken by the Careers and Enterprise Company and Ofsted:

1. In the CEC's research summary of *What Works – Personal Careers Guidance*²⁰ 2018, suggestions on best practice explain the importance of linking 1-1 guidance to the careers programme to build the connections for the student. This confirms the importance of making meaningful sense of what suits them, their interests and choices as narrowed down from the wider opportunities introduced in the programme. Good practice includes informing students about the careers guidance interview and process, with information provided for parents and students in school planners, newsletters and websites. Assemblies and tutor sessions are used to further explain the process and value of the work of the career practitioner. The CEC identified that *'there is good evidence which demonstrates the impact of personal guidance. It is associated with a range of short and long-term impacts on an individual's:*

- *personal effectiveness e.g. self-awareness and self-esteem*
- *career readiness e.g. career planning and decision making, and*
- *educational outcomes e.g. improved attendance and attainment.'*

2. Ofsted's 2013 survey *Going In The Right Direction*²¹ also provides a useful analysis of good practice in guidance and career action plans. Evaluating how well 60 schools and academies were providing access to individual impartial guidance for students in years 9-11, the survey identified that the more effective careers guidance interviews were generally carried out by external, qualified careers guidance professionals. The key characteristics that defined a good interview included:

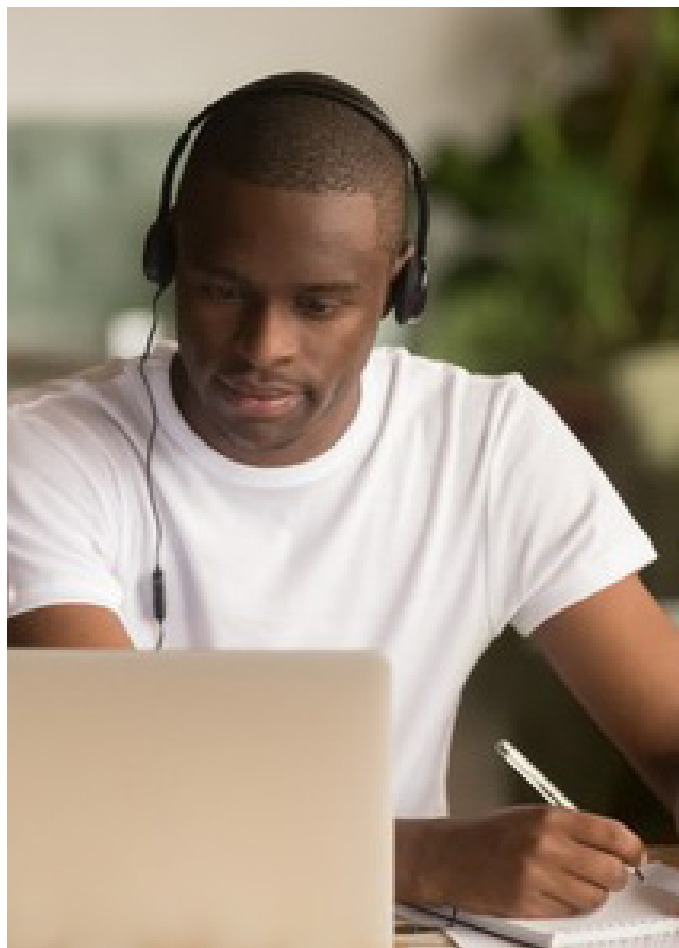
- pre-interview preparation to gain an understanding of the student's previous work on careers guidance, their performance

in school and any relevant personal circumstances

- the adviser's very effective interpersonal skills that built each student's confidence in the process and encouraged them to explore their thoughts, reflect on their ideas and take in the information, advice and guidance
- each careers adviser's extensive knowledge of the local provision and their easy access to up-to-date information on the local labour markets, local business developments and local skills shortages or trends that had been identified
- the breadth and relevance of the information the careers adviser provided to ensure that it was unbiased and that it was truly in the interest of each student
- flexibility in the time allocated to the interviews, ensuring that the discussions could be extended slightly if necessary, so that the adviser and student had enough time to agree on the plan of action
- the provision of a confidential interview room, with access to the internet and other relevant information on further/higher education and training
- very clear records of the discussions that the students could use and refer to when talking to other people about their plans, or when carrying out further activities related to career guidance.

However, regarding career action plans, the written outcomes of individual careers guidance interviews were generally weak, and students were frustrated when written plans were just a list of websites to follow up. Weak plans were either too sketchy to be personal or specific, or too detailed to work out a plan.

In good career action planning, Ofsted identified that *'Skilled questioning and relevant advice helped the students to define their*





management skills rather than too much directing. They identify that *'There are times however when a mentoring approach is required, being alongside the client and undertaking a task with them. We talk about extrinsic and intrinsic motivation, but maybe there is something in between, when the practitioner's energy is important, their enthusiasm and confidence rubbing off on the client. This is very different from the fix-it tendency where the adviser takes up a counter position of positivity and advice giving in response to the client's anxiety and negativity. Being with the client first entails being alongside the anxiety, being able to stay with the client. The adviser can hold both the negative and the positive, empathise and demonstrate belief in the client and possibility for change.'*

Nightingale²⁴ explained that there are two types of people: river people and goal people. 'Goal' people are those who like a structured approach to their future, with plans and goals, whereas 'river' people enjoy the journey through life, not necessarily having a goal to aim for. Paul Gaunt unpicks this approach and underlines the need for flexibility in career planning in his blog²⁵.

If using personality type indices, the practitioner may also gather insights into such 'river' or 'goal' preferences. The dimensions that Myers Briggs introduced with their Type Inventory (MBTI) relates different personality preferences around 'Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options?'²⁶. The MBTI has been adapted for use in The Buzz, Unifrog and other careers tools. We, as practitioners, can reflect on our own personality and approach to action planning when working with clients, adapting our skills to account for our own bias as well as their preferences in approaching the process and plan.

Work with a Growth Mindset, as developed by Carol Dweck²⁷. This is pretty much exactly what it sounds like: a tendency to believe that you can grow and develop. She explains that while a 'fixed mindset' assumes that our character, intelligence, and creative ability are static givens which we can't change in any meaningful way, a growth mindset thrives on challenge and sees failure *'not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities'*.

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- Meet Sabiha – Future Made Simple
- Chris Targett – CXK

plans and understand precisely what they needed to do next. Some students said that as a result of the interviews they had changed the course or provider they were pursuing and they felt excited about their new plans. All the students interviewed were confident in finding the route that was appropriate for them. They also felt the follow-up research suggested for them was bespoke and helped them to consolidate their plans. They were also pleased that they could arrange a follow-up interview with the adviser, if one were needed.'

Experts' insights into effective career action planning

There are many books, blogs, articles and theories that relate to action planning. Here are just a few that relate specifically to career action planning:

Career planning is not just a process of writing down steps to achieving a goal, decision making is not always rational and life brings surprises. We are influenced by our circumstances, levels of confidence, previous experiences, support, networks, political structures, psychological development, external demands on us, things that happen and our ability to exploit these. Nicki Moore helpfully sets out many relevant theories in her 2016 blog²² about influences on career and action planning. She concludes that *'What is required is an approach which is responsive to different decision-making approaches. When used as part of an ongoing 'plan, do and review cycle' the production of a career action plan is more likely to have positive impacts for career planners.'*

In Liane Hambly's blog on her reflections around action planning with Jules Benton,²³ they explore many questions around client needs, focusing on enabling the client to develop their career

A few career action plans to give ideas for recording the outcomes of guidance:

Year 11 Career Action Plan

Your current situation:

- You are unsure of your exact longer-term future plans at the moment but have a range of interests including nanotechnology, engineering and other careers relating to physics. You plan to stay on to study A Levels in maths, physics and chemistry and your predicted grades suggest that these are realistic options. However, you would do well to attend additional GCSE maths classes to secure a high grade.
- We discussed your reasoning for choosing your A Level subjects and it sounds like these reflect your interests and strengths. It's good to see that your interest in physics goes beyond the classroom where you have tried relevant MOOCs and reading. You also like computing and programming, learning C+ and Python.

Your future ideas:

To help you explore possible job ideas, there are some really good websites

1. National Careers Service <https://nationalcareers.service.gov.uk/explore-careers> where you can explore groups or families of occupations to see what they require and involve.
2. Prospects – Jobs with my degree: as you said that you would like to attend university after A Levels, this enables you to explore options from most degree subjects: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree>

3. Career Pilot provides information on jobs by subject <https://www.careerpilot.org.uk/job-sectors/subjects> for you to explore.

- You can explore possibilities that might interest you, rather than necessarily developing concrete plans. As you study the subjects in more detail at A Level, it is likely that specific topics or areas of interest will emerge too.
- You might then want to test your ideas with our work experience programme in year 12, or local STEM opportunities.

Your plans:

1. You would like to review the websites in the next month to research new/existing career ideas. You will note your thoughts about these in your planner.
2. You now know when the GCSE maths classes take place and you will attend these to improve your maths ability.
3. You have asked to come and discuss your progress before the end of year 11. I look forward to seeing you again.

Career Action Plan for a year 11 learner needing additional support



ABOUT ME

...working out interests, skills, abilities, personal development

- From your skills assessment you identified your best skills to be:
 - Practical
 - Creative
 - Good at working with others
- You like careers in horticulture and catering as they are creative and practical, and you do some gardening and cooking at home. We talked about the work place for catering and horticulture – one being indoors and often hot, the other being mostly outdoors and often cold and wet. Which will suit you?
- You are interested in finding out if you could do a college course in either cooking or horticulture



MY OPTIONS AND OPPORTUNITIES

...exploring options, courses, careers

- We looked at the college courses for level 1 catering and horticulture in the nearby town. You want to visit or at least arrange a virtual tour as soon as possible so you can see the facilities and meet the people who would teach you.
- There is an open day on March 18th which we have now put your name down for and you will receive an email.

• I explained about apprenticeships, but you don't feel ready to go into the workplace and prefer support at college.

• You might find the films on these links help you to decide:

- <https://www.horticulture.org.uk/grow-careers/>
- <https://www.bbc.co.uk/bitesize/tags/zvty7nb/jobs-that-use-food-and-nutrition/1>



MY PLANS AND TRANSITIONS

...deciding, planning next steps, taking action, meeting targets

- You would like some support during the virtual online tour so that you remember the details and ask the right questions. You said that you will ask your mother to help with this, in the next week.
- You have said that I can talk to your tutor about your plans so he will be able to follow up. I will talk to him this week.
- You want to watch the films I've suggested to help your decision.
- If you need to see me again then you will ask him to arrange it. You might want my help in completing the application form.

Career Action Plan For A Young Graduate

Where you are now:

- You graduated 7 months ago with a degree in business and finance but are still confused about what to do. Have tried a couple of jobs in insurance and finance, you didn't like them so would like to find work that suits you well.
- We agreed that we would initially discuss your experiences and interests to clarify these. Then we would look at options, focusing on your Prospects Job Match so that you could go further in your research to help inform your decisions. Then if you would like further assistance with applications you are welcome to ask.
- You enjoy work that is structured but which has opportunities to support and develop others, and you enjoy variety and creative approaches to problem solving. You also enjoy using your skills, most of which are completely transferable and include excellent listening and communication, numeracy, writing, Excel, creativity, use of computers, problem solving, working independently – along with the more accounting and business specific skills developed through university.

Where you want to be:

- You found that the suggestions from Prospects Job Match are helpful and relate to your interests. Our discussion revealed your interest in training and development – you are keen to read more of the links related to the Chartered Institute of Personnel Development qualification - see web link for details. It does not matter what degree you have for this.
- Looking at the job vacancies you can get an idea of more detail in different jobs then you can use the information.

- You can see from the careers information that you meet the skills through your experiences, and can explore other related jobs.
- There is a 'favourite' option for you to build your personal programme.

How you will get there:

1. You want to do further research and use the Prospects pages and links from there to research areas of interest in the next four weeks. You will look into at least 5 careers either from the Job Match list or from the related careers and compare these to work out what you most like and check that you have the requirements e.g. the conservation officer would usually require experience or volunteering. Ideally, print out the information of those you like and highlight in different colours what you like and dislike. This visual commentary really helps.
2. For those of most interest, you saw that it will help to look at the vacancies. This builds your understanding of different values and workplace details ready for when you are able to apply. This may be ongoing.
3. When you write your applications, you would like to refer back to the list of skills on the Prospects careers information and show how your experiences meet these skills – just as we discussed.
4. Contact me again if you'd like to discuss any further.

Visual Career Action Plans



Visual, personalised career maps are demonstrated in a short YouTube video: Career Mapping with Chris Targett at CXK <https://www.youtube.com/watch?v=4wRaWU6M7Nc>



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