

New Career and Enterprise resources for 2016

New
resources
for 2016

WACE Career and Enterprise and Workplace Learning programs

Now available for 2016: Check for samples on web

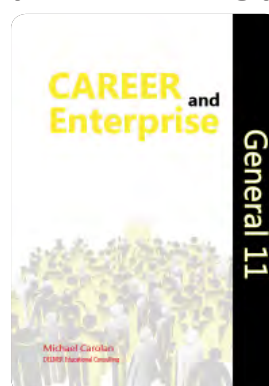
- **Career and Enterprise: CAE - General 11**
Full colour text/workbook. Approx. 310 pp.
Price \$52 (ISBN: 978-1-925172-25-6)
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**
Full colour text/workbook.
Approx. 354 pp. Price \$55 (ISBN: 978-1-925172-26-3)
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

Available mid-2016 (proposed)

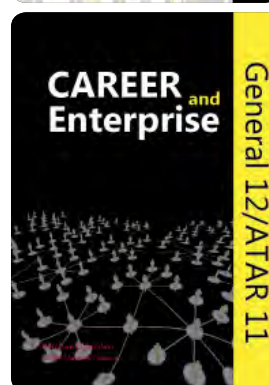
- Career and Enterprise: Foundation 12 and Career and Enterprise: Foundation 11

Available for 2017 (proposed)

- Career and Enterprise: CAE - ATAR12



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Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory & Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2016 (* = new)

WACE Career and Enterprise (PDF e-versions also available)

- * Career and Enterprise General 11
- * Career and Enterprise General 12/ATAR 11

Career pathways, work education and personal development (PDF e-versions also available)

- > Career Pathways
- > Work Experience Journal
- > Work Placement Journal
- > Personal Development Activity Planner: Introductory
- > Personal Development Project Planner: Advanced

Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

Industry and Enterprise

- > I&E Unit 1: Workplace Participation 3ed (& e-version)
- * I&E 1&2: Towards an Enterprising You 4ed
- > I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- * Literacy - Intermediate 3ed Workbook/text and Activities booklet (revised for 2016) !!!also new e-version!!!
- * Literacy - Senior Workbook/text and Activities booklet (new for 2016) !!!also new e-version!!!
- > Numeracy - Intermediate Workbook/text and Activities booklet
- * Numeracy - Senior Workbook/text and Activities booklet (new for 2016)
- * Personal Development - Intermediate 3ed Workbook/text and Activities booklet (new colour ed for 2016)
- * Personal Development - Senior 2ed Workbook/text and Activities booklet (new colour ed for 2016)
- > Work Related Skills - Foundation Workbook/text and Activities booklet
- * Work Related Skills - Intermediate 3ed Workbook/text and Activities booklet (new colour ed for 2016)
- > Work Related Skills - Senior 2ed Workbook/text and Activities booklet

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Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Personal Development Activity Planner - Introductory

Personal Development Project Planner - Advanced

New
full colour PDS
planners for 2015.

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects.

- ⇒ The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ The planners combine all the planning steps needed to successfully complete an individual or teams-based Personal Development project, with specifically designed planning pro-formas.
- ⇒ The formatting encourages students to brainstorm, discuss and document key points before finalising their actions using the pro-formas.
- ⇒ The planners offer the opportunity to use some or all of the planning steps, depending on the complexity of the activity/project.

- ⇒ **Personal Development Activity Planner - Introductory** has been designed for **foundation level** Personal Development activities; and can also be used for **introductory intermediate level** Personal Development activities/projects such as those that might occur in unit 1.
- ⇒ **Personal Development Project Planner - Advanced** has been designed for **more sophisticated intermediate level** Personal Development projects such as those that might occur in unit 2; and for **senior level** Personal Development projects.
- ⇒ Content includes advice, tips and guidelines. The Advanced planner also includes specially designed 'What would you do' scenarios so that students can problem-solve the types of issues that commonly occur in these types of projects.
- ⇒ Includes event planning pro-formas in addition to the activity/project planning steps.
- ⇒ Each planner acts as a student evidence journal with areas to gain teacher/supervisor feedback related to key planning stages.

e-versions

Both the **Personal Development Activity Planner - Introductory** and the **Personal Development Project Planner - Advanced** resources are also available as fully reproducible e-versions through a site license. These e-versions include interactive write-in PDF files, as well as the PDF 'print' version of the planners.

Pricing

Personal Development Activity Planner - Introductory:

- ⇒ e-version master license = \$165
- ⇒ Printed book = \$25

Personal Development Project Planner - Advanced:

- ⇒ e-version master license = \$220
- ⇒ Printed book = \$27.50

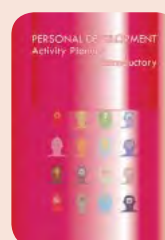
Special offer: Buy both master licenses for \$385 and receive a free printed copy of each book.

View PDF samples on the website. Any questions please feel free to contact me.

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colour book
@\$25**

978-1-925172-12-6

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**Printed
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978-1-925172-13-3

CAREER ^{and} Enterprise

Career and Enterprise - General 12/ATAR11

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- Australian Bureau of Statistics material available through Creative Commons License Attribution 2.5 Australia.
- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: www.blueprint.edu.au

Disclaimer: All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

General 12/ATAR 11

Career and Enterprise - Unit 3: General12 / Unit 1: ATAR11

Welcome to your studies of Career and Enterprise. This resource has been specifically developed to support you in your investigations into the world of work. It will help enable you to develop into a more enterprising young worker. For those of you in **Year 11** this is the first step in your career pathways development. Those of you in **Year 12** are now at the stage to actively investigate potential career opportunities for next year and beyond. In this unit you will examine the characteristics of being enterprising, investigate your own career pathway options, examine issues impacting on the nature of work, develop your career portfolio through your IPP and EPP and investigate a range of workplace trends that will impact on you as part of the workforce.

To make best use of this resource you should:

- ✓ engage in class discussion about the issues and advice that you are studying
- ✓ reflect on how what you are learning applies to your own career pathways choices
- ✓ apply enterprising strategies to your own career pathways development
- ✓ seek and actively participate in workplace learning, volunteer and community placements to build your skills-sets
- ✓ apply what you are learning in the classroom to work-related situations, as well as applying what you discover in work-related situations back to what you are learning in the classroom.

Section 10 includes a **WHS induction** program and your teacher is likely to require you to complete your WHS induction in the first semester.

At any time you can seek advice, support, feedback and help from people in your career network. So what are you waiting for; let's get started working on your future!

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Being Enterprising

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Comments:

Introduction: Being Enterprising

In this first section you will explore the notion that you need to be enterprising to better enable you to take initiative to develop your future career pathway.

If you are at the beginning stage of Career and Enterprise you will be introduced to a wide range of career development concepts and terminology that will apply to your career pathway. The aim for those of you in your second stage of Career and Enterprise is to investigate ways to actively apply these concepts to your career pathway investigation as the year progresses.

An enterprising approach to developing your career competencies will assist you to proactively demonstrate each of these six capabilities.

- ✓ **Entrepreneurial behaviours** by being a proactive member of the workforce.
- ✓ **Learning to learn** by undertaking appropriate training.
- ✓ **Career development and management** by taking responsibility for your actions.
- ✓ **Work skills** by seeking and reflecting on suitable work placements, volunteer and community placements.
- ✓ Understanding **the nature of work** by adapting to changing work needs.
- ✓ **Gaining and keeping work** by taking steps to be an enterprising member of the workforce.

What about you?

To successfully complete this unit you will be required to achieve the following.

1. Demonstrate understanding of key terminology and concepts through a glossary.
2. Active participation in class discussion.
3. Reflect on your career pathway progress in relation to the career management competencies.
4. Apply what you have learned to your own career pathway investigations.
5. Complete and submit ongoing activities as directed by your teacher.
6. Complete an investigation report related to your career pathways development.
7. Undertake self-assessment at the end of this unit.



Your IPP & EPP: Being Enterprising

This section supports the first stage of development of your ongoing Individual Pathways Portfolio and your Electronic Pathways Portfolio at this level. Tasks you will be required to complete for your IPP and EPP include some or all of these, as well as other relevant tasks set by your teacher.

- ☐ Identify and reflect on your enterprising behaviours.
- ☐ Identify your personal and social competencies and transferable skills.
- ☐ Explain relevant work skills and career competencies.
- ☐ Outline effective self-management techniques to help your career pathway.
- ☐ Use goal-setting and decision-making to begin planning your career pathway.

Your teacher will give you more direction on your IPP and EPP requirements as needed throughout the unit.

1. Career and enterprise

In order to develop a more suitable and rewarding individual career pathway you are going to have to become more enterprising. This is vital to your success as an effective participant in the global commercial world.

So how enterprising are you? Well you're studying a subject called Career and Enterprise at this stage of your secondary schooling. So that would suggest that you are open to the idea of applying enterprising behaviours in order to successfully develop and manage your future career pathway.

Well done. You've made a wise choice. But just what are enterprising behaviours and how can these be identified, developed and applied so as to enable you to explore more effective career pathways options?

Enterprising behaviours

Enterprising behaviours can be used to help us succeed in all walks of life. So the idea of being enterprising is not just confined to the business or commercial world. Individuals can develop enterprising behaviours in order to be more enterprising throughout their personal, social and community lives. And that also includes your personal development while still enrolled at secondary school, as well as your professional development in relation to work-related options.

It used to often be mistakenly thought that a person could only be enterprising if they came up with a new business idea. Those who do so are often referred to as **entrepreneurs**. In the late 1980s and 1990s (before you were even born!) the term entrepreneur became tainted as it was usually associated with failed business tycoons who landed on the wrong side of the law.

However, being enterprising is more than business innovation. In basic terms, being enterprising is about coming up with better ways of doing things. This can extend to work skills development, leadership and innovation as part of an enterprise culture.



Image: DigitalStorm/
iStock/Thinkstock

I am...

A

List 8 words or short phrases that suggest positives about you. (e.g. *I am... always punctual.*)

i. I am....	ii. I am....
iii. I am....	iv. I am....
v. I am....	vi. I am....
vii. I am....	viii. I am....

2. Enterprise in different settings

i. Personal settings

As an individual goes about their day-to-day life they participate in a range of activities that require and develop enterprising behaviours. Key tasks required in personal settings include:

- ⇒ developing personal relationships
- ⇒ raising/supporting a family
- ⇒ completing (unpaid) domestic tasks
- ⇒ planning and achieving personal goals
- ⇒ managing personal finances
- ⇒ learning and mastering skills and competencies
- ⇒ maintaining health and wellbeing
- ⇒ participating in hobbies and interests
- ⇒ balancing personal and professional commitments.



Image: Chad Baker/Jason Reed/Ryan McVay/Photodisc/Thinkstock

ii. Social settings

Human beings are, by their very nature, a gregarious lot. People have a need to seek out others in social situations. Many social situations extend from our personal experiences. These might include:

- ⇒ cultivating and maintaining friendships
- ⇒ participating in social activities
- ⇒ maintaining family relationships
- ⇒ working with others to complete tasks
- ⇒ working towards shared or team goals
- ⇒ participating in hobbies and interests with others.

iii. Community settings

As individuals we often have experiences within community settings and we participate and contribute to everyday community life. Many of our social interactions extend into the community through sporting, family, religious, volunteer and other structured and non-structured activities. We participate in a number of varied communities including:

- ⇒ local communities
- ⇒ broader community
- ⇒ learning communities
- ⇒ volunteer, welfare and support agency communities
- ⇒ communities formed around a hobby or recreational pursuit
- ⇒ social networks
- ⇒ online and virtual communities
- ⇒ work-related communities.



Image: Purestock/Thinkstock

Enterprise in different settings

B

being
enterprising

Give examples that outline how you have demonstrated enterprise in personal, social and community settings. Be sure to clearly explain what you did in each situation.



Personal settings	Social settings	Community settings

For preview
purposes only:
Do not copy

Extension: Develop a profile of an enterprising person you know, admire or respect. Prepare a 10 point presentation to the class that describes what the person does and how this person is enterprising.

C Enterprising individuals



1. Consider each of the statements below. Give them a rating from 1-5 (1: not-at-all, 2: rarely, 3: sometimes, 4: a lot 5: all the time), based on how much they sound like you.

statement	score	statement	score	statement	score	statement	score
a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		total			

2. Develop 5 more statements that would be considered to be indicative of an enterprising individual and write these in your workbooks.
3. How do you think enterprising individuals could go about developing their work skills? Use an example for each of the 3 settings on p.4.
4. Discuss how you could take steps to be more enterprising. Give examples of the types of tasks and activities you could do. Come up with 5 clear things to do.

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"I seek out and create new opportunities." a

"I am proactive." n

"I like to initiate ideas." m

"I welcome new challenges." b

"I have a responsibility to treat others with respect." c

"I am prepared to carefully manage risk." l

"Life is what you make of it." d

"I value and learn from feedback." k

"I see myself as a vital part of the community." j

Enterprising Individuals

"I take the opportunity to make decisions." e

"I like to test new ways of doing things." i

"I grow and learn by working with others." f

"It is important to plan and organise so as to achieve goals." h

"I like meeting and working with people from different backgrounds." g

3. Enterprise culture

An **enterprise culture** can be said to be the prevailing culture within an organisation, workplace or work setting which fosters innovation, leadership and initiative and which supports employees to be better trained, flexible, problem-solvers so as to generate quality outcomes for all stakeholders.

The very nature of enterprise means that there is no set definitive list of enterprising behaviours and skills that contribute to an enterprise culture. However, some skills are common to all activities. At times different enterprising behaviours and skills take precedence for varied situations and tasks.

For example, a functions co-ordinator will need to demonstrate enterprising behaviours associated with planning and organising an event as well as communication skills when the event is being staged. A police officer will need to demonstrate leadership, initiative and problem-solving as part of their day-to-day duties. Construction workers need to make decisions, accept responsibility and be adaptable for worksites they are working at.

Enterprising people are able to effectively combine enterprising behaviours in order to achieve a suitable outcome. You will need to be **proactive** so as develop your own enterprising behaviours to create a better career pathway.

So what does it mean to be enterprising? What are the characteristics of enterprising behaviour? In order for you to be engaged as an enterprising individual who can contribute positively to Australia's future prosperity you need to develop your work skills as part of an enterprise culture.

Proactive
Reactive



Image:
Ruchapong/iStock/
Thinkstock

being
enterprising

Enterprise culture

D

What is an enterprise culture and what could you do to ensure that you become part of an enterprise culture?

4. Enterprising behaviours

Enterprise skills are work skills that are needed to become an effective employee. Sometimes you might see different lists of varied enterprise skills. For our purposes, based on this stage of your career pathways development, we will classify enterprise skills into five sets of **enterprising behaviours**. These five sets include a number of interrelated enterprising skills and behaviours.

- ⇒ **Initiative**
- ⇒ **Adaptability**
- ⇒ **Problem-solving**
- ⇒ **Communication**
- ⇒ **Managing and leading**

It is also vitally important to understand that each of these behaviours relies on the ability to **work effectively with others**.

You need to remember that the lists of skills for these five sets are not exhaustive. By their very nature each of these five sets of enterprising behaviours can keep developing and evolving. Also, many of the specific enterprising skills and behaviours for each set will naturally cross over into one or more of the other sets of enterprising behaviours. The idea is to apply varied and complementary enterprising behaviours and skills to your career development. So which of these sound like you?

Enterprising Behaviours

Initiative

Includes but is not limited to:

- ☐ identifying opportunities
 - ☐ being proactive
 - ☐ creating ideas
 - ☐ using new technologies
 - ☐ asking questions
 - ☐ seeking feedback
 - ☐ accepting responsibility
- and working with others.**

Adaptability

Includes but is not limited to:

- ☐ being flexible
 - ☐ learning new skills
 - ☐ developing industry-specific competencies
 - ☐ embracing change
 - ☐ accepting challenges
 - ☐ seeking innovation
- and working with others.**

Managing and leading

Includes but is not limited to:

- ☐ taking charge
 - ☐ managing oneself
 - ☐ managing others
 - ☐ planning and organising
 - ☐ managing risk
 - ☐ using resources effectively
 - ☐ working sustainably
 - ☐ reviewing performance
- and working with others.**

Communication

Includes but is not limited to:

- ☐ building interpersonal skills
 - ☐ using ICT devices
 - ☐ demonstrating cross-cultural skills
 - ☐ developing a professional and technical vocabulary
- and working with others.**

Problem-solving

Includes but is not limited to:

- ☐ analysing issues
 - ☐ researching information
 - ☐ making decisions
 - ☐ dealing with change
 - ☐ minimising stress
 - ☐ resolving conflict
- and working with others.**

Enterprising behaviours

E



being
enterprising

For each category of enterprising behaviours outline 2 examples of how you have demonstrated these behaviours in a personal or school setting; and also in a work-related/employment or community setting.

Enterprising behaviour	Personal or school setting	Work-related/employment or community setting
Initiative i. ii.		
Adaptability i. ii.		
Problem-solving i. ii.		
Communication i. ii.		
Managing and leading i. ii.		

5. Career competencies

The 2010 *Australian Blueprint for Career Development* identifies recommended skills, attitudes and knowledge that all people need to have so as to enable them to develop a more suitable career pathway. These skills, attitudes and knowledge are the hallmarks of enterprising workers as part of a global commercial world. By being a more enterprising young person you will naturally enhance your career competencies. This will help enable you to contribute to an enterprise culture.

During this year you will experience that this subject has been developed to closely align with the **career management competencies** contained in the 'blueprint'. The information, activities and resources contained in this book have also been developed to help you grow these competencies.

It is also important to note that these eleven competencies are inter-related and cross over one another. For example, *interacting positively and effectively with others* will help you to *build and maintain a positive self-concept* through *participation in lifelong learning* related to your career pathway. And of course a preferred outcome of this is for you to *secure and/or create and maintain work* as part of *making career-enhancing decisions*.

The eleven career management competencies are grouped into three key areas.

A. Personal management

B. Learning and work exploration

C. Career building.

You should reflect on each of these three areas and their relevant competencies as you complete tasks throughout this year.

Career Management Competencies

A: Personal management

1. Build and maintain a positive self-concept.
2. Interact positively and effectively with others.
3. Change and grow throughout life.

B: Learning and work exploration

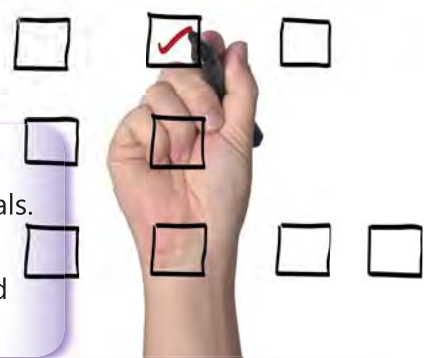
4. Participate in lifelong learning supportive of career goals.
5. Locate and effectively use career information.
6. Understand the relationship between work, society and the economy.

C: Career building

7. Secure/create and maintain work.
8. Make career-enhancing decisions.
9. Maintain balanced life and work roles.
10. Understand the changing nature of life and work roles.
11. Understand, engage in and manage the career-building process.

Source: *Australian Blueprint for Career Development, MCEECDYA, 2010*

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Career management competencies

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For each of the 11 career management competencies explain in your own words what the competency statement means. Then give an example of an action you either can, or should, undertake in order to develop this competency during this semester.

Career Competencies	What does this mean to me?	What can/should I do?
A: Personal management		
1.		
2.		
3.		
B: Learning and work exploration		
4.		
5.		
6.		
C: Career building		
7.		
8.		
9.		
10.		
11.		

Extension: Interview a student who has completed a similar Career and Enterprise program to what you are doing. Ask for up to 10 pieces of advice they would offer to help enhance your career pathways development. Share with the class.

6. Work skills for jobs

All occupations require the development and application of work skills by employees. However, some jobs will need employees who are more developed in some **enterprising behaviours**, **employability skills** and **industry-specific competencies** than in others. The general types of work skills required for occupations are usually set down in an occupation's **job description**, whereas the specific work skills needed to perform an occupation's work tasks are usually outlined in **job specifications**.

Employability skills

Back in 2002 the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These basic skills were not only required to gain employment, but also to progress within an enterprise so as to achieve one's full potential. Employees were expected to develop these eight employability skills as part of lifelong learning. It was expected that all workers in all work settings should have been able to demonstrate these as part of their day-to-day work activities.

The modern equivalent now is the set of ten **Core Skills for Work** which your teacher might emphasise. Look them up!



Employability skills

- ⇒ teamwork
- ⇒ communication
- ⇒ learning
- ⇒ problem-solving
- ⇒ technological skills
- ⇒ initiative & enterprise skills
- ⇒ planning & organising
- ⇒ self-awareness

Industry-specific competencies

Industry-specific competencies are developed by industry training boards and form the basis of **competency-based training** such as VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations. For example, using technology is a work-related skill expected generally for all occupations, whereas using EFTPOS for customer transactions might be an industry-specific competency for the Retail Trade industry.

Job descriptions and job specifications

Job (position) descriptions outline the key functions and roles expected of an employee in order to carry out a particular occupation. Job descriptions relate to the position and not to the person. Job descriptions are developed and used when advertising for potential employees.

Job specifications detail the nuts and bolts of a particular occupation. Job specifications outline the 'specifics' needed by an employee to successfully perform a particular designated position. These specifications involve skills, competencies, experience, qualifications and technical abilities that the employee is expected to demonstrate on a day-to-day basis. Job specifications relate closely to **industry-specific competencies**.



Industry-specific competencies required for occupations as diverse as a personal trainer or a painter and decorator will vary considerably and will reflect job descriptions and job specifications.



Work skills for jobs

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1. What are industry-specific competencies and how can these be developed? Give an example.

2. Choose an occupation you are interested in. List 10-20 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the 8 employability skills would be most needed to successfully complete each task.



Occupation:

ATAR extension. How do employees in 'professional' and 'managerial' occupations develop employability skills and industry-specific competencies?

Interview a professional in an industry or occupation that you are interested in and find out how they developed their skills.

7. What about me?

We hear a lot of talk about different **skills-sets** that young people need to develop to make them employable. So how do these relate to you and what you can offer potential employers?

You already have **personality traits**, personal behaviours and attributes that will influence your employability. One of the keys to mapping your future pathway and developing as an enterprising person is to recognise certain **personal competencies** and **social competencies** that you can apply to future work environments. These personal and social competencies will be strongly influenced by your **values**.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and on and off-the-job **training**.

So you need to clearly identify your personal and professional skills and determine how you can both apply and enhance these in order to develop your career pathway.

Strengths and weaknesses

The personal strengths and weaknesses you possess, and how well you interact socially, can play a major role in your future pathway. These attributes also influence the development of your **work skills**.

Are you socially bold and outgoing? Why not try sales and customer service? Are you quiet and analytical? Try research. Like destroying things? Demolition. A technological wiz? AV technician. Care too much; try nursing. Like being the centre of attention? Well be a performer! Can't shut up, try a call-centre. Can't sit still? Door-to-door sales. You get the picture!

The choices are yours, so don't underestimate your skills, and don't be surprised if what you might have been told are personality weaknesses may actually turn out to be personality strengths. But this will depend on how enterprising you are at building the right **attitude** to develop your career competencies.



Got an, ahem, 'big personality'? Then make sure you build a career that suits this - such as sales, entertainment or the like. Perhaps even primary school teaching?

H Me in short



Write a 160 character (max) SMS summarising your personality strengths for an employer.

8. Personal and social competencies

Personal competencies

Personal competencies reflect your inner self and are demonstrated through tasks that you have a natural ability for. These are your **aptitudes**, which are those activities that you naturally are good at and enjoy doing every day. "Davor has an aptitude for fixing computers."

You can turn your aptitudes into useful workplace abilities by developing skills and competencies through **training**. "Davor is doing a VET course in IT." You might also pursue a career pathway that complements your personal competencies. "Davor is planning to study software engineering at uni."

Personal competencies also reflect your personality and your **values**. Different personality strengths suit different careers. You need to plan your **career pathway** to complement your own personality strengths and weaknesses. So it is important to use **self-reflection** in order to determine what your personal competencies are. So what are you good at?

Key personal competencies

- ☐ How well you deal with stress.
- ☐ What your level of patience and understanding is.
- ☐ How much attention to detail you have.
- ☐ How reliable and punctual you are.
- ☐ What motivates you.
- ☐ How much responsibility you are prepared and able to handle.
- ☐ Understanding of your different multiple intelligences.

Social competencies

Social competencies describe your skills in dealing with people and social situations.

Your personalities, your experiences and your involvement and participation in social events will develop your social competencies. Your understanding of different people and different cultures is also important.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of **job satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a **work setting**.

Social competencies also enable us to interact more positively with others. They build cohesion and collegiality for team-based work in work-related settings. In addition, social competencies are vital for **networking**. And networking is one of the most effective ways to enhance and manage your career.

So how are your people skills? Do you have well developed **emotional intelligence**? And have you heard of that term before? If not, then perhaps you might need to work on developing your social competencies a little more.

Key social competencies

- ☐ Are you easy to get along with?
- ☐ Do you like meeting new people?
- ☐ Are you a good listener?
- ☐ Do you show understanding and empathy?
- ☐ Do you work well in a team?
- ☐ Are you bossy and domineering or are you accepting and inclusive of others?
- ☐ Do you mix well with people from different backgrounds and cultures?

9. Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal lives, educational lives and even your social lives. You can transfer all these skills to the workplace. This will make you more employable. For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician.

Transferable skills are directly related to your personal and social competencies. Key personal competencies might include how reliable and punctual you are, your level of patience and how much responsibility you are prepared and able to handle. Key social competencies can include how well you work in a team, whether you mix well with people from different backgrounds and cultures and if you are easy to get along with.

For example, if you have well-developed competencies in personal health, nutrition and fitness then a career pathway as a fitness instructor, nutritionist or PE teacher might suit. If you have well-developed people skills as part of your social competencies then occupations focusing on dealing with different people, such as childcare, education, sales and management might suit.



Better time management, including punctuality and meeting deadlines can be developed in various settings and transferred into work-related situations.

I Personal and social competencies



1. What are personal competencies? List 3 of your own personal competencies.

2. What are social competencies? List 3 of your own social competencies.

3. Explain the relationship between transferable skills and personal and social competencies.

Transferable skills

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1. Identify and describe 3 personal and 3 social competencies that you have.
2. For each one explain how you could transfer (or have transferred) that competency to a work-related situation.
3. Interview someone in the class then complete a competencies table for them as well. Discuss and share the information with each other and with the class.

Personal competency/ Social competency	How can (has) this be transferred to a work-related situation.
e.g. Personal - I am always on time and I usually arrive early to most events.	Last year during work experience I was never late; and most days I actually arrived at my workplace before my boss. My boss gave me an extra bonus as a reward.

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Extension. What personality suits your type of preferred employment and what level of social skills do employees need to have in this job?

Find out by asking someone in the know; i.e. someone who does, or hires for, this job.

What personal and socialisation skills-gaps do you see in yourself?

What can you do about this?

10. Self-management strategies

There are a range of self-management strategies that you can pursue so as to enable you to achieve positive personal and career growth. As you apply these enterprising strategies to your personal and social experiences you will also develop your suite of transferable skills that can be applied in work-related situations. Some key self-management strategies include:

- ⇒ seeking feedback and review as part of constructive **self-reflection**
- ⇒ effective **planning** and **goal-setting** using **SMART goals**
- ⇒ positive **interpersonal relationships** through teamwork and networking
- ⇒ appropriately **managing risk** and building resilience
- ⇒ sourcing and participating in informal and formal training opportunities as part of **lifelong learning**; as well as many other strategies that will be introduced throughout this course.

Self-Management Strategies.

Self-reflection

Includes but is not limited to:

- ☐ seeking advice and feedback from others including supervisors
- ☐ responding to constructive criticism
- ☐ reflecting on my own strengths and weaknesses
- ☐ modifying my behaviour to improve my own outcomes.

Planning and goal-setting

Includes but is not limited to:

- ☐ identifying achievable goals and objectives for my career
- ☐ developing an action plan to achieve my goals
- ☐ determining and using appropriate resources for my goal achievement
- ☐ refining and modifying my plans to take account of changing goals.

Interpersonal effectiveness

Includes but is not limited to:

- ☐ recognising and improving my personal competencies
- ☐ building my socialisation skills through team-based activities
- ☐ developing my professional network including a career mentor
- ☐ working in teams-based environments to develop collegiality.

Managing risk

Includes but is not limited to:

- ☐ researching information to make better informed decisions
- ☐ making sacrifices to achieve my personal career goals
- ☐ maintaining a healthy work/life balance
- ☐ demonstrating appropriate initiative and responsibility.

Lifelong learning

Includes but is not limited to:

- ☐ completing work placement, volunteer and community work
- ☐ undertaking appropriate vocational training
- ☐ meeting requirements for entry into post-secondary courses
- ☐ career growth through upskilling and professional development.

Self-management strategies

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Consider each of the 5 categories of self-management strategies.

1. Outline an example where you have done something enterprising as part of that self-management strategy.
2. Briefly explain an enterprising activity or behaviour you could do as part of each category of self-management in order to develop your career pathway.

What have I done....	What strategies could I do...
Self-reflection	Self-reflection
Planning and goal-setting	Planning and goal-setting
Interpersonal effectiveness	Interpersonal effectiveness
Managing risk	Managing risk
Lifelong learning	Lifelong learning

3. List people who could help you develop self-management skills. How could they help?

4. In your workbooks outline your own priorities that will influence how you manage your personal, social and work responsibilities over the course of this year. How much time will you need to devote to developing your career pathway outside of school hours? What self-management strategies will you need to implement in order to make the sacrifices to give you more time to invest in your career pathway?

Develop a timetable using a diary, an e-organiser or an app to manage your weekly time commitments.

11. Planning and goal-setting

In order to establish and achieve a successful career pathway you should set goals to help guide your **decision-making**.

Many adults didn't have much of a clue about what they really wanted to do when they were your age. But like you, they did have some idea of where they wanted to be at certain stages of their lives. It is sometimes better to work backwards and find out what you need to do in order to achieve your goals.

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives. Some of you may have used this type of thinking before.

The standard way to start planning your future goals is to ask:

- ⇒ "Where do I see myself at the end of the year?"
- ⇒ "Where do I see myself in 2-3 years time, when I am 19-20?"
- ⇒ "Where do I see myself in 8-10 years time, when I am in my mid 20s?"

Start Planning Your Goals

1. Break longer-term goals down into a series of smaller achievable goals.

2. Visualise your goals and yourself in these roles; (but don't daydream).

3. Aim high but keep your goals realistic.

4. Find out as much information as possible about what you need to do in order to achieve your goal.

5. Plan and make short-term sacrifices to achieve a longer-term investment in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice when needed.



1. Answer the following questions honestly in relation to your preferred pathway.

i. What will I be doing in 3 months time?

ii. What will I be doing in 12 months time?

iii. What will I be doing in 2-3 years?

iv. What will I be doing in 6 years?

v. What will I be doing in 15 years?

2. Use the 7 goal-planning steps to lay out an action plan so as to start developing your career pathway. You can draft some information below.

1. Break down my goals:

2. Visualise/describe myself in these roles:

3. Aim realistically:

4. Find out information:

5. Plan and make sacrifices:

6. Plan my time:

7. Get advice:

12. SMART goals

Once you have identified your key goals and objectives you can apply the SMART goals technique to help better plan for your goal achievement.

SMART goals should: be specific, be measurable, be achievable, be realistic and be time-based or (timely). The SMART goal technique can assist you to move to the next stage of goal achievement - the doing stage!

You can see how SMART goals can be applied to goal-setting, decision-making and problem-solving in the example below.



SMART Goals

Specific

You must identify a clear and concise goal that is not vague. It should focus on what, how and who if relevant.

e.g. "I want to run my own small business in online retail, selling quality retro clothing, accessories and collectibles."

Measurable

You must be able to measure the achievement of the goal(s) in some way. This could be a simple yes/no or pass/fail, or by using qualitative or quantitative key performance indicators.

e.g. "I will measure the success of my goal by whether I have my business up and running, by sales revenue, by profit level and by growth in sales and profit."

Achievable

You must aim for goals that can be achieved based on your skills and abilities; usually through personal and professional growth via step-by-step progression. This might require you to identify smaller specific goals.

e.g. "I have product knowledge for my market based on my casual job at Honey Do's Retrorama, but I will need to build my skills in small business accounting and management, online sales platforms and retail (online) marketing."

Realistic

You must identify goals that not only can be achieved, but which also reflect your willingness and ability to achieve them. Whether a goal is realistic (including too easy or too hard) can depend heavily on your motivation and attitude.

e.g. "...I am aiming for modest sales of \$35,000 in the first year while I build up my profile, with a net profit of \$15,000. I think that to have a viable business then realistically sales would have to double in the following year."

Time-based (timely)

You must set a timeframe or deadline as part of a goal-achievement plan or strategy. This helps create focus and discipline. The timeframe might also be reviewed and modified if necessary.

e.g. "I will expect to launch in 3 months, be turning a profit within six months and be generating a full-time income within 24 months."

SMART goals

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Use the SMART goal technique to assist you to plan for a career pathway goal you are interested in achieving. It is most likely that you identified this goal in Activity 1L on p.21.

Specific: What is my goal?

Measurable: How will I measure whether I have achieved this?

Achievable: What makes me think I can do this, what else do I need to do to achieve this?

Realistic: Is this the right goal for my career pathways development? How do I know?

Time-based (timely): What deadlines will I set and what review timeframes will I use to measure achievement?

ATAR Extension. Use the SMART goals technique to help you develop an action plan to get the score for the ATAR you might need for entry into your preferred course.

13. Decision-making

Choosing from a set of pre-determined options can be referred to as making a 'simple' decision. This is a bit like true/false or multiple choice questions. Or perhaps similar to choosing your subjects as part of your WACE, or choosing which VET course to do. Now we know that these decision weren't necessarily easy at all. But having a limited range of choices narrowed down your potential options, so that in the end, the result could be said to be a 'simple', 'do I do this' or 'do I do that?'

In relation to your career pathways development a 'simple' decision might be, "What type of work placement will I need to do to help improve my career pathways options?" Or perhaps a decision such as, "What social activities will I need to curtail so as to put more time into study so that I can get the ATAR I need?" Once again, not easy decisions, but quite simple nonetheless. The hard part is actually following through. That's why all decisions, are in essence, quite complex. Deciding can be straightforward. Doing can be very hard indeed. Or in the words of Yoda, "Do or do not, there is no try!"

Many entry-level work-related tasks require employees to make 'simple' decisions by following a sequence of activities or a structured process. However, as your career progresses you will be required to make more complex decisions.

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Decision-making processes

One way to help you become better at making decisions is to use a series of steps to guide how you think about achieving your goals.

A decision-making process can also help you to deal with potential problems that might occur when facing important decisions. So it's sort of a problem-solving process as well.

PADS is an ongoing decision-making process which can support you to constantly refine your goals and improve your career competencies.

Some of you might have already been introduced to PADS decision-making and PADS is just one of many processes that you can use. However, your teacher might prefer to focus on a different method.

1. Problem
2. Alternatives
3. Decision
4. Solution

1. Identify the problem

"What might be the best course for me after I finish my WACE?"

2. Investigate alternatives

"I will look at the options available through TAFE and higher education and then see if they match my pathways goals."

3. Make a decision

"My Careers Counsellor suggested that I should consider aiming for either a degree in software engineering, or an advanced diploma in computer applications as part of a graduated pathway."

4. Evaluate the solution

"I think this is a good option at the moment, but if my ICT interests change over the year I will have to investigate more widely. So I'll keep an open mind at this stage."

PADS decision-making

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Use the PADS decision-making model to assist you to make some decisions about the types of career pathways options you might investigate over the next few months, including potential courses that might suit your career pathway when you finish your WACE.

1. Identify the Problem

(Try and list this career pathway problem in 1 or 2 short sentences.)

2. Investigate Alternatives

(List 3-4 potential or alternative career pathway courses of action.)

3. Make a Decision

(Decide the most appropriate decision for this stage of your pathway; briefly explain why.)

4. Evaluate the Solution

(Come up with at least 3 ways that you can assess whether you made a suitable decision at this stage of your career pathway.)

Extension: Go online and find out about 2 other decision-making processes. Name these and the relevant weblinks. Summarise key points in your workbooks.



Summary: Being Enterprising

In order to develop a more suitable and rewarding individual **career pathway** you have to be more enterprising. **Being enterprising** is not just confined to the business or commercial world. Individuals can develop enterprising behaviours in order to be more enterprising throughout their personal, social and community lives. Being enterprising is about coming up with better ways of doing things. This can extend to work skills development, leadership and innovation as part of an **enterprise culture**. You can be enterprising in **personal settings**, **social settings** and **community settings**.

An **enterprise culture** is the prevailing culture within a work setting which fosters **innovation**, **leadership** and **initiative** and which supports employees to be better trained, flexible, problem-solvers so as to generate **quality** outcomes for all stakeholders.

Enterprise skills are work skills that are needed to become an effective employee. We can classify enterprise skills into five sets of interrelated **enterprising behaviours**. These sets include a number of enterprising skills and behaviours and each also relies on the ability to **work effectively with others**.

1. **Initiative**
2. **Adaptability**
3. **Problem-solving**
4. **Communication**
5. **Managing and leading.**

The *Australian Blueprint for Career Development* identifies skills, attitudes and knowledge that are the hallmarks of enterprising workers as part of a global commercial world. It also identifies eleven **career management competencies** that are grouped into three key areas.

- A. Personal management
- B. Learning and work exploration
- C. Career building.

All occupations require the development and application of **work skills** by employees. Employees are expected to develop a set of eight **employability skills** as part of **lifelong learning**. **Industry-specific competencies** form the basis of **competency-based training** such as VET and TAFE courses as employees need to show competence

in tasks related to their specific industry or industry sub-sector for particular occupations.

Job descriptions outline the key functions and roles expected of an employee in order to carry out a particular occupation.

Job specifications outline the skills, competencies, experience, qualifications and technical abilities that the employee is expected to demonstrate on a day-to-day basis.

You need to clearly identify your personal and professional skills so that you can use and build on these to develop your career pathway. **Personal competencies** reflect your inner self and are demonstrated through tasks that you have a natural ability for. Different personality strengths suit different careers. **Social competencies** describe your skills in dealing with people and social situations. Positive **interpersonal relationships** are a key factor in whether you will work effectively with others and also enjoy working.

Transferable skills are all those personal and social competencies that you have developed that can be transferred to work-related situations.

Self-management strategies can help you achieve positive personal and career growth. These include, self-reflection, planning and goal-setting, interpersonal effectiveness, managing risk and lifelong learning.

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller and more achievable short-term objectives. You can apply the **SMART goals** technique to help better plan for your goal achievement. SMART goals should be **specific**, **measurable**, **achievable**, **realistic** and **time-based**.

PADS is an ongoing **decision-making process** which can support you to constantly refine your goals and improve your career competencies. It involves 4 stages.

1. Identifying the **problem**
2. Investigating **alternatives**
3. Making a **decision**
4. Evaluating the **solution**.

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1. List these and provide a definition for each.
2. For each one give an example that relates to your own experience; or alternatively list some other information or a resource that relates to this term.
3. Your teacher might add some other key words/terms for you to complete.

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AT1 Being Enterprising



Investigation Report

For this task you are required to complete a report into ways that a young person can be enterprising so as to better develop their career. Using a report format negotiated with your teacher complete the relevant tasks below. For each task you must use examples related to your own career pathways development.

ATAR 11: Unit 1 students

Part A: Enterprise and me

- Explain the concept of **being enterprising** including **enterprise behaviours** in different settings.
- Discuss how personal enterprise can help develop your **personal** and **social competencies** and **transfer** these to work-related situations.
- Outline key **work skills** that you will need to develop for **work-related situations**.
- Explain how effective **self-management** can help you develop your own career pathway.
- Use the **SMART goals** process to develop a clear and concise **career pathway goal** and outline the **steps** for you to **achieve** this goal.

Part B: Career management competencies

- Choose at least 1 **career management competency** from each of the 3 areas.
Explain how this **career management competency** relates to your own **career pathways** development.
- Outline, using **examples**, of what **you have done**, or what you **could do** to manage your career pathway so as to **develop** this **career management competency**.

General 12: Unit 3 students

Part A: Enterprise and me

- Explain the concept of **being enterprising** including **enterprise behaviours** in different settings.
- Discuss examples of how your own personal enterprise has helped you develop your **personal** and **social competencies**; and how you have **transferred** these to work-related situations.
- Explain key **work skills** that you have already developed, and will need to further develop for **work-related situations**. What **actions** can you do to help develop these work skills?
- Explain how effective **self-management** can help you develop your career pathway. Outline **self-management strategies** that you can use to assist you.
- Use the **SMART goals** process to develop a clear and concise **career pathway goal** and outline the **steps** for you to **achieve** this goal.

Part B: Career management competencies

- Choose at least 1 **career management competency** from each of the 3 areas.
Explain how this **career management competency** relates to your own **career pathways** development.
- Outline, using **examples**, of what **you have done**, or what you **could do** to manage your career pathway so as to **develop** this **career management competency**.

Important information

Assessment Task 1 - Investigation Report: Being Enterprising

Name:

Tasks	Re-quired	Due by	Done	Teacher
Part A: Enterprise and me				
⇒ Negotiate a suitable report format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i Explain being enterprising and enterprise behaviours.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii Discuss transferring your personal & social competencies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii Explain work skills for work-related situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iv Discuss self-management and your career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
vi Develop career pathway goal and achievement steps.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present draft to your teacher for checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Part B: Career management competencies				
i CMC 1 and you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii CMC 2 and you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii CMC 3 and you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i CMC 1 and your development.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ii CMC 2 and your development.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
iii CMC 3 and your development.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present draft to your teacher for checking.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 3: Preparing your report				
⇒ Finalise your information and incorporate feedback	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Prepare/submit final written report in suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Give presentation report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

Self Assessment Pro-Forma

Which work skills did I develop during this unit?

→ _____

→ _____

Which tasks did I perform best at during this unit?

→ _____

→ _____

Which tasks did I most enjoy doing and why?

→ _____

→ _____

Which tasks (if any) did I least enjoy doing and why?

→ _____

→ _____

How did I demonstrate career management competencies?

→ _____

→ _____

→ _____

→ _____

Which areas should I focus on improving?

→ _____

→ _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____