

Islamic Azad university Career Development Guidelines (IAUCD) Framework

Understanding the IAUCD Framework

Objective and Aims

Objective, points and indicators put together the IAUCD structure. The three areas include Personal Social Growth (PS), Educational Accomplishment and Lifelong Education (EDFel), and Career Management (CM) depict content.

Personal Social Development Domain

- Objective PS1 Develop comprehension of self to fabricate and keep a positive self-idea.
 - Objective PS2 Develop positive relational abilities, including respect to various ethnicities.
 - Objective PS3 Integrate development and change into your professional advancement.
 - Objective PS4 Balance individual, recreational jobs.

Educational Achievement and Lifelong Learning Domain

- Objective EL1 Attain instructive accomplishment and execution levels expected to contact your vocation objectives.
- Objective EL2 Participate in continuous, deep-rooted growth opportunities to improve your capacity to work in a mixed and evolving economy.

Career Management Domain

- Objective CM1 Create and deal with a lifelong arrangement that meets your professional objectives.
- Objective CM2 Use a course of decision-production as one part of vocation improvement.
- Objective CM3 Use exact, current and impartial professional data during vocation arranging and the executives.
- Objective CM4 Master scholarly, word related and general employability abilities to get, make, keep up with or potentially advance your work.
 - Objective CM5 Integrate changing work patterns, cultural requirements and monetary circumstances into your professional plans.

Indicators and Learning Stages

Under every objective in the system are marks of dominance that feature the information and abilities expected to accomplish that objective. Every indicator is introduced in three gaining stages from Bloom's Taxonomy: information acquisition, application and reflection. The stages depict learning ability. They are not attached to a singular's age or level of training.

Information Acquisition (I). Youth and grown-ups extend information mindfulness at the information securing stage and fabricate appreciation. They can review, perceive, portray, recognize, explain, examine, clarify, sum up, question, explore and order new data about the information.

Application (A). Youth and grown-ups at the application stage apply acquired data to conditions and self. They search out approaches to using the data. For example, they can delineate, work, perform, address and tackle issues associated with the information.

Reflection (R). Youth and adults at the reflection stage examine, orchestrate, judge, survey, and assess information as per their objectives, values and convictions. They choose whether or not to coordinate the procured information into their continuous reaction to circumstances and change their conduct appropriately.

Coding System

The IAUCD structure has an essential Coding system to recognize spaces, goals, signs and learning stages. The coding system simplifies it to include the IAUCD for program improvement and follow practices by reason, learning step and pointer. Regardless, you don't need to know or fuse the codes to use the IAUCD framework.

Objective:

- PS—Personal Social Development
- ED—Educational Achievement and Lifelong Learning
- CM—Career Management

Aims:

Coded by area and afterwards mathematically.

For instance, under the Personal Social Development area:

- Objective PS1: Adoptive a comprehension of yourself to fabricate and keep a positive self-idea.
- Objective PS2: Adoptive positive relational abilities, including regard for variety.

Pointers and Learning Stages:

Coded by region, objective, learning stage and subsequently numerically.

Learning Stages:

- I— Information Acquisition
- A—Application
- R—Reflection

For instance, the second pointer under the principal objective of the Personal Social Development space:

- PS1.K2 Distinguish your capacities, assets, abilities, and gifts.
- PS1.A2 Exhibit the utilization of your capacities, assets, abilities, and gifts.
- PS1.R2 Evaluate the effect of your capacities, assets, abilities, and gifts on your vocation improvement.

In case you have requested in regards to the IAUCD HR, reach out to the IAU HR on LINKKKK

The Outline

ISLAMIC AZAD UNIVERSITY CAREER DEVELOPMENT GUIDELINE REVISION

	PERSONAL SOCIAL DEVELOPMENT OBJECTIVE
GOAL PS1	Foster a comprehension of yourself to construct and keep a positive self-idea.
PS1.K1	Identify your interests, likes, and dislikes.
PS1.A1	Exhibit conduct and choices that mirror your inclinations, likes, and hatred.
PS1.R1	Survey how your inclinations and inclinations are reflected in your professional objectives.
PS1.K2	Distinguish your capacities, assets, abilities, and gifts.
PS1.A2	Show utilization of your capacities, assets, abilities, and gifts.
PS1.R2	Survey the effect of your capacities, assets, abilities, and gifts on your vocation advancement.
PS1.K3	Distinguish your positive individual attributes (e.g., genuineness, steadfastness, obligation, respectability, and dedication).
PS1.A3	Give instances of when you showed positive individual attributes (e.g., genuineness, constancy, obligation, trustworthiness, and dependability).
PS1.R3	Survey the effect of your positive individual attributes (e.g., genuineness, reliability, obligation, uprightness) on your vocation improvement.
PS1.K4	Recognize your work values/needs.
PS1.A4	Show conduct and choices that mirror your work values/needs.
PS1.R4	Survey how your work values/needs are reflected in your vocation objectives.
PS1.K5	Portray parts of your self-idea.
PS1.A5	Show a positive self-idea through your practices and perspectives.
PS1.R5	Examine the positive and negative parts of your self-idea.
PS1.K6	Identify behaviours and experiences that help to build and maintain a positive self-concept.
PS1.A6	Show how you have adopted behaviours and sought experiences that build and maintain a positive self-concept.
PS1.R6	Evaluate the effectiveness of your behaviours and experiences on building and maintaining a positive self-concept.

PS1.K7	Recognize that circumstances, perspectives, and the practices of others influence your self-idea.
PS1.A7	Evaluate the impact of circumstances, mentalities, and the practices of others on your self-idea.
PS1.R7	Recognize that your practices and perspectives influence the self-idea of others.
PS1.K8	Recognize that your behaviours and attitudes affect the self-concept of others.
PS1.A8	Show what you have embraced practices and mentalities to mean for the self-idea of others decidedly.
PS1.R8	Analyze what your practices and perspectives could mean for the self-idea of others.

PS1.K9	Recognize that your self-idea can influence instructive accomplishment (i.e., execution) and accomplishment at work.
PS1.A9	Show how parts of your self-idea could decidedly or adversely influence instructive accomplishment (i.e., execution) and accomplishment at work.
PS1.R9	Assess what your self-idea means for your instructive accomplishment (execution) and accomplishment at work.
PS1.K10	Recognize that instructive accomplishment (execution) and accomplishment at work can influence your self-idea.
PS1.A10	Give individual instances of how instructive accomplishment (execution) and accomplishment at work impacted your self-idea.
PS1.R10	Assess how your instructive accomplishment (execution) or potentially accomplishment at work influence your self-idea.
GOAL PS2	Foster positive relational abilities, including regard for variety.
PS2.K1	Identify compelling relational abilities
PS2.A1	Demonstrate compelling relational abilities.
PS2.R1	Evaluate your utilization of compelling relational abilities.
PS2.K2	Recognize the advantages of interfacing with others in a straightforward, fair, accommodating, and aware manner.
PS2.A2	Demonstrate that you cooperate with others straightforward, fair, supportive, and respectfully.
PS2.R2	Demonstrate that you cooperate with others straightforward, fair, supportive, and respectfully.
PS2.K3	Identify positive interactive abilities (e.g., great habits and showing appreciation).
PS2.A3	Assess how much you collaborate with others in a straightforward, fair, supportive, and aware manner.
PS2.R3	Evaluate how your positive interactive abilities (e.g., great habits and showing appreciation) add to compelling communications with others.
PS2.K4	Identify ways of coexisting great with others and work with them in gatherings.

PS2.A4	Demonstrate the capacity to coexist well with others and work with them in gatherings.
PS2.R4	Evaluate your capacity to work really with others in gatherings.
PS2.K5	Describe compromise abilities
PS2.A5	Demonstrate the capacity to determine clashes and to arrange satisfactory arrangements
PS2.R5	Analyze the accomplishment of your compromise abilities.
PS2.K6	Recognize the distinction between proper and improper conduct in explicit school, social, and work circumstances.
PS2.A6	Give instances of times when your conduct was proper and when your behaviour was improper in explicit school, social, and work circumstances.

PS2.R6	Assess the results of fitting or improper conduct in explicit school, social, and work circumstances.
PS2.K7	Identify wellsprings of outside pressure that influence you.
PS2.A7	Demonstrate the capacity to deal with outside tension on you.
PS2.R7	Analyze the effect of outside strain on your conduct.
PS2.K8	Recognize that you ought to acknowledge liability regarding your conduct.
PS2.A8	Demonstrate that you acknowledge liability regarding your conduct.
PS2.R8	Assess how much you acknowledge moral obligation regarding your conduct
PS2.K9	Recognize that you ought to know about, regard for, be available to, and see the value in a wide range of human variety.
PS2.A9	Demonstrate information about, regard for, receptiveness, and appreciation for a wide range of human variety.
PS2.R9	Assess how you recognize a wide range of human variety.
PS2.K10	Recognize that the capacity to interface with assorted gatherings might add to learning and scholarly accomplishment.
PS2.A10	Recognize that the capacity to interface with assorted gatherings might add to learning and scholarly accomplishment.
PS2.R10	Analyze the effect of your capacity to connect emphatically with different gatherings on your learning and scholastic accomplishment.
PS2.K11	Recognize that the capacity to connect emphatically with different gatherings is frequently fundamental to keep up with business.
PS2.A11	Explain how the capacity to associate decidedly with different gatherings is frequently fundamental to keep up with business.

PS2.R11	Analyze the effect of your capacity to cooperate decidedly with different gatherings on your business.
GOAL PS3	Incorporate self-improvement and change into your vocation advancement.
PS3.K1	Recognize that you will encounter development and changes as a primary concern and body all through life that will affect your professional advancement.
PS3.A1	Give instances of how you have developed and changed (e.g., genuinely, inwardly, socially, and mentally).
PS3.R1	Analyze the aftereffects of your development and changes throughout life to decide growth areas for what's to come.
PS3.K2	Identify great well-being propensities (e.g., great nourishment and valuable ways of overseeing pressure).

PS3.A2	Demonstrate how you have taken on great well-being propensities.
PS3.R2	Assess the effect of your well-being propensities on your vocation improvement.
PS3.K3	Recognize that your inspirations and desires will probably change with time and conditions.
PS3.A3	Give instances of how your inspirations and desires have changed with time and conditions.
PS3.R3	Assess how changes in your inspirations and desires have impacted your professional advancement over the long haul.
PS3.K4	Recognize that outer occasions regularly cause life changes.
PS3.A4	Give instances of outer occasions that have caused life changes for you.
PS3.R4	Assess your techniques for overseeing life changes brought about by outside occasions.
PS3.K5	Identify circumstances (e.g., issues at the everyday schedule) in which you could require help from individuals or different assets.
PS3.A5	Exhibit the capacity to look for help (e.g., with issues at the everyday schedule) from fitting assets, including others.
PS3.R5	Assess the adequacy of your procedures for getting help (e.g., with issues at the everyday schedule) from suitable assets, including others.
PS3.K6	Recognize the significance of versatility and adaptability while starting or reacting to change.
PS3.A6	Demonstrate versatility and adaptability while starting or reacting to change.
PS3.R6	Analyze how you react to change or potentially start change.
GOAL PS4	Balance individual, relaxation, local area, student, family, and work jobs.

PS4.K1	Perceive that you have numerous life jobs (e.g., individual, recreation, local area, student, family, and work jobs).
PS4.A1	Give models that show your life jobs, including individual, recreation, local area, student, family, and work jobs.
PS4.R1	Assess the effect of your life jobs on professional objectives.
PS4.K2	Recognize that you should adjust life jobs and that there are numerous ways of getting it done.
PS4.A2	Show how you are adjusting your life jobs.
PS4.R2	Analyze what explicit life job changes would mean to accomplish your vocation objectives.
PS4.K3	Describe the idea of a way of life.
PS4.A3	Give instances of choices, variables, and conditions that influence your present way of life.
PS4.R3	Analyze what straightforward way of life changes would mean to accomplish your vocation objectives.
PS4.K4	Recognize that your life jobs and your way of life are associated.

PS4.A4	Show how your life jobs and your way of life are associated.
PS4.R4	Assess what changes in your day to day existence jobs would mean for your way of life.

Educational Accomplishment and Lifelong Education

GOAL ED1	Accomplish instructive accomplishment and execution levels expected to contact your own and professional objectives.
ED1.K1	Recognize the significance of instructive accomplishment and execution to fulfill individual and vocation objectives.
ED1.A1	Demonstrate instructive accomplishment and execution levels expected to achieve your vocation objectives.
ED1.R1	Evaluate how well you have accomplished instructive accomplishment and execution levels expected to contact your professional objectives.
ED1.K2	Identify systems for working on instructive accomplishment and execution.
ED1.A2	Demonstrate procedures you are utilizing to work on instructive accomplishment and execution.
ED1.R2	Analyze your instructive accomplishment and execution techniques to arrange for development and improvement.
ED1.K3	Describe concentrate on abilities and acquiring propensities that advance instructive accomplishment and execution.

ED1.A3	Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.R3	Evaluate your review abilities and mastering propensities to foster an arrangement for further developing them.
ED1.K4	Identify your learning style
ED1.A4	Show how you utilize learning style data to work on instructive accomplishment and execution.
ED1.R4	Analyze your learning style to develop behaviours to maximize educational achievement and performance.
ED1.K5	Describe the significance of having the arrangement to work on instructive accomplishment and execution.
ED1.A5	Show that you have the arrangement to work on instructive accomplishment and execution.
ED1.R5	Evaluate the consequences of your arrangement for working on instructive accomplishment and execution.
ED1.K6	Describe what individual perspectives and practices can mean for instructive accomplishment and execution.
ED1.A6	Exhibit perspectives and practices that help instructive accomplishment and execution.
ED1.R6	Assess how well your mentalities and practices advance instructive accomplishment and execution.
ED1.K7	Recognize that your instructive accomplishment and execution can prompt numerous work environment choices.
ED1.A7	Show how your instructive accomplishment and execution can grow your work environment choices.

ED1.R7	Assess how your instructive accomplishment and execution will move to the working environment.
ED1.K8	Recognize that gaining and utilizing data adds to instructive accomplishment and execution.
ED1.A8	Show what securing and utilizing data has meant for your instructive accomplishment and execution.
ED1.R8	Assess your capacity to secure and utilize the data to work on instructive accomplishment and execution.
GOAL ED2	Look into advancing, enduring learning experiences to work on your ability to work really in a blended and developing economy.
ED2.K1	Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.A1	Show how lifelong learning is helping you function effectively in a diverse and changing economy.
ED2.R1	Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.
ED2.K2	Recognize that viewing yourself as a learner affects your identity.

ED2.A2	Show how being a learner affects your identity.
ED2.R2	Analyze how specific learning experiences have affected your identity.
ED2.K3	Recognize the importance of being an independent learner and taking responsibility for your learning.
ED2.A3	Demonstrate that you are an independent learner.
ED2.R3	Assess how well you function as an independent learner.
ED2.K4	Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.A4	Demonstrate the knowledge and skills necessary to transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
ED2.R4	Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K5	Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military online courses, and on-the-job training).
ED2.A5	Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, online courses, and on-the-job training).
ED2.R5	Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, online courses, and on-the job training) affects your personal and career goals.
ED2.K6	Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A6	Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
ED2.R6	Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
ED2.K7	Describe informal learning experiences that contribute to lifelong learning.
ED2.A7	Demonstrate participation in informal learning experiences.
ED2.R7	Assess, throughout your life, how well you integrate both formal and informal learning experiences

CAREER MANAGEMENT OBJECTIVES

GOAL CM1	Make and deal with a lifelong arrangement that meets your professional objectives.
CM1.K1	Perceive that profession intending to accomplish your vocation objectives is a deep-rooted process.
CM1.A1	Give examples of vocation arranging techniques to achieve your professional objectives.
CM1.R1	Survey how well your professional arranging techniques work with arriving at your vocation objectives.
CM1.K2	Portray how to foster a lifelong arrangement (e.g., steps and content).
CM1.A2	Foster a profession that intends to meet your vocation objectives.
CM1.R2	Break down your professional plan and make changes in accordance with reflect progressing vocation the board needs.
CM1.K3	Recognize your present moment and long haul professional objectives (e.g., schooling, work, and way of life objectives).
CM1.A3	Exhibit activities are taken to accomplish your present moment and long haul vocation objectives (e.g., training, business, and way of life objectives).
CM1.R3	Reevaluate your professional objectives and change depending on the situation.
CM1.K4	Distinguish abilities and individual qualities expected to deal with your profession
CM1.A4	(e.g., strength, self-viability, capacity to recognize patterns and changes, and adaptability).
CM1.R4	Show profession the board abilities and individual qualities
CM1.K5	(e.g., strength, self-viability, capacity to distinguish patterns and changes, and adaptability).
CM1.A5	Assess your vocation, the board abilities and individual attributes
CM1.R5	(e.g., versatility, self-viability, capacity to recognize patterns and changes, and adaptability).

GOAL CM2	Utilize a course of decision-production as one part of professional improvement.
CM2.K1	Describe your decision-making style (e.g., risk-taker, cautious).
CM2.A1	Give examples of past decisions that demonstrate your decision-making style.
CM2.R1	Evaluate the effectiveness of your decision-making style.
CM2.K2	Identify the steps in one model of decision-making.
CM2.A2	Demonstrate the use of a decision-making model.

CM2.R2	Assess what decision-making model(s) work best for you.
CM2.K3	Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
CM2.A3	Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
CM2.R3	Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
CM2.K4	Identify alternative options and potential consequences for a specific decision.
CM2.A4	Show how exploring options affected a decision you made.
CM2.R4	Assess how well you explore options when making decisions.
CM2.K5	Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.A5	Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
CM2.R5	Evaluate the effect of personal priorities, culture, beliefs, and work values in your decision-making.
CM2.K6	Describe how education, work, and family experiences might impact your decisions.
CM2.A6	Give specific examples of how your education, work, and family experiences have influenced your decisions.
CM2.R6	Assess the impact of your education, work, and family experiences on decisions.
CM2.K7	Describe how biases and stereotypes can limit decisions.
CM2.A7	Give specific examples of how biases and stereotypes affected your decisions.
CM2.R7	Analyze the ways you could manage biases and stereotypes when making decisions.
CM2.K8	Recognize that chance can play a role in decision-making.
CM2.A8	Give examples of times when chance played a role in your decision-making.
CM2.R8	Evaluate the impact of chance on past decisions.
CM2.K9	Recognize that decision-making often involves compromise.

CM2.A9	Give examples of compromises you might have to make in career decision-making.
CM2.R9	Analyze the effectiveness of your approach to making compromises.
GOAL CM3	Utilize precise, current, and fair, professional data during vocation arranging and the board.
CM3.K1	Portray the significance of professional data to your vacation arranging.

CM3.A1	Show how vocation data has been significant in your arrangements and how it very well may be utilized in tentative agreements.
CM3.R1	Survey the effect of professional data on your arrangements and refine designs with the goal that they reflect exact, current, and fair-minded vocation data.
CM3.K2	Perceive that vocation data incorporates word related, instruction and preparing, business, and financial data and that there is a scope of professional data assets accessible.
CM3.A2	Show the capacity to utilize various kinds of vocation data assets (i.e., word related, instructive, monetary, and work) to help profession arranging.
CM3.R2	Assess how well you coordinate word related, instructive, financial, and business data into the administration of your profession.
CM3.K3	Perceive that the nature of vocation data asset content shifts (e.g., exactness, inclination, and how state-of-the-art and complete it is).
CM3.A3	Show how chosen instances of professional data are one-sided, outdated, fragmented, or mistaken
CM3.R3	Judge the nature of the vocation data assets you intend to use as far as exactness, predisposition, and how state-of-the-art and complete it is.
CM3.K4	Distinguish multiple ways of arranging occupations.
CM3.A4	Give instances of how to word related grouping frameworks can be utilized in vocation arranging.
CM3.R4	Evaluate which word related characterization framework is generally helpful to your vocation arranging.
CM3.K5	Recognize occupations that you should seriously think about regardless of your orientation, race, culture, or capacity.
CM3.A5	Exhibit receptiveness to considering occupations that you could see as modern (i.e., comparative with your orientation, race, culture, or capacity).
CM3.R5	Survey your receptiveness to thinking about modern occupations in your profession, the executives.
CM3.K6	Recognize the benefits and disservices of being utilized in a current occupation.
CM3.A6	Settle on choices for yourself about being utilized in a current occupation.
CM3.R6	Survey the effect of your choices about being utilized in a forward-thinking occupation.
GOAL CM4	Ace scholar, word related, and general employability abilities to get, make, keep up with, or potentially advance your business.

CM4.K1	Depict scholarly, word related, and general employability abilities.
CM4.A1	Show the capacity to utilize your scholar, word related, and general employability abilities to get or make, keep up with, and advance your work.

CM4.R1	Survey your scholar, word related, and general employability abilities and improve them depending on the situation for your business.
CM4.K2	Recognize work looking for abilities, for example, the capacity to: compose a resume and introductory letter, complete an employment form, interview for a task, and find and seek after business leads.
CM4.A2	Show the accompanying position looking for abilities: the capacity to compose a resume and introductory letter, complete an employment form, interview for a task, and find and seek after work leads.
CM4.R2	Assess your capacity to: compose a resume and introductory letter, complete an employment form, interview for a task, and find and seek after work leads.
CM4.K3	Perceive that an assortment of general employability abilities and individual characteristics (e.g., decisive reasoning, critical thinking, asset, data, and innovation the board, relational skills, trustworthiness, and constancy) are vital to achievement in school and business.
CM4.A3	Exhibit fulfilment of general employability abilities and individual characteristics should have been effective in school and business
CM4.R3	(e.g., decisive reasoning, critical thinking, asset, data, and executives' innovation, relational abilities, trustworthiness, and constancy).
CM4.K4	Assess your overall employability abilities and individual characteristics
CM4.A4	(e.g., decisive reasoning, critical thinking, asset, data, and executives' innovation, relational abilities, trustworthiness, and steadfastness).
CM4.R4	Perceive that numerous abilities are adaptable, starting with one occupation then onto the next.
CM4.K5	Show how your abilities are adaptable, starting with one occupation than on to the next.
CM4.A5	Examine the effect of your adaptable abilities on your professional choices.
CM4.R5	Perceive that your geographic versatility impacts your employability.
CM4.K6	Settle on choices for yourself in regards to geographic versatility.
CM4.A6	Investigate the effect of your choices about geographic versatility on your professional objectives.
CM4.R6	Recognize the benefits and difficulties of independent work.
CM4.K7	Settle choices for yourself about independent work.
CM4.A7	Survey the effect of your choice regarding independent work on your vocation objectives.
CM4.R7	Distinguish ways of being proactive in showcasing yourself for a task.

GOAL CM5	Incorporate changing business patterns, cultural necessities, and monetary circumstances into your professional plans.
CM5.K1	Recognize cultural requirements that influence your vacation plans.
CM5.A1	Show how you are ready to react to changing cultural requirements in your vocation on the board.
CM5.R1	Assess the aftereffects of your vocation the board comparative with changing cultural necessities.
CM5.K2	Distinguish financial circumstances that influence your vacation plans.
CM5.A2	Show how you are ready to react to changing financial circumstances in your vocation on the board.
CM5.R2	Assess the aftereffects of your profession the board comparative with changing financial circumstances.
CM5.K3	Distinguish work drifts that influence your vacation plans.
CM5.A3	Show how you are ready to react to changing work patterns in your profession on the board.
CM5.R3	Assess the consequences of your profession on the board compared with changes in business patterns.