

## Dandelion Roadmap

**Objective:** The proposed roadmap and plan below shows the recommended sequence of process transformation initiatives, over a period of 3 years, based on business and IT priorities, effort, and learnings.

Year 1				Year 2				Year 3			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

### Job Awareness

1.1 Onboarding 1.2 Introduction to Role 1.3 Team Meetings & Staff Reviews 1.4 Induction into Systems 1.5 Central repository 1.6 DXC Training Modules	
	1.7 Pipeline of work
	1.8 Handbook SPF Introduction
	1.9 Communication with Stakeholders
	1.10 Build a Work Profile
	1.11 Identify staff fulltime
	1.12 Process Improvements

### Self Advocacy

	2.1 Handbook for staff
	2.2 All Staff certified for role
	2.3 Modify Work Profile
	2.4 Work Experience Program
	2.5 Further Role Certifications
	2.6 Transition Planning Commences
	2.7 Brown Bag Session
	2.8 Staff rotation with mentor

### Transition

	3.1 Career development
	3.2 Transition Planning
	3.3 Mentor
	3.4 Modify Work Profile
	3.5 Program Recap with Family
	3.6 Finalise Staff Work Profile

Dandelion Program Plan & Road Map

YEAR 1  
Job Awareness

High Level ID	Key Milestones	Target Cycle	Low Level ID	Technical Learnings	Adaptive Learnings	Executive Functioning Learnings	
1.1	On Boarding	Q1	1.1.1	Overview of Workplace	Learning to adapt to a working environment. Appropriate Communication. Heirarchy. Learning to adapt to working in a team Travelling to work Financial Diet	Getting to work on time, managing sick leave, getting work done in a timely manner.	
		Q1	1.1.2	User access requested			
		Q1	1.1.3	Timesheet process task card			Ensuring all timesheets are correctly submitted on time
		Q1	1.1.4	DXC & Client Compliance Modules			
1.2	Introduction to role	Q1	1.2.1	Job Descriptions - Staff famaliarise themselves with role requirements			
		Q1	1.2.2	Landscape of system environment			
		Q1	1.2.3	Role walkthrough demonstrated in interactive workshops			
		Q1	1.2.4	Read Task cards (Visual) specific to role and systems	Ensuring team do not fall asleep or be disruptive in the work environment		
		Q1	1.2.5	Introduction to System Processes - Central Repository Tool for Requirements, Test Cases & Defects		Developing executive functioning/organisational skills	
1.3	Team meetings	Q1	1.3.1	Commence daily team meetings (Morning)	What is appropriate to stay in a group environment, learning not to interrupt or be rude		
		Q1	1.3.2	Commence daily support team meetings			
		Q1	1.3.3	3 month Quarter Review			
		Q2	1.3.4	Attend daily stand ups based on work and still continue with weekly or bi-weekly team meetings	Staff are aware of what everyone is working on or upcoming pipeline of work. Staff become confident in providing test progress updates and raise blockers.		
		Q2	1.3.5	Conduct weekly support team meetings			
		Q2	1.3.6	2 on 1 development process commences and continues on a monthly or quarterly basis. Development Plan Matrix for tracking staff's technical vs social skills. Work to set objectives/targets and support person follow up progressively. Once confident, request staff to provide their own updates and seek for work etc.	Identify strengths and areas that are challenging. Developing a knowledge of where I want to work.	AS Consultant able to share strategies to staff member. 360 degree review.	
		Q2	1.3.7	Indicate Dandelion team members who may need further technical training			
		Q2	1.3.8	6 month Review and Probabtion End			
1.4	Induction into Systems	Q1	1.4.1	Landscape of system environment			
		Q1	1.4.2	Run practice exercises			
		Q1	1.4.3	Using role and system documents perform activities in groups e.g. conduct presentations to the team			
1.5	Central repository	Q1	1.5.1	Hints & Tips specific to team role, knowledge, e.g. (via Sharepoint or folder drive/s)			
1.6	DXC Training modules	Q1	1.6.1	Execute DXC training modules in downtime.	Adapting to and managing downtime on a client site.		
1.7	Pipeline of work - Identify the type of work and ensure a solid pipeline/constant workload once training is completed.	Q2	1.7.1	Using standardised techniques used in the role and at the client site, leads to confidence and more work integration			
1.8	Handbook (SPF) introduction	Q2	1.8.1				
1.9	Communication with stakeholders	Q2	1.9.1	Use Lync to start deal with Stakeholders to communicate directly with developers and business via emails, Lync and phone meetings.	What is appropriate communication styles		
		Q4	1.9.2	Encourage staff to communicate with Stakeholders (developers and business) in person where possible e.g. discussing raised defects.	Strengthen appropriate communication		
1.10	Build a work profile	Q2	1.10.1	Write Resume	Starting to develop a IT related CV		
		Q2	1.10.2	Role certification practice & interactive training workshops			
		Q3	1.10.3	Role process refresher - Use standard approaches and demonstrate the best techniques/tools to use in role.			
		Q3	1.10.4	Setup a LinkedIn Profile	Connecting with Appropriate people for networking		
		Q3	1.10.5	Certified in the role	Identifying suitable training/IT Certifications	Self directed learning/study	
1.11	Identify staff capable and interested in moving into a full-time role	Q3	1.11.1		Are team members coping with current hours of work. Have they been successfully meeting all expectations of coping within a work environment.		
1.12	Encourage process improvement in downtime	Q3	1.12.1	Improve proactiveness and for staff member to show initiave		Identifying suitable and relevant process improvement	

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High Level ID	Key Milestones	Target	Low Level ID	Technical Learnings	Adaptive Learnings	Executive Functioning Learnings	
YEAR 2 Self Determination & Self Advocacy	2.1	Update staff Goals and KPIs for this year's 2 on 1s.	Q1	2.1.1	Set new technical goals more reflective of year 2 capabilities and encouraging self direction and self advocacy.	Encourage independence and individual goal setting	This process is used for self-reflection and for individuals to create their own learning goals.
	2.2	Handbook is a staff personal guide to provide future employers/HR/Managers	Q1	2.2.1	Capture technical learnings as part of the current role	Developing resilience, self awareness and self advocacy	How do I best learn? What are accommodations that I need to succeed in the workplace. What are some of the challenges for me?
	2.3	All staff certified for role	Q1	2.3.1	Staff are building up a credible resume	Keeping a record of systems and projects worked on and any significant achievements to build a strong IT resume	
	2.4	People Care Manager and ASC/s deliver recap on year 1 (expectations and achievements)	Q1	2.4.1	Specify expectations for year 2	Understand the expectations of them for the year. Support staff work on strategies over the year as to how to continue meeting (or exceeding) these expectations.	Develop autonomy to take on more learning and growth in role independently.
	2.4	Hold Parents meeting to recap Year 1 and present approach for Year 2	Q1		Share achievements and successes within the workplace	Reflect on what we have learnt and the evolution of the Dandelion Program	Share our plans for encouraging Self Determination, Self Advocacy and Independence.
	2.5	Modify work profile	Q2	2.3.1	Update Resume	Continue developing resilience, self awareness and self advocacy	Develop a work plan. How do I best learn? What are accommodations that I need to succeed in the workplace. What are some of the challenges for me?
				2.3.2	Refine LinkedIn Profile	What information do I put on LinkedIn - am I connected to everyone in the Dandelion Program	Regularly review LinkedIn Profile
	2.6	Work experience program	Q2	2.4.1	Develop pipeline of new Dandelion candidates to fill spaces by team members transitioning out of the pod.		
	2.7	Staff develop 'Self Determination'	Q2		Developing a understanding of strengths, weaknesses, preferences, learning styles and needs	Making decisions based on their self awareness	Mental Health, finance and nutrition plans in place - where applicable.
	2.8	Other role certification pursued based on feedback from 2 on 1s and career progression	Q3	2.5.1	Work with People Care Manager to identify areas of interest and gain knowledge of training opportunities to develop skill base.	What areas of the role do I enjoy. Where do I see myself working in the future.	
	2.9	Transition planning commences	Q3	2.6.1	Indicate to client which staff will be ready for transition in the future	Individual led. Identifying where they want to work and if they are ready.	
	2.10	Brown Bag Session	Q3	2.7.1	Networking and build staff contacts. Working with People Care Manager.		
	2.11	Guest speaker on the spectrum to visit the Pod to share their learnings	Q3		Share their strategies/learnings for success in the workplace	How to advocate for yourself?	Share strategies/learnings for work and home life balance
	2.12	Career Coach to run a session with the pod	Q4		CV writing skills, Application Letter Skills, LinkedIn, and Interview tips	Learning the art of 'selling' themselves	Practice writing application letters and mock interviews
	2.13	Staff rotation to other areas with identified mentor.	Q4	2.8.1	Exposure to other teams that provides greater experience and makes the staff member more valuable plus build contacts - where applicable.	Identify appropriate teams and mentors.	Spend time with different teams over a period of time to ascertain if it is the right fit.
2.14	Introduce staff to build network using the DHS 'Jobs Assistance' program	Q4		Use of other agencies and services to improve long term employability skills, and to work on specific strategies with individuals			
2.15	Staff have developed 'Self Advocacy'	Q4		Staff have developed a strong sense of self awareness and self advocacy	Improved self confidence and self worth	Ability to make decisions on their own about their own lives	

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High Level ID	Key Milestones	Target	Low Level ID	Technical Learnings	Adaptive Learnings	Executive Functioning Learnings	
YEAR 3 Transition	3.1	Career development	Q1	3.1.1	Develop Dandelion staff to be career ready	Dandelion staff know where their strengths lie. Having an awareness of individual technical strengths and work preferences.	The team has built an awareness of jobs in the IT industry. They have done self directed learning through ISTQB, DXC Online University modules, or Tertiary Studies
	3.2	Transition planning continues	Q1	3.2.1	Where do I go at the end of the 3 year contract.	Do I want to stay with DXC, with the client or do I even want to remain in the IT Industry.	Knowing what other options are available to me and being supported to pursue other options.
			Q1	3.2.2	Indicate which staff need further development	Connect staff with J services such as jobs in Jeapody and DES providers and Job Network Providers	Knowing pathways to other job networks
				3.2.3	Meet with relevant staff on client site to learn about their recruitment options ie: STEM, APS gazetted roles	Confidence to meet with new recruits to learn how they got their job, and what there experience in	
				3.2.4	Update Skills Matrix	Ensure all projects, systems and training is up to date for use in CV and job applications	
	3.3	Mentor	Q2	3.3.2	Schedule a meeting with People Care Manager, to identify a suitable mentor	Ask what options are available for extra training, and what roles are potentially available within DXC	Research different roles so they have a good knowledge of different roles within DXC, and clients that DXC works with
			Q3	3.3.1	Partner suitable team members with mentors in their identified area of interest.	Building working relationships.	Having confidence to communicate with other colleagues/stakeholders and ask questions.
	3.4	Modify work profile	Q4	3.4.1	Update Resume	Ensure all skills and experience is listed	Have two referee's for your Resume
			Q4	3.4.2	Refine Linkedin Profile	Ensure all skills and experience is listed, and that you are connected to everyone that you have worked with during the three years in the Dandelion Program	Ask colleagues to look over your profile or share information from their profile to make sure Linkedin is a professional and up to date as possible. Ask colleagues to write an endorsement for you on Linkedin
			Q4	3.4.3	Finalise Work Profile	Be comfortable about the information to share with new teams	
		Meet with a recruitment agency	Q4	3.4.3	Tips for writing job applications, how and when to use Linkedin, Industries that are hiring etc	Learn current recruitment trend and growth areas	Feel confident that you know how to get a job, and know the market
		Ask fellow Dandelion team members to review your Resume and Linkedin profile	Q4	3.4.4	Get feedback and tips from colleagues	Be receptive of feedback from colleagues	
	3.5	Program recap with applicable staff - where applicable connect with family	Q4	3.5.1	Family meeting to identify next steps and thoughts for the future.	Reflect on accomplishments and successes during 3 year Dandelion Program	Do I want to stay with DXC, DHS or do I want to look for other work. What do I need for this next stage of my working career.
		Meet with Centrelink/Training Providers	Q4	3.5.2	Where appropriate - reconnect with Centrelink to access further training opportunities	Understanding that they no longer want to do testing	Seeking out training in area of interest
3.6	Finalise staff work profile	Q4	3.6.1	Staff member has clear idea of what they need to succeed in the work place	Understanding my learning style and what I need to succeed in any workplace. Confidence to share this information with new teams.	Clear understanding of working preferences, skills, and where they want their career to go.	