



Build a Working Future

FACILITATOR'S HANDBOOK

A career development resource for incarcerated women

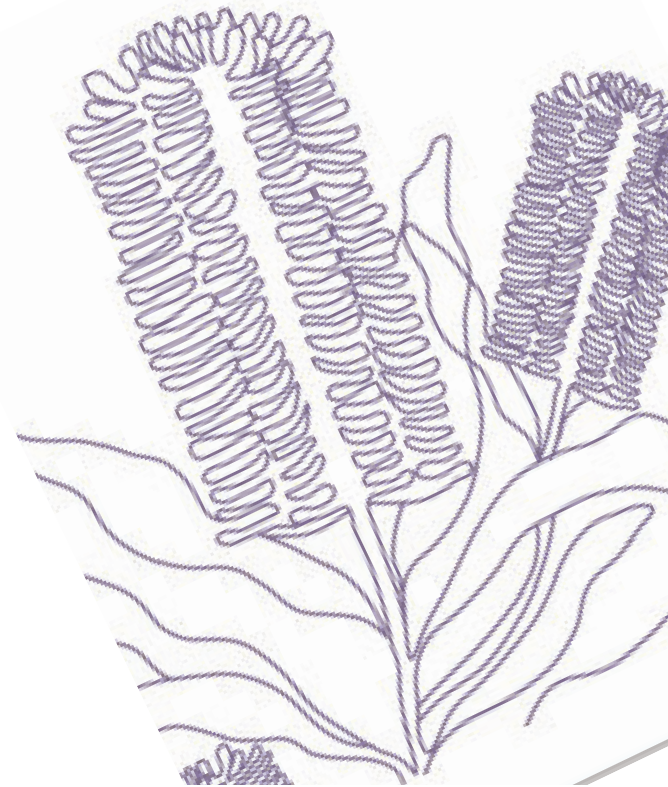
Build a Working Future (Facilitator's Handbook and five Session Booklets) by the University of Southern Queensland is licensed under a Creative Commons Attribution Non-commercial 4.0 International Licence, except where otherwise noted. All images contained within this guide retain their copyright or original Creative Commons Licences and can only be re-used under their respective licences.

Note that corporate logos and branding are specifically excluded from the Creative Commons Attribution-Non-commercial International 4.0 Licence of this work, and may not be reproduced under any circumstances without the express written permission of the copyright holders.



TABLE OF CONTENTS

	Page
Acknowledgement	i
Background	2
Getting Started	3
Introduction Email	8
Session 1	9
Session 2	15
Session 3	19
Session 4	27
Session 5	35
Final Email	43
Useful resources	44
References	45
Appendix 1 - Participant Information Sheet	46
Appendix 2 - Pre & Post Surveys	49
Appendix 3 - Exemplar Emails	53



ACKNOWLEDGEMENT

The University of Southern Queensland acknowledges the traditional custodians of the lands and waterways where the University is located. Further, we acknowledge the cultural diversity of Aboriginal and Torres Strait Islander peoples and pay respect to Elders past, present and future.

We celebrate the continuous living cultures of First Australians and acknowledge the important contributions Aboriginal and Torres Strait Islander people have and continue to make in Australian society.

The University respects and acknowledges our Aboriginal and Torres Strait Islander students, staff, Elders and visitors who come from many nations.

USQ is determined to ensure that it operates in a manner that is culturally appropriate. If you believe that anything in this Handbook is incorrect or culturally insensitive, then we would appreciate you letting us know. Correspondence can be directed to:

careers@usq.edu.au

or

Support for Learning
West Street
University of Southern Queensland
Toowoomba Qld 4350
Australia

BACKGROUND

The Initiative

Build a Working Future is an initiative developed through the University of Southern Queensland and in partnership with Queensland Corrective Services; it is funded by the National Careers Institute (NCI) Partnership Grants Round 3 – Career Opportunities and Pathways for Women. The suite of activities and guidance were developed by qualified and experienced career development practitioners and have been designed to support career development practitioners in providing career development support to women who are or have recently been incarcerated and to provide this support using email (e-career counselling).

The Research

Research indicates that individuals who engage in education while in prison are less likely to reoffend and more likely to possess increased levels of resilience (Pike, 2013). Furthermore, career related research indicates that individuals who participate in career planning and make well informed career decisions are more likely to choose career pathways they are motivated to pursue and will remain engaged in (Earl & Bright, 2007). For the purposes of this resource the Australian Blueprint for Career Development (ABCD) definition of ‘career’ has been adopted, which states that “Careers involve balancing paid and unpaid work, learning, and personal life roles across the lifespan” (National Careers Institute, 2022, p. 6). This definition implies that decisions and choices are constantly being made and that these decisions are best made when the range of interactions between personal, social, economic, and environmental factors that are influencing the choice and potential outcome are considered.

Currently, there is limited or inconsistent access to quality career guidance in Correctional Centres throughout Australia (Hopkins & Ryan, 2016). In many Centres prisoners will have access to education officers but the qualifications and experience of these officers will vary, and many will have limited time available to provide the individualised support required by individuals in these settings. Additionally, access to career information, that would help inform career decision making, varies greatly between Centres and access has been further limited by up-to-date career information only being available online and not in hard copy formats (Hopkins & Ryan, 2016). Build a Working Future provides a systematic approach to the provision of career guidance to prisoners using a delivery mode, email, that has minimal impact on Correctional Centre staff, is self-directed and is scalable across Centres and Jurisdictions.

The formulation of this resource has been guided by the holistic approach to career development provided by the System Theory Framework (Patton & McMahon, 2014), the theoretical assumptions of Social Cognitive Career Theory (Lent & Brown, 1996) and D.O.T.S., a career planning model (Law & Watts, 2003).

The Design

Build a Working Future is formulated around a 4-step career planning process. In the first 2 steps participants have the opportunity to become more self-aware and to learn more about the world of work. In the next 2 steps participants use this knowledge to make decisions and to identify career plans and actions to achieve their goals.



GETTING STARTED

Introduction

The Handbook is a navigational tool for practitioners who are using Build a Working Future to provide e-career counselling support to women who are incarcerated or who have been recently released. The Handbook provides tips on how to initiate the delivery of the career counselling service with a Correctional Centre or across a jurisdiction; how to deliver e-career counselling; and provides guidance on feedback for each session and all activities.

The Handbook has been structured to align with the 5 sessions that comprise Build a Working Future and, in each session, there are tips and resources which practitioners can use to support their counselling practice. It is recommended the Handbook be used to formulate the responses provided to participants.

Tips for delivering e-career counselling

The delivery of career counselling via email (e-career counselling) is an emerging area of practice. It has benefits for both the client (flexibility, anonymity, time for reflection and a record of exchange) and the practitioner (provision of career counselling when in-person counselling is not possible) (Browne, 2006). More specifically, in relation to delivering career services within the criminal justice system, e-career counselling accommodates new technologies for the benefit of individuals who have limited access to career guidance services and resources.

E-career counselling offers opportunities for the incarcerated population but there are specific practice and ethical considerations a practitioner needs to consider when delivering a service in this setting.

1 Security and confidentiality

The setting in which Build a Working Future will be delivered means that particular attention will need to be paid to the security and confidentiality of the information shared by the participants. In general the printed hard copies of the emails and supporting documents provided to the participants become their personal property and the Correctional Centres maintain no records of the emails or documents. However, this should be confirmed with the Centre the practitioner is working with prior to the commencement of service delivery. A copy of the Participant Information Sheet used during the trial of Build a Working Future can be found at Appendix 1 and can be used as a template to inform participants about how their information will be used and secured. The Participant Information Sheet could also include the confidentiality agreement, which is signed by the participant and returned to the practitioner.

Practitioners will also need to consider the security of their computer and networks and ensure they have security processes in place that will protect the confidentiality of their counselling records. If possible, practitioners should communicate through an encrypted and/or password protected system.

2 Professional Codes of Ethics

Women who are incarcerated or recently released from prison are a particularly vulnerable population, consequently career guidance services provided to them need to be delivered with sensitivity and be informed by ethical practice. Further guidance regarding the Code of Ethics for Australian Career Development Practitioners is provided by the Professional Standards for Australian Career Development Practitioners – cica.org.au.

3 Qualifications and Experience

Owing to the complex challenges often confronted by the incarcerated population, particularly for women, it is recommended that Build a Working Future is delivered by qualified and experienced career development practitioners. It would be beneficial for the practitioner to have:

- A relevant degree qualification and eligibility for and/or registration as a Career Professional with the Career Industry Council of Australia.
- Experience in providing career counselling and career education services to people from diverse backgrounds and a practice founded in social justice principles.
- Well developed written communication skills, which includes the ability to adapt language and content to the individual client and their circumstances.
- Broad understanding of career knowledge, which includes multiple pathways and industries, and knowing how particular skills can be transferred across industries to minimise the impact of criminal records.

4 Practice Approach

The a-synchronous nature of e-career counselling means the client and practitioner will not benefit from the communication cues that generally support the development of rapport and both will be dependent on the written word to communicate empathy, understanding and information. This is further complicated by the lower literacy levels associated with people in prison, with 63% of prison entrants having an education level of Year 10 or below (AIHW, 2021).

Tips for building rapport and understanding through e-career counselling

- Practitioners approach their written feedback in each session as they would their responses in an in-person session, this will include "active listening" and the use of paraphrasing
- Responses crafted with a growth mindset frame of reference
- Questions are used to seek more clarity
- A space is provided below each question to encourage responses.
- A conversational style of writing is deployed
- Examples are used to illustrate key points
- Subheadings are used to structure responses, for example using an activity title as a heading
- Dot points used to minimise text
- Email feedback is limited to 2 A4 pages.

Tips for literacy alignment

Many of the participants may have a low literacy level and as such the practitioner's feedback will need to meet their level if the participant is to benefit from the practitioner's responses. The following website may assist the practitioner to check the readability of their responses.

- To check the readability of the practitioner's feedback:
www.readabilityformulas.com/freetests/six-readability-formulas.php
- To summarise content: www.textcompactor.com/
- To find simpler words to describe concepts: www.plainenglish.co.uk/files/alternative.pdf

Tips for managing participants who are not engaging

There will be many reasons for why participants are not engaging in e-career counselling, and many of these may be systems related and out of the control of the participant (eg. Centre lockdowns; legal proceedings; and transfers). If a practitioner has not received a response within an agreed timeframe then they should contact their Centre Contact person. However, in some circumstances the participant may just not be engaging with the Session material, in this instance the following questions, when asked simply and with care, may be used to encourage engagement.

- Thanks for your answers. I noticed you missed _____ question. How can I help you with this one? It is a really useful one for me to understand how you _____.
- Reflecting on tough memories can be emotional, and sometimes is not fun at all. However, it can be useful to look back and consider different choices or consider the outcomes of your choices. I am here to help you move forward and identify options for your future and ways to get there.
- What was it about question _____ that made you not answer? Is there anything I can explain or describe? This question can help me help you by _____.
- Some of these activities can be tough. How can I help you with _____ activity so it works for you? Answers to this will help you _____.
- I can see you want to move forward, and you are doing this program to help that happen. This activity can help you _____. It is one more step forward for you.

Setting up the e-career counselling service

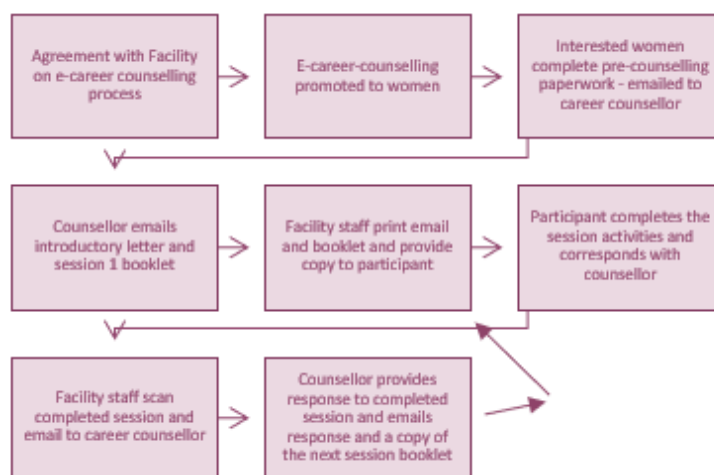
Before the service can be offered in a Correctional Centre the activity will need to be approved by the Centre's General Manager or an equivalent approving authority in the practitioner's location. At this point it will also be determined who will act as the Contact Officer for the practitioner.

How the service is best administered will vary between Centres and Jurisdictions and a practitioner will need to meet with Centre staff (probably Education Officers and/or staff responsible for Offender Development) prior to commencing the service to confirm service delivery. It is recommended that the following key topics be determined:

- target cohort - which women will be eligible to use the service? It is recommended that women on remand and within 3-4 months of completing their sentence not be included, owing to the other tasks they need to complete at these stages.
- information exchange - who in the Centre will be responsible for receiving and sending the emails and how will the women receive the content?
- managing confidentiality - who will have access to the counselling content and how will it be secured?
- available prison education - what programs do the women have access to in the Centre?
- managing transfers and discharges - how will the practitioner be notified if a participant is transferred or released and what resource information can be shared to support this transition?
- marketing the service - how will prospective e-career counselling participants learn about the service? It is recommended that the activity be included in Prison Education inductions and promoted as a potential activity for women to complete (eg. Centre Expos and Flyers).

E-career counselling service delivery model (5 sessions)

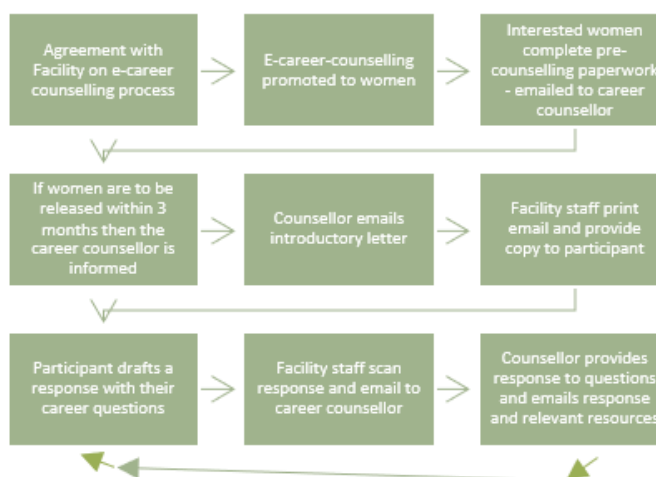
The service delivery model for Build a Working Future is dependent upon a three way communication process, primarily between the practitioner and the participant but dependent upon the Centre staff acting as a conduit for the communication exchange. Centre staff will be required to scan participant's responses and email to the practitioner and then in return print the practitioner's feedback and any supporting documents.



E-career counselling service delivery model (time restricted)

Build a Working Future is not recommended to be used in situations where women will be released within 6 months, as there will be limited time available to complete the five sessions and for the participant to create an effective career plan for their future post release.

It is recommended, in this circumstance, the individual and practitioner communicate via a stand alone email. The individual should be encouraged to email their career questions and the practitioner's response can include information about transitional resources.



Marketing the e-career counselling service

How the prospective participants will learn about the e-career counselling service should be agreed upon during the practitioner's initial meeting with Centre staff. The Centre staff may be able to promote the program to the prison population via Prison Education Inductions, word of mouth and posting promotional flyers. Flyers are best designed specifically for each Centre, so the individual processes can be outlined. However a flyer should include:

- a short description of e-career counselling and its benefits
- the e-career counselling process
- limited text
- engaging images and use of colour
- who the prisoner should contact if they are interested to learn more

In some Centres the staff may agree to run information sessions for interested prisoners, where they share information and answer questions about the activity. During these sessions the Participant Information Sheet can be explained and the benefits of e-career counselling can be highlighted.

Pre e-career counselling service information

Prior to commencing e-career counselling it is recommended the participant provide their consent for their information to be managed in the way outlined in a Participant Information Sheet and they complete a Pre-counselling survey. Both these documents need to be returned to the practitioner before e-career counselling can commence.

Participant Information Sheet and Consent

The purpose of a Participant Information Sheet (PIS) is to explain the career counselling objective, how the career counselling process will operate, what the participant will be asked to do, what the participant can expect from the career counsellor, how their information will be managed and most importantly that participation is voluntary. The PIS should be written in plain English and language that is appropriate to the audience should be used.

The PIS should also include a confidentiality agreement, where the participant acknowledges they have read the PIS and they understand how and when their privacy will be protected. The PIS and Consent Form used as part of the Build a Working Future trial are included in Appendix 1 and can be used as a template.

Pre-counselling survey

A pre-counselling survey template is included in Appendix 2.

The purpose of the pre-counselling survey is to provide the Practitioner with demographic information and initial insights into the participant's career readiness. The career readiness questions have been collated with inspiration from the Career Futures Inventory (CFI; McIlveen, Burton & Beccaria, 2013).

Post e-career counselling service information

A post-counselling survey template is included in Appendix 2.

The purpose of the post-counselling survey is to provide the Practitioner with an opportunity to evaluate the effectiveness of the e-career counselling service and to assure quality of service delivery. The participants feedback will allow for ongoing improvements to the service and the process by which the e-career counselling is being delivered. It is also recommended that the practitioner schedule regular progress meetings with Centre Staff, during which time all processes should be reviewed and updated accordingly.

INTRODUCTION EMAIL

The introduction email will be the first communication the participant will read from their e-career counsellor, so it will serve as their first impression. The aims for this email are similar to the aims for meeting a client for the first time in person. It is an opportunity to commence building a rapport and trust with the participant and to set the scene for the Build a Working Future counselling process, which includes confirming the process, introducing career counselling and its aims and confirming confidentiality boundaries.

A template for how an introduction email can be worded is provided below.

Hi "participant's first name or pen name",

Welcome! Thank you for signing up. My name is xxxx. I will be your career counsellor for the Build a Working Future program and am really looking forward to working with you. This process is all about YOU and what YOU can do. I am here to help you make this achievable and to support your understanding about the world of work and ways to find your success.

Five Activity Booklets

Throughout the program, you will be asked to complete activities in five booklets.

Session 1 – All About Me

Session 2 – All About Me

Session 3 – All About the World of Work

Session 4 – Making Decisions

Session 5 – Build a Working Future

Once you have completed each booklet, it will be returned to me so I can provide feedback, answers, and next steps. You will then move on to the next booklet... and so on.

Sharing with your E-Career Counsellor

At the start of each booklet is a section where you can write to me directly and answer any questions I ask. Think of this as a written conversation between you and I and please, feel free to call me xxxx. In order for me to best help you, I am hoping you will answer my questions – but only if you are comfortable to do so. You do not need to share anything about yourself if you do not want to.

To get us started, and only if you are comfortable to do so, please answer the following questions at the start of Booklet 1.

Compose questions that you, as the career counsellor might have from the pre-survey if relevant, for example

1. Question about English as a second language – from pre-survey Question 4.
2. Questions about any qualifications that participant may have - from pre-survey Question 5. This may include questions about any study or courses they are currently undertaking.
3. Questions about relationships such as age of children – from pre-survey Question 6.

It is your decision what you include but be assured that I will treat your answers with respect. The better I get to know you, the better I can support you. I will be looking to understand your strengths, values, interests, ideas, culture, and history. As I get to know you, I can begin to help you identify jobs and work that may be of interest to you. I can help you work out what you might be able to do now, like education, to help connect you to opportunities. I can also help you identify challenges you may have and options to finding solutions.

I'll share a little about myself here to start us off. For the past 18 years, I have worked as a career educator and career counsellor. My favourite part of my work is listening to the stories of people's lives and helping them move forward with optimism and confidence. I am also an author, a wife, and a mum of three grown-up kids. We share our home with three horses, a smelly old dog, and a lazy cat.

I look forward to working with you. Good luck with the first activities.

Practitioner's first name



SESSION ONE

ALL ABOUT ME

Session Objective

In session one and two participants are provided the opportunity to become more self-aware in relation to their career choices. In session one the objective is to enable participants to explore what is influencing their career decisions, which includes the influential people in their lives and their interests. It also acknowledges early in the career counselling the key question asked by most individuals who have a criminal record – will I get a job with a criminal record?

Activity - Family and cultural roles (pages 1-2)

Activity Objective

This activity will help participants think about their families and the many different roles they might be expected to play or want to have. This activity will also help the participant consider what might need to change about their career decisions when they consider the people in their family and culture.

Practitioner's Feedback

For some individuals the messages or lessons they learn from their families will be very influential. This influence is intensified by cultural rules and norms. When considering career options, it is recommended that the participant be guided in how these influences, such as family and community expectations, can impact their career choices.

Family & Cultural Roles

In our families and communities there is a lot of work that needs to be done, and rules to follow. Sometimes we follow these rules when we don't even know we are doing so. For example, Amy's mum worked in the grocery store, so Amy also works there. Mercedes mum didn't finish year 10, so Mercedes thinks year 10 is good enough.

Everyone has different responsibilities and what our families and communities expect of us is different for everyone. These roles and expectations, may influence how you consider your career options. For example, one expectation might be that the eldest male is expected to be the main bread winner and the eldest female will care for her parents.

Q1. What position are you in your family? There may be more than one.

Eg. Mum, youngest, oldest, grandma, sister

Q2. What work are you expected to do in your family and community?

Eg. look after the kids, cook meals, earn an income, be a leader

Q3. What roles are you expected to play as part of your cultural heritage?

Eg. leader, elder, carer, singer

Q4. Are there roles that you need to plan for in the future?

Q5. What family or community expectations would you like to change?

Q6. What other roles, if any, do you play?



In the boxes and blank spaces located in the tree on the next page, write or draw answers for the above questions:

Is there anything more you would like to share about your family and/or cultural roles? If so, please add here.

Activity - What do you like to do (pages 3-6)

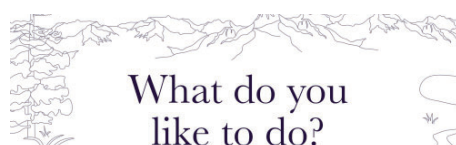
Activity Objective

Participants identify their interests and have the opportunity to self-reflect.

Practitioner's Feedback

This activity is based on Holland's RIASEC interests and is designed to support the participants to better understand how their interests can be used to help them identify careers and roles that could suit them in life. Practitioners can use the responses to help the participant build a clear perception of themselves. When working with First Nations people, Pacifica people, and people from Collectivist cultures be aware that many will identify "Helper" as a key interest (Ott-Holland et al, 2013). This may be a cultural element of these peoples, rather than only an interest, so it may be important to help them understand this distinction.

It is important to highlight that people will often have a range of interests and in this activity, they should consider their top 3 areas of interest and to consider jobs in each interest area.



Thinking about what you enjoy doing will help keep you interested in your study and work.

Each bubble below represents a type of activity. Circle the bubbles that describe something you would enjoy doing or similar.



On the previous page you completed a short career interest quiz, which helped you think about the things you enjoy doing. Now it is time to score it.

You may have noticed that the activities were grouped in categories, based on the colour of the bubble. Add up the number of marks for each colour category and write the total for each category in the corresponding colour.

THINKER	PERSUADER	ORGANISER	CREATOR	DOER	HELPER

PLEASE NOTE: The use of these colours in future activities are not related to this activity.

Record your results here. Place the one with the highest number first. If you have two with the same number, write them both on the same line.

PREFERENCE 1:

PREFERENCE 2:

PREFERENCE 3:



Think about your results, does the description sound like you? Would the people who know you agree? Think about people you know who you would describe as similar to yourself, what kind of work do they do?

What do you like to do?



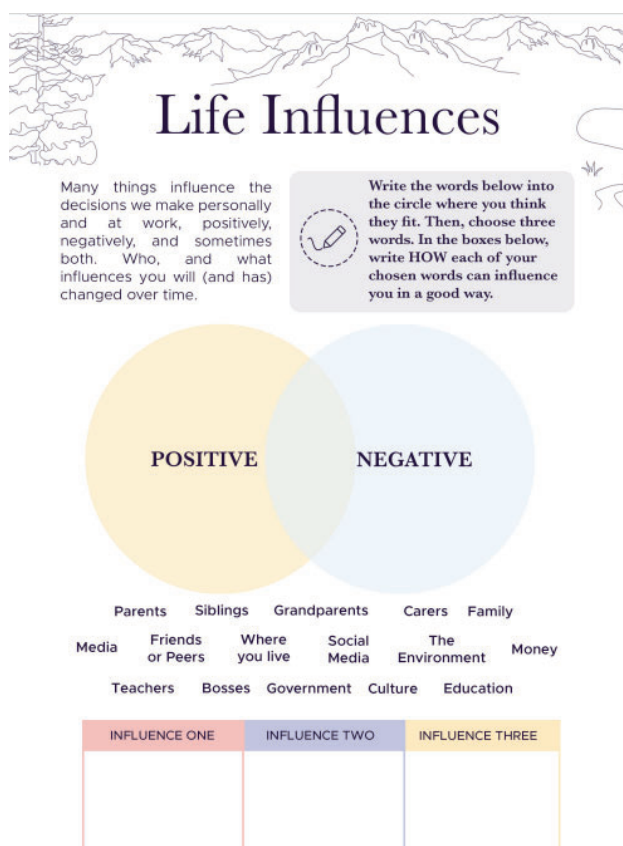
Activity - Life Influences (pages 7-8)

Activity Objective

This activity supports participants to reflect on the positive and negative influences they have in their lives and how they have chosen to manage these influences.

Practitioner's Feedback

This activity is based on the Systems Theory Framework of Career Development (Patton & McMahon, 2006) and identifies influences surrounding an individual in their social environment. Participants can be supported through feedback that validates their replies, supports their reflections, or are asked questions that will help them better understand the many different influences in their lives.



Life Influences

Many things influence the decisions we make personally and at work, positively, negatively, and sometimes both. Who, and what influences you will (and has) changed over time.

Write the words below into the circle where you think they fit. Then, choose three words. In the boxes below, write HOW each of your chosen words can influence you in a good way.

POSITIVE **NEGATIVE**

Parents Siblings Grandparents Carers Family
Media Friends or Peers Where you live Social Media The Environment Money
Teachers Bosses Government Culture Education

INFLUENCE ONE	INFLUENCE TWO	INFLUENCE THREE



Positives and Negatives

Being appreciated is an important part of feeling good about what you do. Doing things that are meaningful and that you do well also makes you feel good.

Read the below statements and write down examples for yourself.

When have you had the opportunity to have a role where you know it matters, and you know you can do it well?
E.g., I became a mum and I know what I do in that role is important.

When have you felt valued and appreciated for a job or role you have had?
E.g., My sister has always told me that I am a good listener and I help her out.

When have you been able to focus on your most important tasks?
E.g., I liked my night cleaning job because I like it when things are clean, and people left me to get the job done well.

What has challenged you about work (paid or unpaid) in the past?

Here are some examples. Circle the challenges you have had, or add your own.

Write here how you overcame one of these challenges.

Work Location

Lack of respect for you as a person

What you do does not make a difference

Can't see a future

Feel unqualified for the job

Long Hours

Bad Management

Lack of resources necessary to do your job well

Bad Pay

Inflexible hours

Repetitive Tasks

Activity - Reality Checker - Your Criminal Record (pages 17-18)

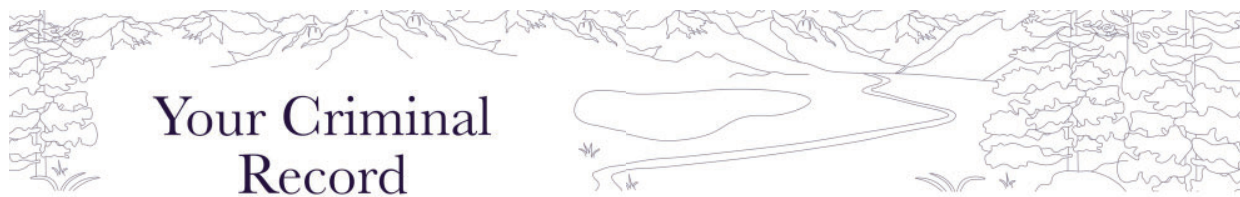
Activity Objective

To provide participants with clear information regarding how a criminal history can affect an individual's career opportunities.

Practitioner's Feedback

There are always stories, ideas, and myths around how a criminal record affects a prisoner and their future career opportunities. In this activity participants can share their concerns and the practitioner can gather information, which they can share and help inform the participant about their options moving forward. This information may include advice from State Governments and Accreditation Agencies.

Practitioners are advised not to provide any commentary on how an individual's criminal record will impact their opportunities in relation to specific industries or occupations. Practitioners can provide information which is readily available on websites and in conversation with individuals within the industry, the participant is encouraged to form their own judgement. Some Accreditation Agencies and Regulatory Boards will conduct a pre-assessment and participants can be provided these details and encouraged to incorporate this action into their career planning to help inform their career decision-making.



Your Criminal Record

We have been working on understanding YOU so far, and we know that there are a lot of worries that you might have about your criminal record. This page is all about recording those worries, and for you to understand how criminal checks work for employers and different jobs across different industries. Some examples are shared across the next two pages.

Q Can I get work even though I have a criminal record?

Yes, you can still get work, but you will need to take your criminal record into consideration when deciding what job and what employer. There are some jobs you may not be able to get because of your criminal record. This is because it could prevent you from doing a key part of the job or because in some industries employers are legally not allowed to employ people with certain types of criminal records.

For example: People with a criminal conviction may be able to work as a courier or truck driver, but not if they have been convicted of driving related offenses or if they would be working in an industry where they required to have a security clearance to enter the workplace.

So how your criminal record will impact you getting a job will depend on your unique story and this will include what your conviction was for, what you have done to make a change and what the job is.

Q My criminal record lasts forever, so what's the point of trying to get work?

Depending on your state or territory your convictions will never disappear but they can be "spent" and then they will not appear on a criminal check. It is still possible to get work with a criminal history, it depends on your conviction, and the state or territory in which you live.

Q Will I have to tell employers that I have a criminal history?

If an employer asks about your criminal history without any legal obligation to get the information or request a national police check, it is up to you whether you decide to tell them or agree to the Check. If the check is not mandatory and you refuse, this may make an employer doubt your suitability for the role.

While refusing a background check may put doubts in the employer's mind, by law they cannot discriminate against you or refuse to hire you on these grounds. Anti-discrimination laws are in place in Australia to protect individuals who seek work with a criminal record. Your career counsellor can share with you more information about your criminal record and employment.

Q Can anyone access my criminal history?

A: Your criminal record is only accessible by the courts and police authorities. No other person is permitted to access your criminal record without consent from you.

Would you like any information on "spent convictions" for a particular state or territory?

Which state or territory?

NSW QLD ACT NT WA SA VIC TAS

Write down your worries about your criminal record and future work.

1. _____

2. _____

3. _____

Are there any jobs you have been interested in that you are worried will not be available to you?

Share these jobs with your career counsellor and they will research and let you know more about these roles.

Write down any worries you might have about sharing your criminal record with an employer:

*Information informed by: Frequently asked questions | Australian Federal Police (afp.gov.au)
<https://www.afp.gov.au/what-we-do/services/criminal-records/frequently-asked-questions>

Activity - Your Notes and Questions

Activity Objective

To provide participants with an opportunity to write down their thoughts and questions in relation to the activities and their engagement with the career counselling.

Practitioner's Feedback

The Notes page is provided at the beginning and end of each booklet and it is recommended the practitioner encourage participants to use this space to answer the practitioner's questions, ask their own questions, provide more information about themselves or even to draw their ideas/dreams.

Here is a space to write or draw any responses you might have to the feedback provided to you from your e-career counsellor.

Here is a space to write or draw any extra notes.

Please add any questions you have for the e-career counsellor.

1. All about you

2. All about the world of work

3. Making decisions

4. Build your working future

Your Working Future

Email Career Counsellor Support

Here is a space to write or draw any extra notes.

Please add any questions you have for the e-career counsellor.

1. All about you

2. All about the world of work

3. Making decisions

4. Build your working future

Your Working Future

Email Career Counsellor Support

SESSION TWO

ALL ABOUT ME

Session 2 Objective

To enable participants to deepen their understanding about themselves, their influences, likes and dislikes and how these can impact their career decision making.

Feedback Email - Session 1

Response Objective

The objectives for the practitioner's second email are to

1. continue building rapport with the participant, this can be achieved through acknowledging the information shared, being encouraging and asking questions.
2. setting the scene for the Session 2 activities and their relevancy.

Instructions for drafting the email response

Suggestions for a feedback email are provided below and an example of an email shared with participants during the trial of the career counselling process is provided in Appendix 3.

Hi _____,

- Open with an acknowledgment of the effort taken to complete the booklet

Thanks so much for completing Booklet One. There is a lot of information in there and I am looking forward to working with you to better understand your options, and what you want to do in the future. It looks like you hold a range of roles in life and we can work together on how to build these into a positive future plan. You have shared about your positive and negative influences and now I know you a little better and can more easily support you to find options that work for you.

- Sharing with your e-career counsellor - confirm your understanding of the general themes and answer any questions that have been asked.

When I read your "What do you like to do?" I was interested to note that your top three preferences were: _____, _____, and _____. People with these preferences are sometimes interested in industries like _____ and _____, but more about that later in the program!

You asked about _____ and _____ job, so I have explained a little about how a criminal record could affect your opportunities to access these roles.

- Use each activity as a subheading and provide a reflection of the response and connect emerging themes.
- Introduce the next booklet and highlight its relevance to the career counselling process.
Booklet Two should help you better understand more about yourself, what you enjoy and what is important to you. I look forward to hearing from you soon.
- Encourage the participant to ask questions and to comment on your responses.

Activity - Story of Self (pages 1-2)

Activity Objective

For the participant to reflect on, and clearly identify what they enjoy doing, and how this connects to their transferable skills, and their talents.

Practitioner's Feedback

This activity is aligned with self-awareness and self-reflection. Many people find it tough to say what they are good at, but discussing what they enjoy can help them unpack skills they demonstrate whilst doing activities that they are good at. The practitioner's response can highlight the skills the participant has used in the activity they deconstructed and highlight how these skills are used in a work place.



Please follow the numbered tasks below.

What you enjoy doing is an important part of finding careers and roles that suit you. So, this activity asks you to describe something you enjoy doing and the different parts of that activity.

1.

Choose a favourite activity, something you enjoy doing. It does not have to be a recent activity.

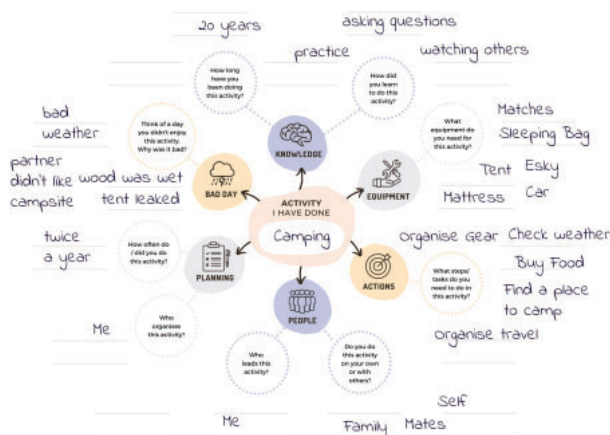
2.

On the next page draw or write your favourite activity in the middle of the page.

3.

Answer each question by providing details

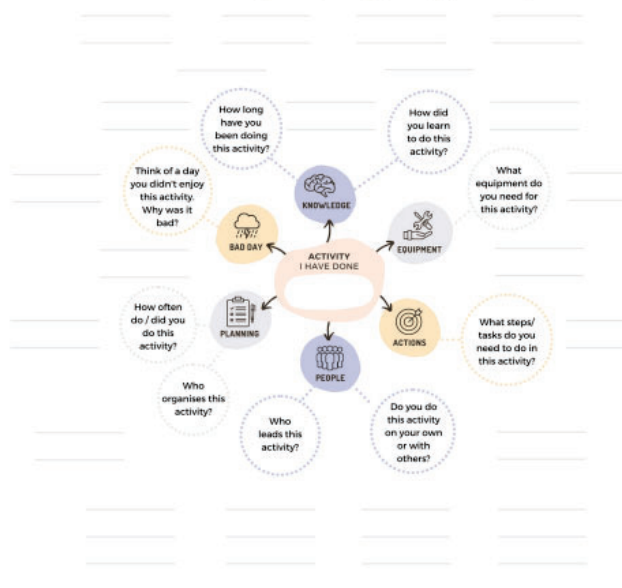
An example of this activity is shown below.



Here are some examples of activities:

fishing, exercising, camping, going to the movies, cooking, drawing, singing, parenting, shopping, gardening

Choose one, or pick anything you enjoyed doing.



Activity - What is important to you (pages 3-4)

Activity Objective

For participants to begin to identify their “why” and what they value in life. By identifying what they value in life they will be more able to identify goals that align with those values.

Practitioner's Feedback

In this activity participants are asked to circle up to 5 words that represent things they care about. The participant is then invited to tell the career counsellor why these are important. In a response to this activity it is recommended the participant be guided on how these values can help guide their career choices.

To further build rapport the practitioner may consider sharing one of their values and provide an example of how it guides their work or how it has impacted their career choices.

What is Important to You?

Why are values important in career decision making?

People tend to like their lives and jobs if they are doing what is important to them. Identifying what's important to you is one more step to finding options for your future.

Circle the words that describe the things that you care about most. You can circle up to 5.

Write the 5 values you have chosen below and why they are important to you.

Here are some example answers:

Humour. Why? I love to laugh, and I can deal with most challenges if I can laugh about it.

Nature. Why? The environment is important for our world, nature provides food, shelter and beauty. I care about supporting nature, especially given climate change.

Health. Why? Health both mental and physical is important to me and being healthy can help me move forward with my life.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity - Your roles in family and community (pages 5-6)

Activity Objective

For participants to identify the different roles they may play across their life and the different people that they influence. For participants to reflect on why they value (or do not value) particular roles and to identify the skills they use to fulfil that role.

Practitioner's Feedback

Skills and experience are developed everywhere in life and through all of our many different roles. Supporting participants to see the transferable nature of these skills and experience is key to supporting them to widen their options and perspective.

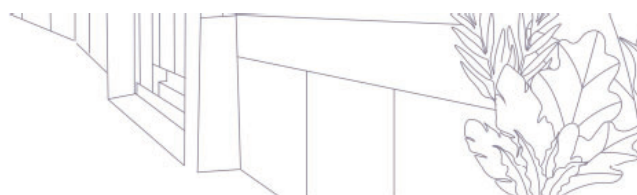


Think of a time when you were proud of what you did at home or in the community. Read the examples on the next page and then write below about a time you were proud.

What did you do?

Why were you proud?

What skills did you demonstrate?



Here are some examples of answers:

1. I won Cross Country in Year 9. That was cool. I trained for a couple of months before and then I got to go to the next level.
Success Planning Organisation Effort
2. My big sister broke up with her partner and got kicked out of her flat. I asked her to stay with me, and helped her for a few months until she was back on her feet. I listened to her a lot over that time and helped her feel better. She still says thank you.
Compassion Resilience Communication
3. I finished high school and got a job straight away. I was really proud because I was the first girl in my family to finish year 12, and then I got a job working at Myer.
Focus, Drive, Learning, Effort, Success
4. I looked after my grandpa when he was getting dementia. I helped him with his groceries, cleaning and looking after his dog.
Practical Patience Compassion Organisation Thoughtfulness
5. My son was starting school, and on his first day I made sure he had his uniform, and all of the list that the school gave so I knew he was ready.
Planning, Learning, Enthusiasm, Caring

Extra Notes:

SESSION THREE

ALL ABOUT THE WORLD OF WORK

Session 3 Objective

To enable participants to have an awareness of the world of work, and the skills, experience and attributes required to access success. To enable participants to begin to identify careers they may be suited to.

Feedback Email - Session 2

Response Objective

For the practitioner to provide a summary of the participant's completed booklets for "All about me", and to mention industries/jobs that may align with the information shared by the participant and which may be of interest.

Instructions for drafting the email response

Guidance for a feedback email is provided below and examples of emails shared with participants during the trial of the career counselling process are provided in Appendix 3. The goal is to continue to build rapport, demonstrate listening and interest, and to add value to the participant's experience through the feedback and the type of information shared.

Session 1 and 2 have been all about the promotion of self-awareness and in this email response the practitioner can summarise what has been learned about the participant, drawing the threads together for the participant. It is suggested that the practitioner ask open questions that will help the participant gain a deeper understanding of themselves and how this understanding can potentially link to their career choices. The practitioner can encourage the participant to use the Notes sections provided in the booklets to answer these questions.

Here are some examples of questions and observations which could be included:

- I can see you are wanting a steady job with reliable hours and income
- I can see you enjoy a variety in your work.
- It looks like your preference is to work with people/customers, but you are flexible and willing to start 'out the back' if you are given a good opportunity.
- You mentioned that you are open to the idea of further study or a trade to build your skills, is this correct?
- Can you tell me more about your interest in xyz?
- Is there a particular role you see yourself doing?
- How do you think your personal relationships will influence your career decision making?

Activity - Question Time (page 1)

Activity Objective

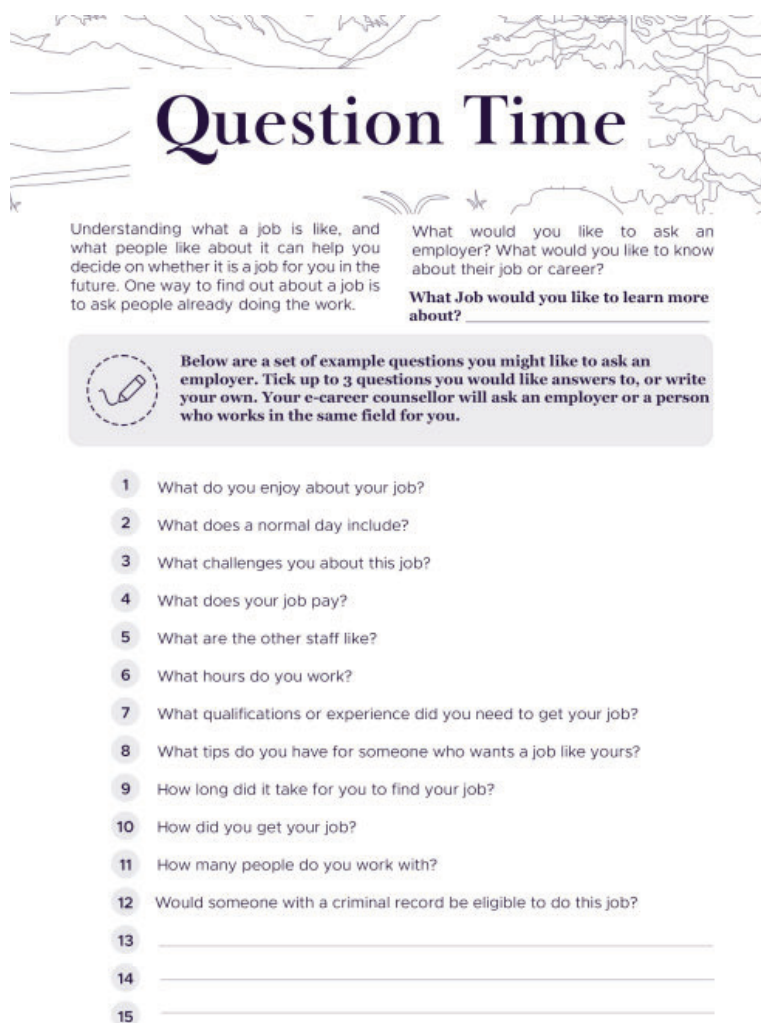
To support the participant to think about the types of questions they might ask if they had the opportunity to speak with someone working in their preferred industry.

Practitioner's Feedback

It is the Practitioner's role to answer the questions posed by the participant and to do so by providing information sourced from a variety of sources. These sources might include, but are not limited to, the following:

- connecting with people in the industries/job roles the participant is interested in and asking them the participant's questions
- Viewing online video content where people in specific professions talk about their job
- Using the videos provided on MyFuture - myfuture.edu.au
- Using the Occupations and Labour Market information on the National Careers Institute website - yourcareer.gov.au

Where possible, practitioner's should download information or cut and paste content from websites (reference site and date retrieved) and include this content in their response as a PDF document.




The worksheet is titled "Question Time" in a large, stylized font. It features a decorative border with wavy lines and small star icons. The text on the page is as follows:

Understanding what a job is like, and what people like about it can help you decide on whether it is a job for you in the future. One way to find out about a job is to ask people already doing the work.

What would you like to ask an employer? What would you like to know about their job or career?

What Job would you like to learn more about? _____

 Below are a set of example questions you might like to ask an employer. Tick up to 3 questions you would like answers to, or write your own. Your e-career counsellor will ask an employer or a person who works in the same field for you.

- 1 What do you enjoy about your job?
- 2 What does a normal day include?
- 3 What challenges you about this job?
- 4 What does your job pay?
- 5 What are the other staff like?
- 6 What hours do you work?
- 7 What qualifications or experience did you need to get your job?
- 8 What tips do you have for someone who wants a job like yours?
- 9 How long did it take for you to find your job?
- 10 How did you get your job?
- 11 How many people do you work with?
- 12 Would someone with a criminal record be eligible to do this job?
- 13 _____
- 14 _____
- 15 _____

Activity - Find the jobs (pages 2-3)

Activity Objective

To build an awareness of the plethora of jobs that exist in the world and widen participants awareness of the different jobs they have encountered in their lives.

Practitioner's Feedback

The number of jobs the participant has successfully identified will help inform the Practitioner about the participant's general awareness of jobs and the world of work. It will also be worthwhile to note where, if they have, the participant has drawn themselves into the picture. The practitioner can provide a reflection on the participant's general awareness of work and where the participant has elected to draw themselves in relation to the information the practitioner already knows about the participant. This activity is an opportunity to start "connecting the dots" for the participant.



Look at the picture on the next page. How many jobs can you find in the picture?

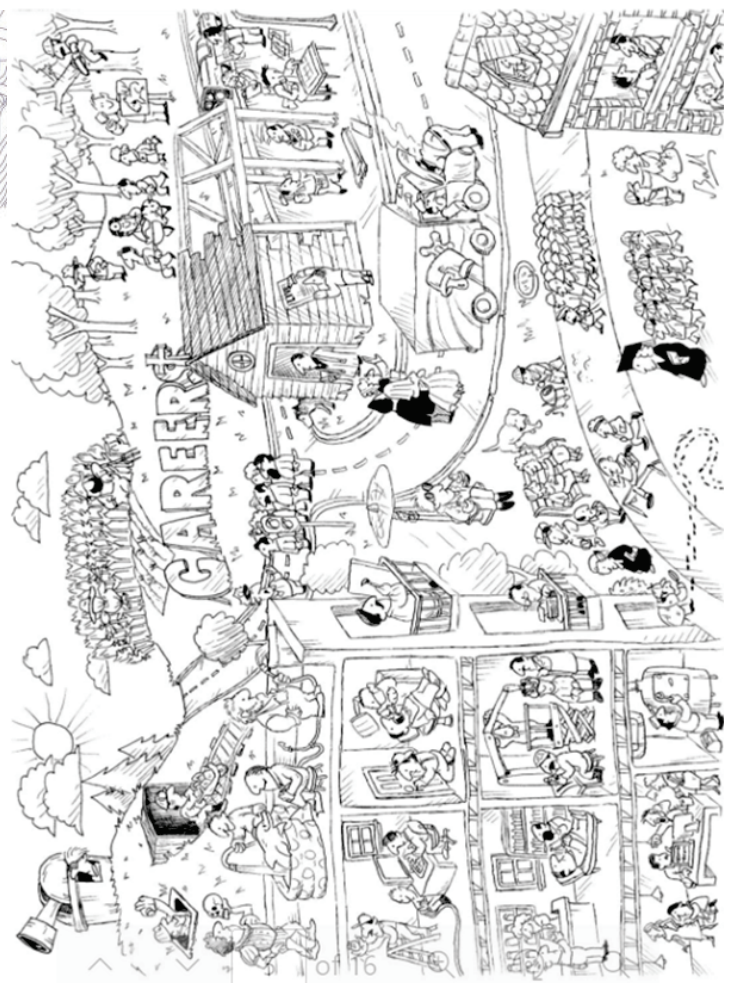
Using the list of jobs on this page to guide you, circle or colour the jobs in the picture that you do know.

When looking at the jobs, consider the clues you are using to recognise each job (what are they wearing, where they are working, what they are doing...)

Draw yourself into the picture. Where would you be?

There are thousands and thousands of different jobs, and most people are unaware that many exist. This activity is designed to help you see some different options.

Plumber	Actor
Locksmith	Miner
Dentist	Gardener
Pharmacist	Vet
Psychiatrist	Vet Nurse
Optometrist	Electrician
Technician	IT Technician
Police Officer	Ranger
Artist	Arborist
Author	Paramedic
Private	Wildlife Officer
Cartographer	Mechanic
Defence Force	Aged Care Worker
Member	Childcare Worker
Investigator	Fitness Instructor
Astronomer	Religious Leader
Nurse	Engineer
Inventor	Concrete
Judge	Administration Officer
Teacher	Event Manager
Builder	Project Manager
Counsellor	Fashion Designer
Dental Assistant	Truck Driver
Youth Worker	Road Worker
Handyperson	



Activity - What jobs are there? (pages 4-5)

Activity Objective

To help the participant to reflect upon their attitudes, skills and work values in relation to specific roles.

Practitioner's Feedback

The practitioner can use the responses in this activity to start building a picture of roles that could align with the participant's attitudes and values and link this to information shared in earlier sessions. It may be helpful to pose questions about the link between this job and jobs with similar roles.

What jobs are there?

On this page and the next page a variety of jobs are described. Each description provides a few words about the job's tasks, what people who do this job are interested in and what is important to them. These are provided for your information.

Astronomer <ul style="list-style-type: none">• seek to understand how the universe works• interested in science• curious	Chaplain / minister <ul style="list-style-type: none">• provides spiritual support, preaches• interested in people• compassionate, patient	Electrician <ul style="list-style-type: none">• installs, operates and repairs electrical systems• interested in science and systems• practical, methodical	Geologist <ul style="list-style-type: none">• study the processes and structures of rock, minerals and earth• interested in science, nature• methodical, curious	Mechanic <ul style="list-style-type: none">• maintains and repairs machinery such as engines• interested in practical solutions• curious, methodical	Rigger <ul style="list-style-type: none">• moves heavy machinery, uses specialised equipment• interested in construction, safety• team-player
Army <ul style="list-style-type: none">• protects and defends the country in various ways• interested in outdoors• adventurous, team player	Community liaison officer <ul style="list-style-type: none">• works with people in the community in order to achieve an aim (e.g. community safety, public awareness)• interested in society, people• communicator, leader, outgoing	Elite athlete <ul style="list-style-type: none">• trains and competes in chosen sport• interested in health and fitness• determined, energetic	Inventor <ul style="list-style-type: none">• thinks of good ideas and creates them to fill a purpose• interested in ideas• methodical, persistent, curious	Miner <ul style="list-style-type: none">• retrieve precious metals and minerals from the earth• interested in sciences• industrious	Social worker <ul style="list-style-type: none">• provides support, counsel and referral for vulnerable persons• interested in people, society• caring, genuine
Actor <ul style="list-style-type: none">• tell stories via plays, television, movies, theatre, radio and other modes• interested in society• sociable, confident	Childcare worker <ul style="list-style-type: none">• provides safe, fun, educational care and play for children• interested in children and families• caring, energetic	Engineer <ul style="list-style-type: none">• design, create and build objects for varied purposes• interested in science, systems• curious, logical	Journalist <ul style="list-style-type: none">• researches, gathers and explains information about topical issues for the public• interested in society, people, communication• communicator, influential	Midwife <ul style="list-style-type: none">• assists during pregnancy and childbirth• interested in health• compassionate, caring	Stockbroker <ul style="list-style-type: none">• monitors the market to profitably buy and sell stocks• interested in finance• decisive, influential, confident
Accountant <ul style="list-style-type: none">• manages, records and maintains financial transactions• interested in maths• methodical	Concrete <ul style="list-style-type: none">• works as part of a building team to pour, set and finish concrete works• interested in creating / making• industrious, team player	Event planner <ul style="list-style-type: none">• plans events for persons or organisations• interested in details• organised, decisive	Lawyer <ul style="list-style-type: none">• offers advice and opinions on legal matters, creates legal documents e.g. wills, contracts• interested in justice, history• focussed	Nurse <ul style="list-style-type: none">• cares for the health of people, assists doctors• interested in health, people• compassionate, caring	Sports coach <ul style="list-style-type: none">• instructs and trains others to enhance their skills in sport• interested in physical fitness, health• athletic, influential, leader
Arborist <ul style="list-style-type: none">• specialises in the proper care and maintenance of trees• interested in nature, the outdoors• adventurous, athletic	Computer technician <ul style="list-style-type: none">• installs, repairs and maintains computers• interested in systems, science• focussed	Executive assistant <ul style="list-style-type: none">• organises and manages high level persons• interested in planning• organised, methodical	Locksmith <ul style="list-style-type: none">• Specialises in locks and security• interested in how things work• curious	Park Ranger <ul style="list-style-type: none">• manages and protects natural environs• interested in nature• industrious, adventurous, committed	Teacher <ul style="list-style-type: none">• helps people to learn, can specialise in a teaching area or general teaching• interested in learning• communicator
Artist <ul style="list-style-type: none">• creates works of art in varied ways enriching culture• interested in culture• creative	Doctor <ul style="list-style-type: none">• diagnoses and treats people with medical illness• interested in health, science, people• caring, methodical, influential	Fashion designer <ul style="list-style-type: none">• studies trends, sketch, make and designs fashion• interested in art and design• creative	Marine architect <ul style="list-style-type: none">• a type of engineer who specialises in marine vessels• interested in science• logical	Pharmacist <ul style="list-style-type: none">• dispenses, quality controls and counsels people in the proper use of medications• interested in science, health• methodical, caring	Town planner <ul style="list-style-type: none">• make informed decisions about the development of towns and cities• interested in systems• logical
Boiler maker <ul style="list-style-type: none">• construct steel / metal products• interested in manual work• industrious, logical	Farmer <ul style="list-style-type: none">• produces foods from the natural environment• interested in nature, outdoors• committed, industrious	Fitness instructor <ul style="list-style-type: none">• helps people to live healthier with exercise and diet• interested in health• energetic, athletic	Machinery operator <ul style="list-style-type: none">• operates machinery, tools and equipment usually in a factory• interested in systems• patient, team-oriented	Plumber <ul style="list-style-type: none">• installs, repairs and maintains pipes for different purposes (e.g. water, gas)• interested in systems• problem solver, logical	Veterinarian <ul style="list-style-type: none">• looks after the medical needs of animals• interested in animals and science• kind
Business manager <ul style="list-style-type: none">• leads and encourages others to run a business efficiently• interested in systems, business, people• leader, influential, organised	Detective <ul style="list-style-type: none">• observes people, places or situations to make assessments• interested in science, people• methodical, curious	Gardener <ul style="list-style-type: none">• creating and maintaining public and private gardens and natural reserves• interests in nature, outdoors, plants• athletic, industrious, creative	Market analyst <ul style="list-style-type: none">• researches and analyses market conditions for a product or service, prepares reports• interested in trends, data• focussed, analytic	Psychologist / Counsellor <ul style="list-style-type: none">• helps people to resolve problems in a positive way• interested in people, society• caring, compassionate	Wildlife conservationist <ul style="list-style-type: none">• protects wild life, educates and promotes awareness• interested in animals, nature• brave, committed, energetic
Carpenter <ul style="list-style-type: none">• builds, creates and designs things of wood• interested in manual design• curious, independent	Dentist <ul style="list-style-type: none">• cares for dental / oral health of patients• interested in health, science• patient, caring, focussed		Media manager <ul style="list-style-type: none">• manages the media profile of persons or groups• interested in society• outgoing, organised, influential	Programmer <ul style="list-style-type: none">• designs computing software to allow others to use applications/ software with ease• interested in science, systems• industrious, patient, focussed	Writer <ul style="list-style-type: none">• writes stories, articles that inform or entertain• interested in society• creative, communicator,
				Publicist <ul style="list-style-type: none">• generates and increases public interest towards their client• interested in communication, media• influential, decisive, leader, communicator	

Activity - Inside or outside jobs? (pages 6-7)

Activity Objective

To help participants to understand that the work environment is an important element of a job and to provide an opportunity for participants to consider their preferred roles in this context and to develop decision making criterion.

Practitioner's Feedback

The feedback provided on this activity should include the environmental aspects of the jobs the participant has already expressed an interest in and expand on this criteria by providing additional jobs in a related field.

Inside or Outside jobs?

Thinking about what environment you would work in best is another way to help you decide what you want from your future.

For example: Would you rather work out in the fields in the farm under the sun and in the fresh air, or would you prefer to be inside in the heating or air conditioning working at a computer?

Check out the images across these 2 pages. Look at the inside jobs and the outside jobs. Which might work for you? Some people love the outside, others love the aircon, some like both!

Here's an example: Carolyn prefers inside jobs because she overheats easily living in Queensland. She prefers inside jobs where she does NOT sit down all day because she likes talking with people and having lots of different tasks to do. She still loves being outside, but mostly in the early morning and late afternoon (or all of winter if she gets the chance).

So, Inside, Outside or maybe you like both?

Which inside jobs look interesting? Put a square around 4 that appeal to you. Why are they interesting?

1

2

3

4


Which outside jobs look interesting? Put a square around 4 that appeal to you. Why are they interesting?

1

2

3

4



Activity - Know your skills & what employers want (p8-9)

Activity Objective

For participants to recognise what employers are seeking in employees and to be able to identify their existing skills and any skills gaps. This activity will also help the participant to consider the employer's point of view.


Practitioner's Feedback

This activity continues to build a participant's understanding of employers and their expectations. The feedback on this activity should include a summary of the participant's skills and any skills gaps that should be developed in relation to the identified preferred job roles.


Know your Skills

Each job will require specific skills but there are common skills for all jobs. On this page there is information about these skills.


Depending on the job, employers like hiring people with:



the right education




skills for the job




great personal skills


But no matter what experience you have, most employers are looking for people who:




work well with others



communicate clearly




work hard



solve problems

What Employers Want


Even the experience gained from hobbies or sports give you valuable skills that you can apply to the workplace.



What are core skills?

Core skills are about you and are not related to a specific job. Some of these skills include:


- working well with others
- communicating effectively
- working hard
- solving problems.



What are technical skills?

Technical skills are related to specific jobs, acquired through a mix of studying and workplace experience. They are skills like:

- food preparation
- organising rosters and staff
- making sales
- using technology.





How to gain workplace experience

You can develop your core and technical skills on the job through:

- part-time work
- casual work
- temporary jobs
- short-term work placements
- internships or volunteering.

Source: National Skills Commission Research; Australian Jobs 2021



You have developed lots of skills and experience through your work, school and family past etc. You can use these examples to help you think about examples of when you demonstrated a skill.

On this page there are 2 Activities.

1. In the following list tick the skills that you have, and underline the skills you would like to develop more.

2. Imagine you are an employer and answer the 2 questions below.

- Use teamwork in different situations
- Speak clearly / directly
- Adapt to new situations
- Create backup plans
- Create clear goals
- Use creative / innovative solutions
- Use technology (eg. computer)
- Continue to learn new things
- Keep up to date with technology
- Show independence in problem solving
- Use mathematics to solve problems
- Solve customer problems
- Think of different solutions to a problem
- Collect and understand information
- Identify opportunities
- Be open to new ideas
- Be resourceful
- Take initiative and make decisions
- Reflect and continually improve plans
- Have confidence in own ideas
- Use practical solutions
- Identify strengths of team members
- Coach, mentor, give feedback

- Listen to and understand instructions
- Read and understand documents
- Be creative
- Explain clearly ideas
- Be assertive
- Understand what customers need
- Add, subtract, multiply and divide numbers
- Identify opportunities
- Be open to new ideas
- Comfortable meeting new people
- Sharing information with team members
- Develop long term plans
- Organise people and tasks
- Be responsible
- Persuade a person to change their mind
- Understand another person's feelings
- Work well alone or in a team
- Work with various ages, genders etc.
- Respect each team members position
- Keyboard skills
- Be flexible with changes / new skills
- Negotiate a sale
- Time management

2. Imagine you are running a business.

What top 4 skills would you look for in an employee?
(see the previous page and the skills stated above)

As an employer, why would you value these skills?

Activity - Which industries have more jobs? (pages 10-11)

Activity Objective

For participants to recognise that some industries have more jobs than others and to understand their future job prospects in their preferred industry. This activity will also help the participant to consider a big picture view of the society or community and its needs.

Practitioner's Feedback

Reflect on the participant's responses and provide further insights around the suitability or the challenges they may face. This feedback may include content from the Labour Market information on the [National Careers Institute](https://www.yourcareer.gov.au) (<www.yourcareer.gov.au>), including the current Australian Jobs Report (2022).

Which industries have more jobs available?

Read the next 2 pages. Circle 2 industries or jobs that you think you could consider. On the next page write down why these choices would suit you and what would challenge you?
Example: If you became a nurse and you couldn't stand blood, is this a career that would work for you?

Wondering what sort of job to look for?

Some of the most commonly advertised jobs in Queensland are:

General clerks and office workers

Sales assistants

Registered nurses

Motor mechanics

Software and applications programmers

General labourers

Chefs

Aged and disability carers

Get to know the largest industries in Queensland

Large employing industries in Queensland are:

Health care and social assistance
This includes jobs in hospitals, pathology labs, child care

Other industries that employ a lot of people are:

Professional, scientific and technical services
This includes everything from marketing to architecture, computer systems to legal work.

In Regional Queensland, large employing industries are:

Construction
Some examples are bricklaying, plumbing and carpentry.

Get to know the largest industries in Queensland

Manufacturing
Think of food and drink production, metal product manufacturing, machinery and equipment protection.

Education and training
Think of teaching all ages and at school, uni or TAFE.

Accommodation and food services
Think of hotels, caravan park operation, restaurants and catering.

Retail trade
Think of supermarkets, service stations, clothing stores and online retailers.

Retail trade
Some examples are government administration, court operations, defence, police services.

INDUSTRY ONE: _____

Reasons I would suit this industry:

Challenges I would face:

INDUSTRY TWO: _____

Reasons I would suit this industry:

Challenges I would face:

© Commonwealth of Australia

25

Activity - How you get paid (pages 12-13)

Activity Objective

This activity supports the participant to think practically about what type of work would work best for them, in the context of their preferred employment conditions. This provides another decision criteria for them to consider when making a career decision.

Practitioner's Feedback

Consider the participant's preferred industries and jobs of choice and how these preferences align with the different employment types. Provide labour market information to the participant, which may include information about work hours, average salary, industry demographics and education levels.

How you get paid

How people are employed is also changing. People are more likely to be employed on contract or in casual roles, rather than full time permanent positions.

Read the following forms of employment and write down an advantage and disadvantage for each. Circle the form of employment you would prefer?

Full Time
Work a full working week (min 25 hours) eligible for various leave.

Part Time
Work less hours than full time worker but same rate of pay.

Casual
Hours of work vary according to the needs of the employer.

Contract
Agreement on how a specific job is to be completed by a specific timeframe.

Nicole is working as a Factory Supervisor. She is a Full Time employee which means she works 8am to 3pm each weekday.

She is entitled to annual, personal, sick and carer's leave. During a public holiday she still receives pay.

Ann works at the same factory as Terry but is a Part Time employee. She works 8am — 3pm but only Monday, Tuesday & Wednesday.

Ann is also entitled to annual, personal, sick and carer's leave but only during the 3 days she works each week.

Jessica is a waiter at a local cafe during the school holidays. Her work hours are irregular due to only being needed when the cafe is very busy.

She is employed as a casual which means she is only paid for the days she works. There is no annual, personal, sick or carer's leave.

Rachel works as a freelancer. She decides the hours she will work on a project, her salary and payment terms. A client will reach out to Rachel and ask her to develop their website.

She is only paid for the days she works. There is no annual, personal, sick or carer's leave.

Full Time
Pros

Cons

Part Time
Pros

Cons

Casual
Pros

Cons

Contract
Pros

Cons

SESSION FOUR

MAKING DECISIONS

Session Objective

For participants to use the information they have gathered about themselves, and about the world of work to inform their decisions about careers, jobs or study they would like to pursue and to be able to articulate WHY they are making that decision.

Feedback email - Session 3

Response Objective

To provide to the participant a summary of their responses to session 3 and to commence contextualising the world of work information into the context of who the participant understands themselves to be.

Instructions for drafting the email response

Guidance for a feedback email is provided below. As an alternative to a full text format a summary table could be provided to highlight the key understandings.

Hi _____.

It was great to read about the jobs you are aware of, and which ones you really respect and why. This information can help me better understand the roles and careers that could suit you, and better understand how to help you make decisions about what would work for your future.

_____ 's summary						
Outside jobs	Inside jobs	Industries of choice	The questions you have	General jobs you respect	Skills you have	Skills you want to develop
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

I have included the information from people that are doing or have done the jobs you are interested in. I would really like to know what you think of their experiences. What surprised you?

What matched up with what you already knew?

Which roles sound better now that you have heard about people's experiences in these roles?

Activity - What are your options? (pages 1-2)

Activity Objective

To enable participants to connect their “All about me” and the world of work knowledge in the context of their career options moving forward. This activity will help participants to make decisions based on their new knowledge.

Practitioner's Feedback

Participants can be supported through this consolidation process by providing feedback that validates their identified options and highlights information, steps or actions they may not have considered.

What are your options?

Time to identify some options. Consider the roles that the e-career counsellor has provided you in your feedback. You have now heard about what it is like to do that role, and the pathways to get there. You can also consider unpaid roles like parent, volunteer or carer. Think about the roles you already hold in life and those that you have imagined having. Then complete this activity.

What skills or qualifications will you need?

Where could you do this? Think of a place or company.

Who do you know in this industry or role?

Write 3 roles below that you can imagine yourself doing or being. Then write why you chose these roles. Consider what companies do you know that employ these roles? Do you know anyone in this industry or job?

- 1. Career Pathway, job or life role**

Role:	Pros	Cons
- 2. Career Pathway, job or life role**

Role:	Pros	Cons
- 3. Career Pathway, job or life role**

Role:	Pros	Cons

Examples of Pros and Cons

- Matches with my strengths
- Aligns with my values
- Would help pay the bills
- Has the hours I want
- It is shift work
- It won't pay the bills
- It is scary
- It feels risky
- It might be stressful
- I can do it now
- It's inside
- It's not with people
- It looks fun
- I would have to study a lot
- It is dangerous
- It helps my culture
- It would give me time with my family
- I can get a qualification to do it
- It's outside
- It's with people
- I would learn a lot
- There are lots of jobs in it
- It helps the environment
- It's legal
- It would give me exercise
- It would be good for my mental health
- I will like it
- It looks easy
- It helps people
- It sounds exciting
- It is creative
- It aligns with my beliefs
- It's a good short term option
- It is close to where I want to live

So far, you've explored different jobs and considered the skills and experience you have or would like to gain.

Now it is time to weigh up your options so you can make informed decisions. There are always positives and negatives to any role or job.

Look at the 3 roles you listed above and write down the pros and cons for each role/ career pathway. You can use the pros and cons listed above or write your own.

Activity - What worries you about all this? (pages 3)

Activity Objective

To support participants to share their worries, and to consider negative outcomes, so they can later strategise to avoid negative outcomes.

Practitioner's Feedback

A practitioner's response can assist in further building rapport, normalising worries, and providing strategies and actions that may minimise the challenges. If a participant has not been able to identify any strategies or potential supports, then the practitioner can provide suggestions and information about support services available in the participant's location.



What worries you about all this?

It is important to be able to name a worry or any thought or idea that makes you feel upset or uncomfortable. It can be helpful to write it down, or to share it. When you are considering building your future you will likely think about your worries, things that could go wrong, or that you assume will go wrong. This is a space to write them, so that you and the email career counsellor can identify risk management strategies and practical tools or activities to increase your chances for success.

Common things that show you are worrying can be sweating, increased heart rate, an upset tummy, feeling nervous, restless or tense, feeling weak or overtired, having trouble concentrating.

Identify what worries you about building your future and answer the questions below.

What do you think could go wrong?

Who do you think would not be helpful in your plans?

What could stop you from moving forward successfully?

Activity - What can you control? (pages 4)

Activity Objective

Participants recognise that focusing energy on changing the things that they can control, not on things outside of their control, is a valuable use of their time.

Practitioner's Feedback

This activity is loosely based around Stephen Covey's circles of concern (Covey, 1989). The practitioner's response can support participants to be clearer about what they can control, and what is outside their control - particularly in relation to career planning and jobs seeking.

What Can You Control?

Some things are worth worrying about, but only those things that we can control. Check out the image below to see things we can control, and those we cannot control. Often we worry A LOT about things we cannot change

Choose 2 things in your control that you would like to work on in your future. Then write a sentence or 2 about why these things are important to you.

In my control

Trying again
Being accountable
The goals I set
My thoughts and actions
How hard I try
My boundaries
How I speak to myself
How I treat others
How I spend my free time
Asking for help

Out of my control

How other people feel
The actions of other people
what happens around me
what I give my energy to
If others forgive me
someone else's decisions
old mistakes
others being honest
others being kind
the past
cultural expectations
how others take care of themselves

Activity - When you were stressed (pages 5-6)

Activity Objective

To reflect on the choices that get made under stress, to identify what emotions were felt at the time, and to consider and plan for what could be done differently next time.

Practitioner's Feedback

Being successful post release will require high levels of resilience. In this activity participants are provided the opportunity to reflect on how they manage stress. The practitioner's can validate the lessons learned and how these may be relevant to managing future career actions.

When you were stressed

The activity on the next page will encourage you to reflect on a time where you were stressed. Below is an example of how this activity could be completed.

**Think of a time you made choices while stressed.
What decisions did you make?**

I was driving and I had my 2 year old daughter in the car. This car cut me off at the round about. I beeped a lot. I shouted out the window. I then followed them and tailgated them for more than 5km until they drove into the local police station.

What emotions did you feel?

Fear that I would get hit. Anger that they were driving dangerously. Frustration that they didn't stop so I could yell at them. Shame afterwards, I made my daughter cry.

What would you do differently next time?

I'd let it go because people make mistakes and my reaction did not help anyone. I'd stay calm and think thank goodness I drive better than them!

How did your reaction affect your life?

I felt bad all day after that. I realised I had driven just as dangerously as they did.

What did you learn?

It didn't help. I was embarrassed that I could do that. I learnt to manage my anger better.

Stress occurs in our families, in day to day life, and at work. These decisions can effect our lives in positive or negative ways. Consider a time when you made decisions while stressed and write about it below.

**Think of a time you made choices while stressed.
What decisions did you make?**

What emotions did you feel?

What would you do differently next time?

How did your reaction affect your life?

What did you learn?

Activity - It's a miracle: time to dream (pages 7)

Activity Objective

People often only think of the reasons something might not work, or the things they cannot do. This activity supports “bluesky” thinking and can help participants to share what inspires them.

Practitioner's Feedback

This is another opportunity for practitioners to build rapport by supporting the participants dreams. It is also important for practitioners to provide commentary on how limits are often placed on dreams and that it is important to identify what might be limiting the obtainment of the dream and what needs to occur to make the dream a reality. Practitioners can work with participants to help them aspire, or manage their expectations.

**It's a miracle:
Time to Dream**

If all went well, if the world was perfect for YOU, what would it look like?

If you had everything you wanted and you were everything you wanted to be...what would that look like?

Why would you love it?

Who would you spend time with?

What roles in life would you hold?

What would you learn?

How would you spend your days?

Where would you live?

Who would you help?

What would your home be like?

If everything were achievable, what would you achieve?

Activity - Understanding your goals (pages 8)

Activity Objective

Participants to use the information that they have gathered thus far to create an achievable goal for the short term.

Practitioner's Feedback

The purpose of this activity is help participants understand how to unpack a goal, which will inform the formulation of a plan, which will include the steps to achieving the goal. The practitioner will need to provide positive reinforcement for the information provided and contribute new learning or resources, which will support the achievement of the goal.

Understanding your Goals



Choose one goal you have for your future. Here are a few examples; Get fit, get a qualification, reconnect with a family member, make a decision about the jobs I could do, be able to talk about myself in a positive way.

GOAL: _____

Why do I want it?

What do I want?

What could stop me?

How do I get it?

Who can help me?

When do I want it?

Answer these questions in the space provided.

Activity - Learning pathways and qualifications (page 9)

Activity Objective

To build participant awareness of the different educational pathways to particular jobs and careers and for participants to learn about the opportunities provided through prisoner education. This activity again supports the participant learning how to develop a plan of action and next steps.

Practitioner's Feedback

In this activity participants would have identified the training they will require to obtain their career goals. Practitioners can provide positive encouragement for these plans and additional information about the various pathways identified. This may include examples of courses that are available to the participant now or courses that will need to be completed post release.

Learning Pathways and Qualifications

Some of the roles you have looked at may require education, experience or a qualification. This activity can help you better understand how the education process can work for you. The e-career counsellor can also point out the pathway options you have for your preferred roles.

Throughout your life you will continually learn new ways of doing things, gain knowledge and develop skills. These lessons will be gained through life experiences, formal and informal education programs, employment and conversations within your community. How you navigate this learning is your learning pathway and it will be unique to you. This pathway may at times include stairs and like any stairway you will move up, down and if you're "fit enough" you may even jump a few steps at a time.

The many different qualifications and study pathways are listed below. You may have already completed some of these qualifications or it may be helpful for you to commence study during your sentence. The types of jobs associated with each study pathway are also provided.

Purpose		Entry Job
Gain knowledge and skills for initial work, community involvement and/or further learning	High School Certificate	Retail, Fast food, Barista, Babysitter, Call Center, Cashier, Delivery Driver, Waitress
Gain knowledge and skills for initial work, community involvement and/or further learning	Certificate 1 Certificate 2	Garbage Collector, Dry cleaner, Retail Assistant, Removalist, Truck Driver, Chessmaker, Picture Framer, Stunt Performer
Will learn the theory and gain the practical skills for work in a specialised work area and / or further learning	Certificate 3 Certificate 4	Aboriginal Torres Strait Islander Health Worker, Carpenter, Hairdresser, Library Assistant, Cook
Gain more specialised knowledge and skills to work at an assistant level or be prepared for higher level study.	Diploma, Advanced Diploma Associate Degree	Fitness Instructor, Community Worker, Sound Production Technician, Fisheries Officer
Broad knowledge and skills for highly skilled professional work or be prepared for higher level study	Bachelor Degree	Librarian, Food Technologist, Editor, Surveyor, Engineer, Journalist
Advanced knowledge and skills for highly skilled professional work or be prepared for higher level study	Bachelor Degree (Honours) Graduate Certificate Graduate Diploma	Social Worker, Architect, Accountant, Exercise Scientist, Park Rangers
Highly developed specialised knowledge and skills in professional practice or research field.	Masters and Doctorate	Psychologist, Art Therapist, Pharmacist, Lecturer, Vet

Now, write what study, experience or networks you might need (if you know, or ask questions to the e-career counsellor if you need more info). This can help you plan actions with your e-career counsellor on how to get where you are looking to go and build your working future.

What study might you need to complete?

What experience might you need?

Who do you know or who can you meet to help you?

Highschool Certificates Diploma Bachelor Degree PhD

Voluntary Work Experience The skills I have developed in my past

Friends Family Volunteering Organisations

SESSION FIVE

BUILD A WORKING FUTURE

Session Objective

Participants are provided the opportunity to build a plan towards the jobs/careers of choice and identify strategies and support networks they can use to help them succeed in their plan.

Feedback email - Session 4

Response Objective

The objective for session 4 is for participants to use the information they have gathered about themselves and about the world of work to inform their decisions about careers, jobs or study and to commence formulating their plan. The session also includes activities that help the participant identify potential hurdles to obtaining their goal/s. In this session's response the goal is to synthesise this information so participants are confident to draft their final plan.

Instructions for drafting the email response

When preparing a response to session 4 the practitioner could consider

- Summarising and normalising the participant's worries and correcting any misconceptions with empathy.
- Reinforcing the participant's perspectives on what they can and cannot control and provide an alternative perspective if appropriate.
- Summarising the participant's dreams and making a connection to other completed activities, such as links to their identified strengths and values.
- Reflecting on the participant's learning pathways and sharing additional information about study options.

As an alternative to text, the practitioner may consider summarising the session content in a table, similar to the example provided below.

_____'s summary					
What you control _____ _____	Your dreams _____ _____	Feedback on your goals _____ _____	Your learning pathway options _____ _____	What worries you _____ _____	Your Options _____ _____

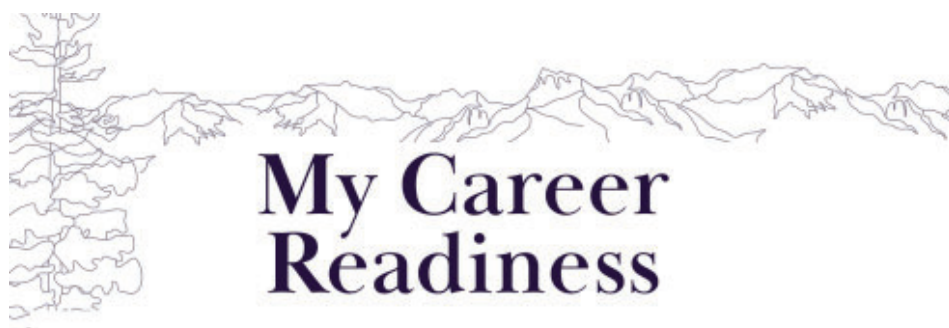
Activity - My career readiness (page 1)

Activity Objective

An opportunity for the participants to evaluate their career readiness. This activity will also support the e-career counsellor to identify any gaps where the participant may require additional information or guidance.

Practitioner's Feedback

The practitioner can provide positive reinforcement for the growth observed in the participant as indicated by the items ticked. If there are items not ticked then the practitioner may remind the participant of the learnings from the corresponding activity, refer the participant back to the relevant session and provide any additional resources to support new learning.



Read through the following lists. Can you check off each item on the list? If not, it may be helpful to revisit that Section of the booklet series before making your plan.

1. Self Knowledge

I understand myself in the context of a career choice

- ☐ I have considered what is important to my family
- ☐ I have considered my cultural roles
- ☐ I have identified my strongest skills and abilities
- ☐ I can speak about my experiences and how they demonstrate my skills
- ☐ I have identified my personal values
- ☐ I have identified my interests
- ☐ I can describe my preferred work setting
- ☐ I have identified the type of lifestyle I want
- ☐ I have considered how my criminal record might impact my career choice

2. Knowledge of Careers

I understand my career options

- ☐ I understand the world of work is changing rapidly and new skills are required
- ☐ I have identified careers where I would be best suited
- ☐ I understand what skills I need to develop so I can work in these careers
- ☐ I have a plan for developing these skills

3. Knowledge of Pathways

I know what direction I am heading

- ☐ I understand how skills are developed through completing further education
- ☐ I understand that learning is like building a house, you first start with the foundations
- ☐ I know my education options

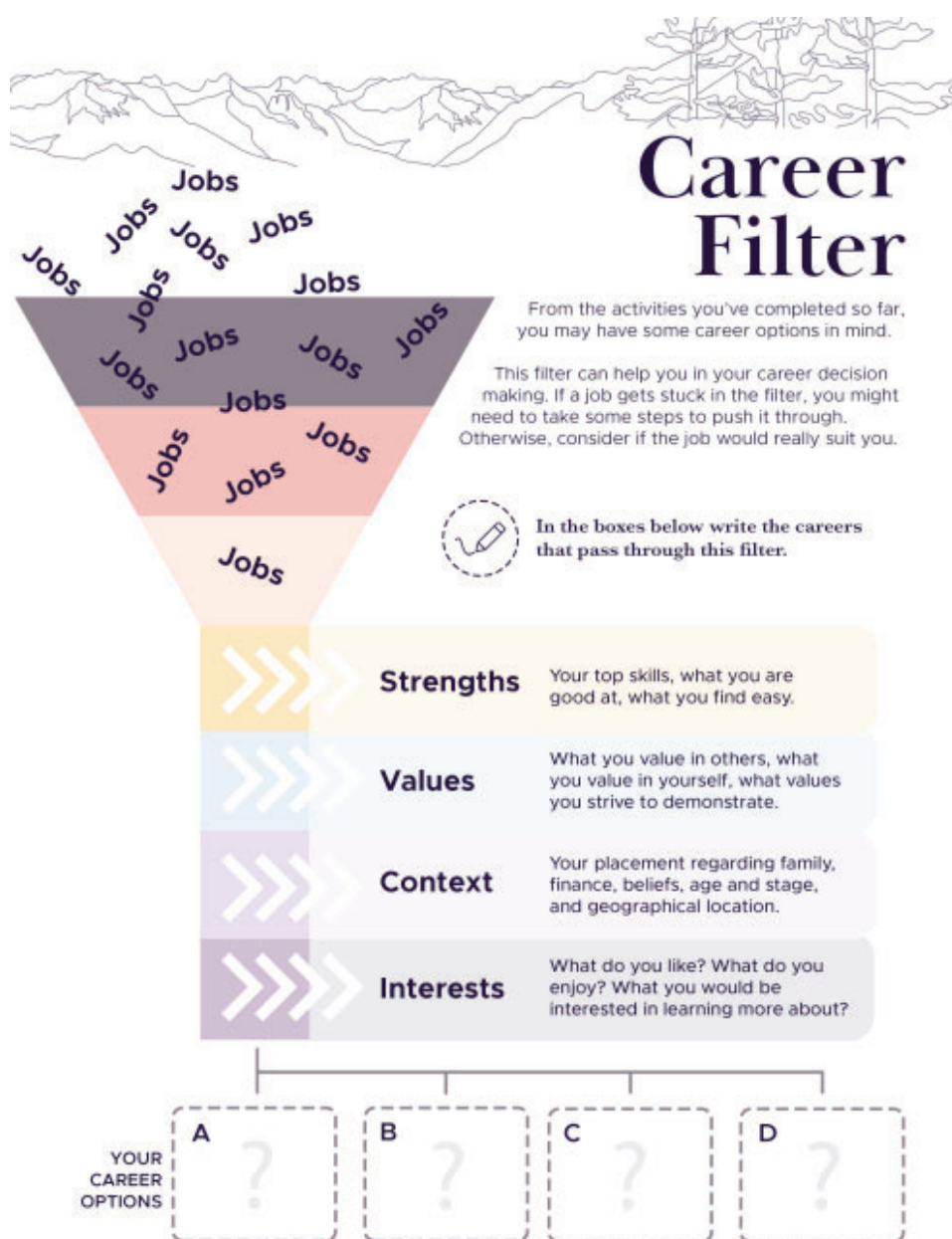
Activity - Career filter (page 2)

Activity Objective

For participants to use decision making criteria to finalise their current career thinking.

Practitioner's Feedback

In this activity participants filter their preferred jobs through key decision making criteria. A practitioner's feedback may include validation of the participant's conclusions or may challenge the outcome with additional information gathered during the counselling sessions. It may also be useful to provide information about similar jobs that may also be successfully filtered or alternatively identify any obvious mismatches and discuss more suitable options



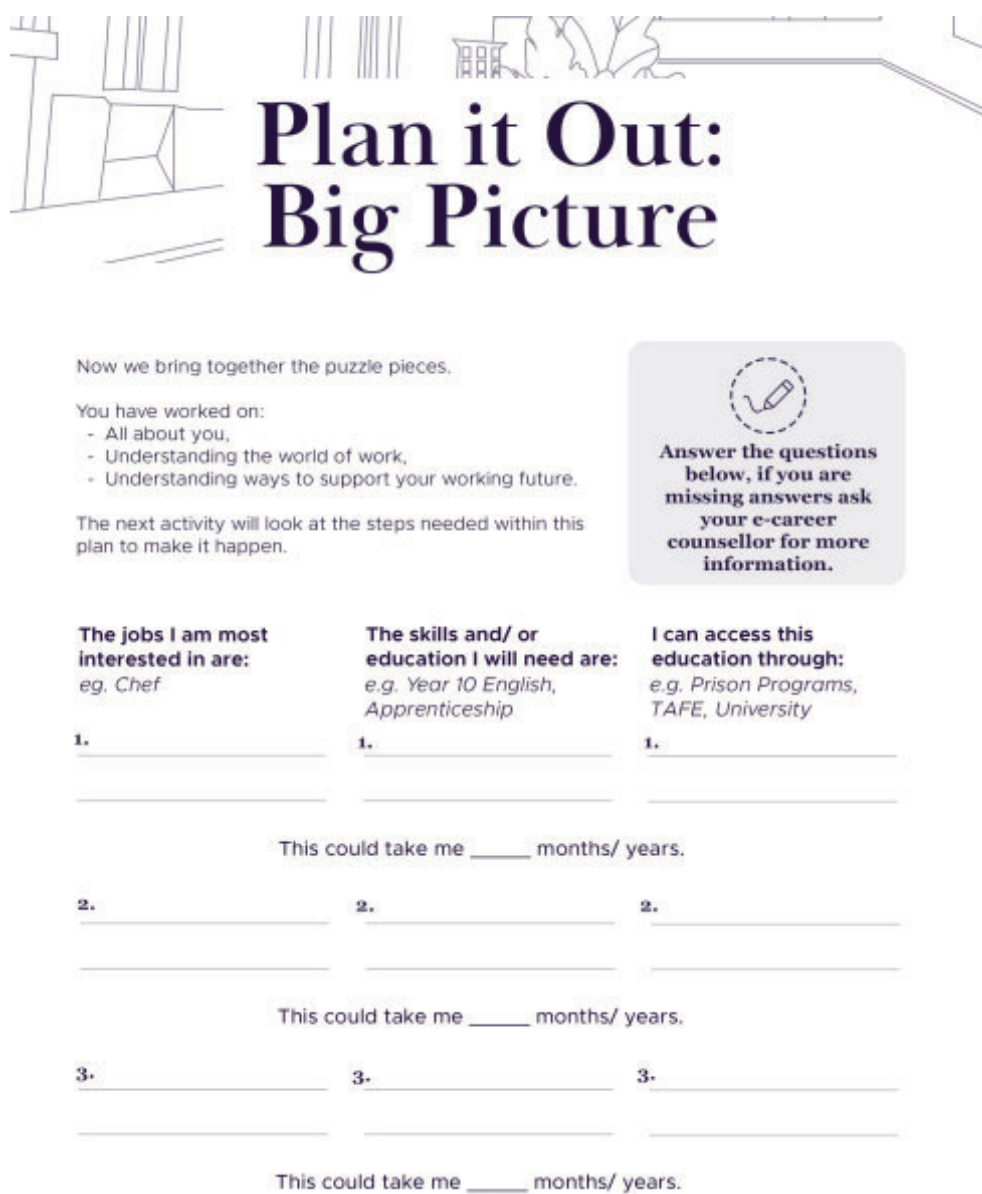
Activity - Plan it out: Big picture (page 3)

Activity Objective

For participants to create an overarching plan for how they can reach their aspirations. For participants to name the services or people that can help them access this future.

Practitioner's Feedback

Practitioners in their feedback can add value to the answers, validate plans and may provide alternative actions. It will be worthwhile promoting the prison education programs and any employment opportunities available to the participant.



The worksheet is titled "Plan it Out: Big Picture" in a large, bold, serif font. Above the title is a line drawing of a city skyline with various buildings and a bridge. Below the title, the text reads: "Now we bring together the puzzle pieces." followed by "You have worked on:" and a bulleted list: "- All about you," "- Understanding the world of work," "- Understanding ways to support your working future." Below this is the text: "The next activity will look at the steps needed within this plan to make it happen." To the right of this text is a grey rounded rectangle containing a circular icon of a pencil writing on a notepad, and the text: "Answer the questions below, if you are missing answers ask your e-career counsellor for more information." The main body of the worksheet consists of three columns of questions, each with three numbered lines for answers. The first column is titled "The jobs I am most interested in are:" with the example "eg. Chef". The second column is titled "The skills and/ or education I will need are:" with the example "e.g. Year 10 English, Apprenticeship". The third column is titled "I can access this education through:" with the example "e.g. Prison Programs, TAFE, University". Below each column's three lines of answers is a line of text: "This could take me ____ months/ years."

Now we bring together the puzzle pieces.

You have worked on:

- All about you,
- Understanding the world of work,
- Understanding ways to support your working future.

The next activity will look at the steps needed within this plan to make it happen.

Answer the questions below, if you are missing answers ask your e-career counsellor for more information.

The jobs I am most interested in are: eg. Chef	The skills and/ or education I will need are: e.g. Year 10 English, Apprenticeship	I can access this education through: e.g. Prison Programs, TAFE, University
1. _____	1. _____	1. _____
_____	_____	_____
This could take me ____ months/ years.		
2. _____	2. _____	2. _____
_____	_____	_____
This could take me ____ months/ years.		
3. _____	3. _____	3. _____
_____	_____	_____
This could take me ____ months/ years.		

Activity - Plan it out: Little picture (page 4)

Activity Objective

For participants to break down their big goal into achievable sections, which means success can be experienced more regularly and there is potential for the participant to remain motivated.

Practitioner's Feedback

The practitioner's feedback can provide positive reinforcement for the plan and additional detail if appropriate. It may also be beneficial to introduce the participant to the concept of an "accountability buddy", outlining the benefits and how the process might work best.



What can you do this week?

e.g. Plan the next month, attend prison education, talk to people that can help you, exercise for 30 minutes 3 times this week.

- _____
- _____
- _____
- _____

What can you do this month?

e.g. Register for education that helps step you towards careers or jobs you are interested in, contact people who help you feel safe, successfully manage your anger. Investigate roles in prison I might be able to do that could help me build skills and confidence.

- _____
- _____
- _____
- _____

What can you do by the end of this year?

e.g. Be studying towards a qualification that leads to future job opportunities. Have exercised regularly for 3 months. Be able to speak about yourself in a positive way to others.

- _____
- _____
- _____
- _____


Activity - Moving forward when things go wrong (page 5)

Activity Objective

To help participants understand that challenges and hurdles do arise in relation to achieving goals and this is a normal occurrence but being proactive in the development of strategies and support networks can be beneficial.

Practitioner's Feedback

Feedback on this activity should build the participant's self-efficacy so they are more resilient to challenges. The practitioner can reiterate that hurdles are normal and they can be overcome, if possible provide evidence of where the participant has demonstrated resilience.



Moving forward when things go wrong

Be the Banksia tree

The Banksia tree has existed since before the dinosaurs and this awesome tree can live in many different places. It bends in the wind, flowers and seeds after fires, and puts down deep roots to help it stay strong. This wonderful tree nourishes birds, supports ecosystems and reminds us that hardship can lead to new growth and gorgeous flowers.

Identify something that could go wrong in your plan.
e.g. when you failed an assignment because you misunderstood the question.
How would you deal with it?

This activity can help you be the Banksia tree.

Circle the strategies in the coloured boxes that you would use when things go wrong, and add one of your own.

Your Own

Missed out?
Write a list of blessings. Make a list often.

Accept that S**t happens because it does

Remember, you cannot control everything, focus on what is in your power to change

Don't blame (it doesn't help), but find a solution and how it can work

Tomorrow is another day, as tough as it is now, there will be other opportunities


Have a plan of ways to deal when it gets really hard

On bad days think: what can I learn from this, next time what will I do differently? That way you have a good day or you learn something (which is also good)

Take a moment, breathe OUT all the way (that way you can breathe in again)

Be kind, and firm with yourself

Have people and places you can call on when you need help



Activity - Disclosing your criminal record (page 6)

Activity Objective

Provide the participant with an opportunity to craft a script they could use when disclosing their criminal record.

Practitioner's Feedback

The practitioner's encouragement for this activity is paramount and feedback on how the script has been structured and the content is necessary. It may be helpful to suggest to the participant that they imagine an employer listening to their thoughtful disclosure, versus a statement of conviction.

Disclosing your criminal record

to a prospective employer (Volunteer or paid)

Opportunities come from relationships- and relationships are based on sharing. This activity is based around accountability and learning.

On your release you may choose to, or you may need to disclose your criminal record. You can practice here. Discussing your criminal history can be tough. Here are some words you can adapt to help explain your situation in a conversation with an employer. Practice makes perfect.

If you are at the beginning of your Sentence, then think about actions you can be doing now that will help you be in a better position on your release so you have a more positive story to tell a future employer.

During [Insert Year] time, I served a prison [Insert time] sentence. I learned important lessons from that experience:

Lesson One:

Lesson Two:

Lesson Three:

After that, I changed my life in a couple of ways:

Change One:

Change Two:

Adapt this statement for your own situation. This is a tough issue to talk about, so practice until you can say it confidently.

Activity - The world of work view (page 7)

Activity Objective

To help the participants to create a vision for their release, to visualise a positive scenario and to plan how they would like to be living.

Practitioner's Feedback

This is the final goal setting activity and provides an opportunity to set the scene for working towards the participant's career goals. The practitioner may wish to provide positive reinforcement for the participant's plan and include any final questions that may assist the participant add more detail to their plan.

The world of work view

It's time for you to imagine again. Here are some questions to help you imagine a realistic future for yourself post release. You have done a lot of thinking about your future, your career and the many different roles that you have in life. What will this look like in the future?

How old will you be when you exit prison (think positive)?

What year will it be?

Draw or write what outfit you will wear as soon as you get the chance:

Where would you likely be or like to be living when you leave?

Who will you be staying with?

What industries or places of work are near the place where you will likely live (if you do not know, write this so the e-career counsellor can research this for you)?

Who or what organisations can help you find work after your release? (if you're unsure of organisations that could help you find work after your release, write this so the e-career counsellor can research this for you)?

What do you most want to do on your release date?

One month post your release, what would a good day look like?

One year past your release date, what would a good day look like?

FINAL EMAIL

Feedback Email - Session 5

The practitioner's response to session 5 will serve 2 purposes. The first purpose will be to provide feedback on the participant's responses to the session 5 activities. The second purpose will be to bring the e-career counselling to a close. Build your working future has an agreed beginning and ending, so the final response will not be a surprise for the participant but it is still important that the termination of contact is managed sensitively and effectively. This can be achieved by:

1. confirming the response is the final response but outlining what ongoing supports are available to the participant. This might include where they can continue to access career counselling and/or career education resources. It may also include information about transition support available within the participant's correctional centre.
2. providing feedback on the activities completed in session 5, making sure to share any insights or any further information that may assist the participant achieve their goals.
3. providing a final summary of what has been achieved through the 5 sessions and an outline of the actions the participant has indicated they would like to undertake.
4. being optimistic for the participant's plans and outlining why they would be expected to achieve their goals, this may include reiterating their strengths, connecting to their values, and the suitability of the industry / career path they have indicated an interest in.

An exemplar of the final email has been provided in Appendix 3. This exemplar is provided as a example of how a final email may be crafted but as each participant and practitioner are unique each final email will represent this counselling relationship and will differ to this example.

USEFUL RESOURCES

The following resources will provide additional information for the practitioner and assist them in drafting useful feedback. This is not an exhaustive list of services and information available within Australia and it is recommended practitioners research the services available in their jurisdiction before commencing the delivery of e-career counselling.

Understanding a Criminal Record

- [Australian Human Rights Commission: Quick Guide to criminal records](#)
- [Office of the Australian Information Commissioner: Privacy rights on criminal records](#)
- [QLD Government - Criminal records and history checks](#)
- [QLD Law Handbook – Disclosure of criminal convictions](#)

Managing Transition

- [Busy Ability](#) - pre-employment workshops in Queensland correctional centres
- [Workrestart](#) - transition service in Queensland
- [Transforming Lives](#) - Queensland Programs
- [VACRO](#) - transition service in Victoria
- [After prison support](#) - Victoria
- [Personalised support - mentors](#) - Victoria
- [Surviving on the Outside: Getting out of Prison](#) - New South Wales
- [Prisoners Aid NSW](#)
- [After-Prison Support](#) - Samaritans
- [Red Cross](#) - Services for people in the justice system
- [Sisters Inside Inc](#) - Supporting women
- [Release: Help and Support](#) - Western Australia
- [Reintegration](#) - Western Australia
- [Prisoner release support services](#) - South Australia

Education

- [UniSQ Supporting incarcerated students](#)

General Insights

- Podcast - [I am not my crime](#)
- Podcast - [Birdseye view](#)
- Podcast - [Life's Lottery: Parents in prison](#)
- Stories - [Prison Fellowship Australia](#)

REFERENCES

Armstrong, P. I., Day, S. X., McVay, J. P., & Rounds, J. (2008). Holland's RIASEC model as an integrative framework for individual differences. *Journal of Counseling Psychology*, 55(1), 1.

Australian Blueprint for Career Development, National Careers Institute, Department of Employment and Workplace Relations, Commonwealth of Australia, Canberra, 2022.

Australian Jobs Report 2022, Australian Jobs Report, Your Career, Department of Employment and Workplace Relations, Commonwealth of Australia, Canberra, viewed 23 April 2023, <<https://www.yourcareer.gov.au/resources/australian-jobs-report>>.

Australian Institute of Health and Welfare (AIHW) 2021, Adult prisoners, viewed 13 April 2023, <https://www.aihw.gov.au/reports/australias-welfare/adult-prisoners>

Covey, S. R. 1989, *The 7 habits of highly successful people*. New York: Fireside.

Earl, J. K., & Bright, J. E. 2007, The relationship between career decision status and important work outcomes. *Journal of Vocational Behavior*, 71(2), 233-246.

Hopkins, S., & Ryan, N.(2016, Ethical and practical issues for career practitioners working with prisoners. *Australian Career Practitioner*, 27 (1), 8-10.

Law, B., & Watts, A. G. 2003, *The dots analysis*. National Institute for Careers Education and Counselling, The Career-Learning Network.

Lent, R. W., & Brown, S. D. 1996, Social cognitive approach to career development: An overview. *The career development quarterly*, 44(4), 310-321.

MCEECDYA, Australian Curriculum, Assessment and Reporting Authority, 2012, *National Report on Schooling in Australia 2010*, ACARA, Sydney.

McIlveen, P. F. 2008, *An Investigation into my career chapter: A dialogical autobiography* (Doctoral dissertation, Queensland University of Technology).

McIlveen, P., Burton, L. J., & Beccaria, G. 2013, A short form of the career futures inventory. *Journal of Career Assessment*, 21(1), 127-138.

Ott-Holland, C. J., Huang, J. L., Ryan, A. M., Elizondo, F., & Wadlington, P. L. 2013, Culture and Vocational Interests: The Moderating Role of Collectivism and Gender Egalitarianism. *Journal of Counseling Psychology*, 60(4), 569–581. <https://doi.org/10.1037/a0033587>

Patton, W., & McMahon, M. 2006, The systems theory framework of career development and counseling: Connecting theory and practice. *International journal for the advancement of counselling*, 28, 153-166.

Patton, W., & McMahon, M. 2014, *Career development and systems theory: Connecting theory and practice* (Vol. 2). Springer.

Pike, A. 2015, *Prison-based transformative learning and its role in life after release*. Open University (United Kingdom).

APPENDIX 1

You've Got Mail Project Participant Information Sheet - Page 1

PROJECT MANAGER

Sarah Mitchell
07 3812 6072
sarah.mitchell@usq.edu.au

PROJECT SPONSOR

University of Southern Qld



Your Invitation

You are invited to take part in the You've Got Mail Project, because you have told your Education Officer that you are interested in participating.

This Participant Information Sheet tells you about the project and what will be involved. It will help you decide if you want to be involved. Please read this information carefully. Ask questions about anything that you don't understand or want to know more about. Before deciding whether to take part, you might want to talk with your Education Officer.



Who is funding the project?

This Project was initiated by the project manager and is funded by a National Careers Institute Grant.



What will happen to the information about me?

All comments and responses are confidential unless required by law to share this information. Any information you have provided will be kept in a secure place and only the career counsellor, project manager and Education Officers will have access to the email correspondence.

All hard copies of documents will be stored with your private property, email correspondence will be deleted by the Education Officer once it has been shared with you and all information shared with the career counsellor will be stored in a secure online data storage system.

The findings of this project will be presented in a report to QCS and the National Careers Institute. A summary report will be provided to all participants and as a presentation at any relevant professional conferences. When reporting on the project no information will be shared about individual participants.

Participant Information Sheet

UniSQ HREC Approval Number: H22REA205



UniSQ

you've got mail



What is the Project and why are we doing it?

The purpose of this project is to trial a new way of delivering career counselling support to women who are in prison.

At present women in prison around Australia have limited access to career counselling and information that will help them think about building a working life after they are released. This project will trial a 5-step career counselling resource, which will guide the delivery of activities, information, and questions, that will help participants make decisions about actions they can be taking now and post release. All contact will be through email, with the Education Officers acting as the "post office".

If this career counselling resource is found to be helpful then it will be shared with Career Counsellors around Australia, who will then be able to provide a similar service to women in prison in other states and territories.

We cannot guarantee or promise that you will receive any benefits from participating in this project; however, possible benefits may include feeling better about your future and being aware of more options; having a better understanding of the current world of work and what might be possible for you; and having a plan of action regarding steps you can take now and, in the future, to succeed in work.

Taking part

If you decide you want to take part in the project, you will be asked to sign a University of Southern Queensland Consent Form.

By signing this form, you are telling us that you:

- Understand what you have read
- Consent to take part in the project as described

The hard copy of this Participant Information Sheet and the signed consent form will be kept with your private property.

Not taking part

Participation in this project is voluntary. If you change your mind part way through, you can stop participating. Your decision whether to take part or not, or to take part and then withdraw, will not affect your access to other development activities offered by your correctional centre.

If you decide not to participate, then this does not mean you cannot access career counselling support. UniSQ offers free career counselling, and you can access this by asking your Education Officer to register your interest.

Questions

Should you have any questions or need further information please ask your Education Officer to pass these on to the Project Manager using the contact details at the top of the form.

You've Got Mail Project

Participant Information Sheet - Page 2

Participant Information Sheet | UniSQ HREC Approval Number

What will I be doing in the Project?

There are 2 parts to your participation in the Project.

Part 1: participating in career counselling

Firstly, consider if you would like to participate and if so, sign the consent form. Then you will be asked to complete a short survey, which will provide the career counsellor with some basic information about you. A copy of the signed form and the survey will be emailed to the career counsellor. The career counsellor will then commence the career counselling.

1. The career counsellor will ask you questions and share activities that will help you think about your working future.
2. The Education Officer will print these emails and activities for you; and
3. You will then have one week to complete the activities in your own time and return them to the career counsellor via the Education Officer.

You do not have to answer all questions or complete all activities but there is more to be gained by fully participating. When the career counsellor receives your responses, he/she will respond to the information you shared and provide any career-related information you requested. There will be 5 email "sessions" and at the end it is expected you will have some ideas on what steps you could be taking now and post release to help build a working future.

The key session topics will be:

All about me – understanding you and how that can guide your career decisions

All about the world of work – learn more about work and your career options

Making decisions – bringing all the information together

Build your working future – taking action

How long you will be involved in the project will depend on how quickly you and the career counsellor reply to the emails. There is no cost for the career counselling. The career counsellor will not visit the Correctional Centre, all contact will be via email.

Part 2 - providing feedback on the career counselling process and the activities you completed during the project

At the end of the career counselling, you will be asked to complete a short survey.

This is a very important part of the project as it is your feedback that will help us know if the resource being trialed has been successful and if it should be changed before we share it with others. In the survey you will be asked questions about how the counselling was delivered, the activities, the information shared and if you would recommend others participate in this career counselling.

What if I have concerns or complaints?

If you have any concerns or complaints about the ethical conduct of the project, you may contact the University of Southern Queensland, Manager of Research Integrity and Ethics on +61 7 4631 1839 or email researchintegrity@usq.edu.au. The Manager of Research Integrity and Ethics is not connected with the project and can address your concern in an unbiased manner or contact Queensland Corrective Services Research and Evaluation Group via email research@corrections.qld.gov.au or phone +61 7 3565 7417

Consent

If you would like to participate in the project please sign the University of Southern Queensland Consent Form and return it to the project manager.

To protect your privacy please select a pen name which the career counsellor can use when they address you. Only the Education Officer and Project Manager will know your full name. To help you remember this name please write it here.

Pen Name:



Are there any risks or disadvantages to not taking part?

1. Psychological harm

For some people taking time to reflect on their past and on what might be possible in the future can cause them to feel empty or valueless. This can be a normal response for some but by engaging with a qualified career counsellor and focusing on actions this risk should be minimised. However, should you feel distressed please inform your Education Officer, who can help you access the psychological supports available to you and/or your career counsellor in your next email.

2. Legal harm

There is a risk you might disclose something in your email responses information that may compromise any future legal action or parole application. All emails will be accessed by Education Officers. To reduce the potential of unintended information being shared, please know the career counsellor will never ask you about your criminal record and you should not share this information with them. The career counsellor will provide guidance to you on how you can consider your criminal record in the context of your career being discussed.

3. Social harm

There is a long-term risk that you may be prevented from achieving your career goals after your release owing to discrimination or a lack of support. To minimize this risk the career counsellor will share tips on how to avoid discrimination and where to access career services after release.




Thank you

Thank you for taking the time to help us with this project. Please keep this document for your information.

You've Got Mail Project

Consent Form

 University of Southern Queensland	University of Southern Queensland Consent form Project Participation – Career Counselling UniSQ HREC Approval number: H22REA205
--	--

Project Title

You've Got Mail: A career development resource for incarcerated women

Research team contact details

Principal Investigator Details

Mrs Sarah Mitchell
Email: sarah.mitchell@usq.edu.au
Telephone: +61 7 3812 6072

Statement of consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project. ☐ Yes / ☐ No
- Have had any questions answered to your satisfaction. ☐ Yes / ☐ No
- Understand that if you have any additional questions, you can contact the research team. ☐ Yes / ☐ No
- Are over 18 years of age. ☐ Yes / ☐ No
- Agree to participate in the project. ☐ Yes / ☐ No

Name (first & last)

Signature

Date

To protect your privacy please select a pen name which the career counsellor can use when they address you. Only the Education Officer and Project Manager will know your full name. Please write your pen name here.

Pen Name

Thank you for taking the time to help with this research project.
Please return this document to the project manager before commencing the career counselling.

APPENDIX 2

pre-counselling survey

Page 1

YOU'VE GOT MAIL – PARTICIPANT PRE-SURVEY

Participation

This document is a pre-survey. Please complete the following questions and return your completed document to your e-career counsellor. This information will help your e-career counsellor learn more about you.

Pre-Survey Questions

1. Pen Name: _____
2. Age: _____
3. Are you of Aboriginal or Torres Strait Islander origin?
 - ☐ No
 - ☐ Yes, Aboriginal
 - ☐ Yes, Torres Strait Islander
 - ☐ Yes, both Aboriginal and Torres Strait Islander
4. Is English your first language?
 - ☐ Yes
 - ☐ NoIf no, what is your first language _____
5. Please tick the level of education you have completed
 - ☐ Year 9 or below
 - ☐ Year 10
 - ☐ Year 11
 - ☐ Year 12
 - ☐ Certificate 2, if yes, what Certificate? _____
 - ☐ Certificate 3, if yes, what Certificate? _____
 - ☐ Certificate 4, if yes, what Certificate? _____
 - ☐ Diploma, if yes, what Diploma? _____
 - ☐ Advanced Diploma, if yes, what Diploma? _____
 - ☐ Degree, if yes, what Degree? _____
 - ☐ Masters, if yes, what Degree? _____
 - ☐ Other: _____
6. Please tick what roles have you held in your life so far? (Please circle all that apply)
 - ☐ Parent
 - ☐ Sister
 - ☐ Cousin
 - ☐ Other _____
 - ☐ Friend
 - ☐ Aunty
 - ☐ Family Carer

pre-counselling survey

Page 2

YOU'VE GOT MAIL – PARTICIPANT PRE-SURVEY

Please place a "X" on the line after each statement to indicate how you agree with the statement.

7. I believe I can get lawful work when I leave prison.

Strongly Agree Neutral Strongly Disagree

8. I have a plan to help me access this work in the future

Strongly Agree Neutral Strongly Disagree

9. I know what I am good at.

Strongly Agree Neutral Strongly Disagree

10. I am aware of career and/or learning activities whilst in prison that I can take part in

Strongly Agree Neutral Strongly Disagree

11. I have had paid work before

Strongly Agree Neutral Strongly Disagree

12. Training and/or education can get me a job

Strongly Agree Neutral Strongly Disagree

Thank you for completing this short survey.

post-counselling survey

Page 1

YOU'VE GOT MAIL – PARTICIPANT POST-SURVEY

Participation

This document is the post-survey. Please complete the following questions and return your completed document to your e-career counsellor. This information will help your e-career counsellor understand if the career counselling has been a worthwhile activity and if any improvements to the service can be made.

Post-Survey Questions

1. Pen Name: _____

Please place a "X" on the line after each statement to indicate how you agree with the statement.

2. I believe I can get lawful work when I leave prison.

Strongly Agree Neutral Strongly Disagree

3. I know what I am good at.

Strongly Agree Neutral Strongly Disagree

4. I will join career and/or learning activities whilst in prison that I can take part in

Strongly Agree Neutral Strongly Disagree

5. Training and/or education can get me a job or career.

Strongly Agree Neutral Strongly Disagree

6. Since e-career counselling I am now aware of more jobs and roles I can do.

Strongly Agree Neutral Strongly Disagree

7. Since e-career counselling I am now aware of the pathways I need to take to access these jobs and/or roles.

Strongly Agree Neutral Strongly Disagree

post-counselling survey

Page 2

YOU'VE GOT MAIL – PARTICIPANT POST-SURVEY

8. Since e-career counselling I now have a plan to help me access lawful work in the future

Strongly Agree

Neutral

Strongly Disagree

9. Since e-career counselling I am now confident that I can successfully find a job when I leave prison.

Strongly Agree

Neutral

Strongly Disagree

10. Is there anything else you would like to tell us?

If you have decided to withdraw from career counselling.

To help us understand how career counselling can be better provided to women who are incarcerated can you please tell us why you have decided to withdraw from career counselling?

Thank you for completing this short survey

APPENDIX 3

Exemplars of Feedback emails - Sessions 1 and 5

Feedback on Session 1

Hi Participants Pen Name

Well done for completing Booklet One. I hope you enjoyed the different activities in this session and it has provided you with some food for thought.

Sharing with your E-Career Counsellor

Thanks so much for sharing a little about yourself with me. What you have shared in this section is excellent and it gives me a good understanding of what it is you are wanting. I'll share comments and responses to your questions below.

After reading through all your responses in Booklet 1, I have some questions I hope you can answer for me at the start of Booklet 2 but only if you are comfortable doing so. I understand it can be difficult giving answers when there are unknowns in your life and that your answers may change over time.

- Do you have a folio of artwork that you have already completed? Do you know any aboriginal artists you could speak to and perhaps work on your art?
- Are you currently doing any study or are you interested in studying while in prison?
- If you got a good job away from your home area (for example, in the mines), would this be realistic for you?
- You mentioned the mines. What kind of jobs would you enjoy in the mines?
- You mentioned the importance of culture. Can you tell me a little more about this? What is your culture?
- Would you consider work in nature/outdoors? What about work on a farm?

Please continue using the Notes section to have a written chat with me, share what you think will be helpful, ask questions...and please, feel free to call me by my name.

Let's now have a look at the activities you have completed in Booklet 1.

What do you like to do?

Figuring out what we are good at usually starts with looking at the kinds of activities we enjoy doing.

When I read your "What do you like to do?" I was interested to note that your top three preferences were: Doer, Creator, and Helper. Do you think this sounds like you?

- Doers like work that is practical and hands-on. Often people with doer interests do not like careers that involve paperwork. What about you? Do you prefer to work with your hands and being active? Doers like working with plants and animals; real-world materials like wood, tools, and machinery; and outside work. How do you feel about each of these? Also, someone who enjoys nature and being outdoors might be a doer.
- Creators are those who think outside the box. These artistic types tend to have the natural ability to see things from different perspectives and to come up with new, creative, and innovative, ideas. Art is a creative activity and so I certainly think you fit into this category. Are there any other creative activities you enjoy doing?
- Helpers usually prefer to work with others rather than on their own. You most likely enjoy working in roles where relationships are important. Given your commitment to culture, I am not surprised to see that you have identified the helper group.

You are a unique person and most likely won't fit into any specific group. The idea of this activity is not to put you into a box but rather to get you to think about what you enjoy doing and how you like to work. You do not need to answer the questions above for me. They are for you to think about.

Feedback on Session 1 - page 2

Family and Cultural Roles

This activity helps you to think about your family and culture, and the roles you are expected or need to take. I can see that you have some strong family and/or cultural influences that will affect future decisions. It is important we keep these/these in mind when making future plans.

Life Influences

You have identified three positive influences in your life—family, culture and education—and have some great strategies for success.

Writing Your Career Story

This was a long activity, thank you for sharing what you have shared.

I can see that you have spent time thinking about what you want your future career story to look like. Once you are released, your priority is to support your kids and maintain relationships with your family members, and to do this, you will need a job, but you are not sure what kind of job. Is this correct? As we work through the sessions, hopefully your ideas about what you can do will become clearer.

You're Criminal Record

Understandably, you have some real and valid worries about the impact your criminal history might have on your future plans. Are you able to discuss these with your Education Office? I have attached a document called 'What is a Spent Convictions Scheme in Australia?' and asked your Education Officer to pass this on to you. This will give you information about how a police check may not show a criminal record after a period of time – the objective of this scheme is to prevent discrimination against those who are now reformed.

Booklet Two should help you better understand more about yourself, what you enjoy and what is important to you.

I look forward to hearing from you soon.

Feedback on Session 5

Hi Participant's Pen Name

Well done on completing all 5 booklets! I sincerely hope you got out of them what you had hoped for when you signed up for e-career counselling.

The idea behind this final booklet was to help you build a plan towards jobs/ careers of choice and identify strategies and support networks you can use to help you succeed in this plan.

Sharing with your E-Career Counsellor

Thank you for final your comments in the front of the booklet. I'll now go through each section of Booklet Five individually.

My Career Readiness – this activity brings together the work you have done throughout the 5 booklets. I was glad to see how confident you are now around your self, careers, and pathways knowledge. I can imagine that with your social work background you may have been across most of this already.

I have another suggestion for you to consider. I have always found it really helpful to create a resume. This is not just in anticipation of applying for jobs, but in the first instance it forces you to consider and 'talk' about your strengths, skills, values etc. You mentioned that your resume is already very detailed around previous work experience. Have you also made sure that you highlight your skill set and you have provided details. For example, instead of stating that you have good communication skills you give an example or several where you have been able to demonstrate various skills. I have enclosed a resume resource you can use as a guide.

Career Filter – It was interesting to see how your focus shifted from Researcher, Entrepreneur and Paralegal, to admin roles, Community Services, Support Work, and possibly working in a Café/ Tobacconist.

There is absolutely nothing wrong with this shift. It may be a gentler way of easing yourself back into 'normal' life again. Once you are a bit more established, you can start making bigger plans for the future.

You seem to be leaning back towards your keen interest in community work. Remember that Ethical Jobs recruitment website I mentioned previously – ethicaljobs.com.au? That might be a good place to start and maybe you could combine admin work within not-for-profits or charities.

Plan it Out: Big Picture – This activity helped to create an overarching plan for how you can reach your aspirations. It sounds like you will have a number of options upon your release, which should hopefully be very reassuring for you.

Plan it Out: The Little Picture – This activity provides you with an opportunity to break down your big goals into achievable pieces, so you can feel success more often and stay motivated.

It is fantastic to see how you have your short-term goals all worked out and you are keeping yourself motivated. Since you specifically mentioned that you need to start building confidence, I thought you would appreciate the following I came across the other day.

Watch the way your outside world starts to shift when you:

- Spend more time focusing on what you have
- Pause before responding
- Connect to the essence of you
- Stop chasing what doesn't feel aligned
- Stop going back to places that have hurt in the past
- Allow yourself some grace
- Lean into self-acceptance
- Start being on your own side
- Acknowledge that you matter too
- Speak to yourself like someone you love
- Decide to make your self-care a priority
- Show up for yourself

(Author - @h.e.l.e.n.m.a.r.i.e.)

Feedback on Session 5 - page 2

Moving forward when things go wrong – Yes, that Banksia Tree example is just lovely, isn't it. The creator of these booklets, chose well 😊

Your comment about having a Plan B made me think of you finding benefit in doing a character strength assessment as well. When you have the opportunity to access the internet you might find this strength assessment useful. This website is for free and pretty accurate - www.viacharacter.org. Character strengths are the positive parts of our personality that make us feel authentic and engaged. According to the website, it can help boost confidence, reduce stress, increase happiness, accomplish goals, strengthen relationships, build meaning and purpose, manage problems and improve work performance.

Interestingly, when I completed it last year, the strength I rated most highly on was 'prudence'. At the time I thought how can that possibly be a strength? However, when I had time to think about it, it made me realise that I am risk-averse and extremely cautious in my decision-making. That implies that I always plan very carefully and that I always have a back-up plan in place (just in case!). I am now finding it much easier to talk about myself with that additional knowledge.

Disclosing your criminal record – I can truly appreciate how daunting future disclosure may be. The Australian National Character Check has produced a good resource, that you may find very helpful in the future. I have also included another resource from the QLD Law Handbook, called Disclosure of Criminal Convictions.

The World of Work View – This activity was another opportunity to set a very achievable goal for yourself. I can only imagine how wonderful visualising these goals is to you. You said 'No worries, have plans, family and friends around you'.... this sounds good to me! Your count-down has definitely begun.

You indicated that you possibly do not have access to people and places you can call on when you need help. You mentioned MARA in the first instance, which is a really good idea. Also, try and align yourself with BusyAbility, as they can definitely support you. You said that you were unaware of BusyAbility. I have enclosed an article of interest for you. And here is the link to their website – busyability.org.au. Incidentally, they already run the Busy Ability Pre-Employment Workshops in prison. So, you could possibly have a chat with them now and start making plans for your life post release?

In Closing

Again, I sincerely hope you got something positive and useful out of our counselling sessions. I have enclosed a post-survey for you to complete. I am particularly interested in your personal thoughts, so would appreciate some written feedback. Any feedback is good, so include all positive and negative feedback, so that we will be able to make relevant changes in the future.

That leaves me with nothing else but to wish you all the very best for the future. It has been a pleasure corresponding with you. I sincerely hope things turn out exactly the way you visualise them for yourself.