

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

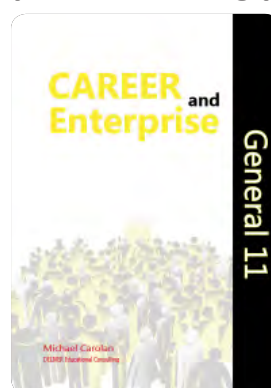
- **Career and Enterprise: CAE - General 11**
Full colour text/workbook. Approx. 310 pp.
Price \$52 (ISBN: 978-1-925172-25-6)
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**
Full colour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

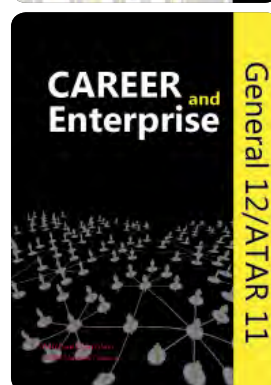
- Career and Enterprise: Foundation 12 and Career and Enterprise: Foundation 11

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

DELIVER Educational Consulting

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

Order form: Current from Term 1, 2016 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

Add Postage: CD-only orders = \$6 Melb metro printed books = \$12
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***I recommend Express Post of \$15 for up to 4 VCAL, Industry-Specific or Careers etc.**
books; or for 2 CAE books or 2 I&E books. (More for larger orders.)

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CAREER ^{and} Enterprise

Career and Enterprise - General 12/ATAR11

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Career and Enterprise - General 12/ATAR11

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- 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

Developing Your Pathway

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developing
your pathway

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Comments:

Introduction: Developing Your Pathway

In this section you will start to take active steps to plan and develop your future career pathway.

If you are at the beginning stage of Career and Enterprise you will investigate ways to match your skills and interests to potential occupations. Students in their second stage of Career and Enterprise should be refining their career pathway choices and determining whether these choices are likely to suit their future careers.

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

- ✓ **Entrepreneurial behaviours** by accepting responsibility for career pathway choices.
- ✓ **Learning to learn** by investigating lifelong learning and training options
- ✓ **Career development and management** by matching your skills and interests to potential career pathways opportunities.
- ✓ **Work skills** by undertaking suitable work, volunteer and community placements to broaden your experience of work-related situations.
- ✓ Understanding **the nature of work** by investigating relevant occupations.
- ✓ **Gaining and keeping work** by participating in work-related situations.

What about you?

In order 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. Produce and present an oral report related to your Career Pathway Profile.
7. Undertake self-assessment at the end of this unit.



Your IPP & EPP: Developing Your Pathway

This section supports development of your ongoing Individual Pathways Portfolio and your Electronic Pathways Portfolio. 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.

- ☐ Investigate types of career pathways and relevant pathways options.
- ☐ Identify minimum entry-requirements for your preferred career pathway.
- ☐ Identify and apply your personal skills, attributes, values and interests.
- ☐ Complete a career pathways survey and use the results to set career pathway goals.
- ☐ Reflect on your strengths and weaknesses as part of a career pathway action plan.

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

1. Your career

Welcome to your future, what will you make of it? As a post-compulsory student undertaking study or training beyond the official school leaving age, the main reason why you are still here is to develop some sort of career for yourself.

You already know that in order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a **career pathway**.

Even as we speak, many of you might already be employed and have jobs. Being employed as a productive member of society enables you to:

- ⇒ earn an **income**
- ⇒ gain **experience**, develop **work skills** and workplace competencies and
- ⇒ build and grow self-esteem and **responsibility**.

So how many of you are currently working, and if so, are you planning to build a career based upon your current work?

What is a career?

When we refer to a career we are talking about developing a pathway to your future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your reasons.

Often a young employee might say, "No, I am only working in this café to earn money. It's just a job. I want a career as a flight attendant."

Sometimes a middle-aged worker might say "You know, I never wanted to be an accountant. I always saw myself forging a career as a musician."

And we can even hear a retiring employee say, "You know, I spent 45 years as a production manager, but I always wanted to be a teacher!" Each of these people, for various reasons, has not been able to match their chosen employment with their preferred career. But a satisfying career doesn't just appear by magic!

How would you feel about a lifetime of work that leaves you unfulfilled? You need to plan a career that involves the type of employment that will help satisfy your personal values. **Personal values** are those things that you, as workers, wish to obtain from working.

It is important that you develop a career that matches your personal values, otherwise you might go through life unfulfilled. So how might you go about doing this?



2. Why work?

There are many different reasons why people work. You may expect to get various benefits from working and these **expectations** as an employee will influence your choice of work and career. People are more likely to seek and undertake work that satisfies their **values**. Choosing a suitable occupation may help your expectations of work be fulfilled. So what do you want or expect to gain from working?



A Why work?



- Match each of the reasons for working from the diagram with the statements below. Give each one a score out of 10 to rate the extent to which you agree with this reason.

"I want to earn me some serious cash."	"I want a lot of holidays and time off"
"I want to meet new people."	"I want to enjoy what I do."
"I want to work in a nice office."	"I want people to look up to me."
"I want to be able to feel good about myself."	"I want to be challenged and to grow."
"I want to be able to support my family."	"I want to do good for others."

- List 3 part-time or casual jobs you have had, or that teenagers typically have.

- Very briefly outline your possible future career pathway.

3. Multiple career pathways

These days, very few people experience a linear career pathway. Instead people develop multiple **career pathways**.

Most modern pathways branch off in different directions supported by **lifelong learning**. Many people change occupations and develop different careers throughout their working lives. These changes reflect changes in personal **values** associated with the stage of one's life. Sometimes a sideways or even a backwards step can advance a person along their career pathway.

Career life cycle

As people go through different stages of their lives they will have different **expectations** related to career development. When first starting their careers people are likely to trade leisure time for income and usually have little loyalty to their employer.

As people age and develop through their lives, they might seek out more motivating, rewarding and satisfying jobs.

Later in life people might look to consolidate their careers and strike a balance between work, family and financial security.

In the final stage of their careers people might seek **self-actualisation** whereby they can fully achieve their potential. This might be in a senior role or it might be through a 'seachange', 'treechange' or downshifting to a less lucrative, but more satisfying role.

Career development & personal life

One of the most important ways to live a happy and healthy life is to match your personal **values** with your **career**.

An average person will spend about 40+ years of their adult life working. The demands of working life will dictate how much family, personal and leisure time is available.

You must strike a **work/life balance** between career demands and your personal life. At different stages of your life your personal and family responsibilities will influence your ability to develop a career.

Many people develop career pathways in areas that don't suit their interests nor their values and as a result they end up experiencing an unfulfilling work life.

Choosing a career that matches your values is likely to help you satisfy your personal goals. And that's what it's all about! Do you agree?

Starting a family can drastically alter your career pathway development. How long before you are planning to start your family?



4. Values

Personal values

Values are the guiding principles upon which you live your life and will often dictate the things that you do. Your values will help you develop social and personal competencies. Your values will also help to form your attitudes. Given this, your personal values are a key influence on your career pathway because your **attitude** to work is strongly influenced by the things that you value both personally and professionally.

Community values

Community values and attitudes to work represent the shared values of people in society. As society evolves, different values and attitudes come to the fore. For example, in recent times changes have occurred in respect to the role and status of women in the workforce, the types of occupations that are valued within society and the way that work is structured including acceptable working hours. Here are some of the more common community values, which might be said to reflect '**societal values**'.

- ⇒ People are expected to work for a living.
- ⇒ People who are unable to work should be supported by the community.
- ⇒ People are expected to contribute directly or indirectly to the broader community.
- ⇒ People should have access to education and training opportunities.
- ⇒ People should be given a fair go, including freedom from discrimination.
- ⇒ People should be able to achieve a positive work/life balance.

So do these societal values reflect your own values?

What Do You Value?



"I value freedom."

"I value having a really high standard of living."

"I value spirituality."

"I value my friends over anything else."

"I value having a lot of leisure time."

"I value the opportunity to be creative."

"I value my family over anything else."

"I value being my own boss."

"I value certainty."

"I value social contact and meeting people."

"I value the opportunity to make decisions."

"I value helping the community as vital."

"I value excitement and glamour."

"I value helping myself as number one."

"I value my health & fitness most."

Career pathways and values

B



1. What is a career pathway?

2. Why is it better to develop multiple career pathways?

3. What is a career life cycle? How might this affect you over the course of your life?

4. When it comes to your personal life, explain which is more important - a job or career?

5. Outline how 4 values you hold will influence the development of your career pathway.

Values	Influence on my career pathways development
e.g. certainty	<i>I want to develop a career pathway that allows me to have job security so that I know how much I will earn from week-to-week.</i>

developing
your pathway

5. Lifelong learning

If you think that when you're finished with school you're finished with learning, then think again! A successful career pathway relies on lifelong learning. Lifelong learning refers to all the different types of study and training you might participate in throughout your career.

You need specific qualifications to enter certain occupations. However, you also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, university, professional development, industry courses, etc..

For example, an electrician will have to complete an approved **Australian Apprenticeship** in order to be qualified and enter the occupation.

Electricians will then have to undertake regular training throughout their career in order to maintain their qualification and to specialise in certain areas. This training will reflect changes and developments in technology, legislation, safety and other industry issues.

An accountant will have to complete a **university** degree to be recognised as a qualified accountant. Throughout their career they will undertake more training so as to keep abreast of changes in taxation, superannuation and other financial and legal issues. If they want to be a qualified CPA, they will also have to undertake further intensive study.

Keep on movin'

Life never stands still! Just when you get used to something, it changes. The same goes for work. No one participating in the modern workforce can complete their initial qualification and then expect to be set up in a job for life. Career success requires employees to participate in **lifelong learning**.

Advances in technology continually alter the structure of industry and the economy, and both **redunancies** and **skills shortages** can occur. As a result, workers must keep up to date with ongoing **professional development** and **training**.

Think of a motor mechanic who may have started their apprenticeship in the early 1990s. In the 25 or so years that have passed during their career, technological advancements in motor vehicles and engines have drastically altered the **work skills** required of modern mechanics. And we might be talking about an employee who is only 40 years old (younger than some of your parents) and who still has more than half of their career still ahead of them.



Pathways to success

Lifelong learning is essential to keep abreast of the changes required in one's employment. Occupations as varied as chefs, doctors, plumbers, hairdressers, engineers and retail managers undergo regular training, either through on-the-job or off-the-job short training courses.

Lifelong learning is also essential if you are thinking about advancing your career or changing career direction. A change in career direction might see you return to study. This might be in a formal training course at TAFE or university (either full or part-time) so as to advance your career, or secure a promotion or move into a management role. Many people also need to return to study to learn accounting and management skills as they get promoted into more senior roles.

Doing training courses or completing formal qualifications has become a routine part of being in the workforce. As an employee you are required to quickly learn and adapt to changing technologies and work practices. Formal training is often required as part of legal guidelines, licensing and WHS.

You might also be surprised to know that many adults who have been in the workforce for many years see participating in further study as an adventure and an opportunity to keep them fresh and interested in life. So, do you think that you'd need to learn anything new to update your skills between now and 2060?

Federica O'Shea

Federica wasn't the most academic student at school but she always did all her work and passed her WACE. She also completed VET Certificate 3 in Business Administration which she really excelled at.

Her admin skills helped her land a part-time job in a legal office which meant she could quit her checkout job at Mad Moosh's Discount Bazaar. She was accepted into a TAFE Certificate IV in Administration and completed this quickly, gaining lots of credits for her VET course.

After her course she got a job (helped by her past experience and references) with a local 'green' carpet manufacturing company and was essentially the back-up office person. Although her hourly wage was lower than many of her friends who were working casual shifts, Federica really enjoyed the chance to learn all the work tasks required to run the office and the responsibility she was given.

When her office manager went on maternity leave, Federica, now 21, was given the office manager role. Soon after this, the company landed a government supply contract and expanded rapidly. The CEO wanted Federica to run the administration department so he sent her to University part-time to obtain a degree in administration.



"...When her office manager went on maternity leave, Federica, now 21, was given the office manager role."

This made her long-time boyfriend very proud of her. Her previous TAFE training and experience was taken into account and reduced the time she needed to complete her studies. Federica, combining part-time work and study paid for by her boss, was now successfully supervising a department of seven people.

By the time she was 28, Federica was the Head of Administration in a company that employed over 120 people. When shopping one day, she saw one of those same former classmates working at Spiceline. Federica asked,

"So you must be managing the store?"

Unfortunately the reply was,

"No; I'm still only casual!"

Federica was really happy to have her career in order and thought that it might be time to combine career and a family.

Joseph Borg

Joseph didn't really mind being at school but he didn't like the theory classes too much because he was told he had too much 'nervous energy' - anyway he would rather have been up and about, fixing things. Joseph did well in his practical classes and really wanted to be a mechanic of some sort. He did well at Automotive Engineering and Technology in WACE and enjoyed Career and Enterprise, especially when he did one day a week structured workplace learning.

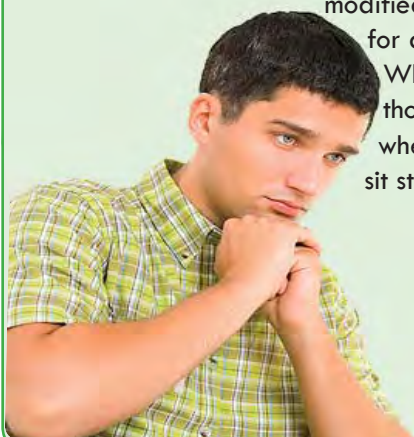
Joseph's boss was impressed by his enthusiasm and halfway through Year 11 offered him an apprenticeship as a motor mechanic. But Joseph's mum wanted him to stay at school and finish his WACE, so Joseph's boss hired an apprentice which meant Joseph also lost his work experience placement.

Joseph got a different placement working at SuperCheap Auto in Belmont and while there, a client of his former boss, recognised him as that 'work experience kid' who was always keen and full of energy.

He offered him a paid trial in his light engine reconditioning business, servicing outboards, motorcycles, other small engines and modifying wheelchairs. His school helped set up the trial. Joseph did really well and after a meeting with teachers, the careers teacher and his coordinator, Joseph's mother agreed to him finishing Year 11 and then taking the apprenticeship.

Five years later Joseph's Career and Enterprise teacher saw him on television as winner of a community award. Joseph was now running an organisation that was sponsored by companies to 'pimp and hot up' modified wheelchairs for disabled kids.

Who would've thought it back when he couldn't sit still in English!



Erica and Frank Tomzi

Although the twins were alike there were some obvious differences between Erica and Frank. However, they both wanted to develop a career in business, Erica in management and Frank in international trade.

When they got their ATAR Erica easily scored high enough to get into her preferred courses at uni. Frank mucked up his English exam and although he did quite well generally, he did not get a high enough score that would see him offered a uni course.

He met with his Career and Enterprise teacher who suggested that Frank change his preferences to do a TAFE Diploma in International Trade as a pathways step.

Frank got into the diploma easily while Erica started at uni. Frank really liked what he was learning, and because he had already completed a VET Certificate 3 in Business at school he got credits off his Diploma.

Erica told Frank that uni was a bit of a drag, there were so many students in first year and you could never get much help from the lecturers and tutors.

Frank really enjoyed the style of teaching at TAFE and aced all of his assignments and exams. He got his diploma out of the way in one year. Erica passed first year but her grades were not as high as she got back in high school.

Frank applied for international trade at uni, and got accepted straight into second year because of recognition of prior learning for the diploma. He also got a part-time job working with a firm who had international contracts with Chinese suppliers. He worked in the evenings as that was when most of the correspondence happened due to different time zones.

Erica still worked at Maccas and was able to get a lot more shifts over the break. She wasn't sure if uni was still the right choice for her and wondered if she should pursue a career with McDonald's Management Trainee Program. Her boss was always on her back to do this as she was a natural leader and very hard working. But come March they both started 2nd year at the same uni!

1. Outline 3 reasons why lifelong learning is an essential part of career pathways development.

2. Choose one of the 'Pathway to Success' profiles and then answer the following questions.
- Outline the person's key skills and strengths.
 - List the occupations and roles that the person undertook and identify the training they needed to complete for each of these roles.
 - Describe some of the obstacles that the person had to overcome. How did they deal with these?
 - Describe the values and/or the actions that helped the person to develop a successful pathway.

6. Training

One of the key forces for change in Australian industry is the ongoing need for training and workplace learning. Effective training is essential to develop a skilled workforce. Employees of all levels must be able to perform their job tasks effectively. Well-trained employees with effective work skills will improve quality levels throughout an organisation and will boost customer and client satisfaction.

Well-trained employees are usually **multi-skilled** and able to perform a variety of work tasks. This **functional flexibility**

results in a more enterprising culture. It is essential that you are willing to undertake training and lifelong learning as part of your career development to become more enterprising.

Formal and informal training

All training and workplace learning can be classified as either formal or informal training. **Formal training** is training that leads to official certification and qualifications, whereas **informal training** is training and workplace learning that usually occurs on-the-job through supervision, mentoring, assistance, demonstration, advice and support.

Training and workplace learning takes place either directly on-the-job or off-the-job.

On-the-job training and workplace learning usually happens at an employee's worksite and might be built into the day-to-day tasks that the employee has to perform. e.g. An office assistant might be expected to use the 'help' or an online tutorial to work out key functions of word-processing software. Alternatively they may be instructed by a more knowledgeable staff member.

Off-the-job training and workplace learning usually happens away from the worksite and may involve study for a formal qualification. e.g. The office assistant might undertake a short course in the use of Excel. Alternatively they may be undertaking a TAFE certificate in a related field such as Business Administration.



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People in every job undergo ongoing training throughout their careers, regardless of age.

D Pathways timeline



1. In your workbooks draw a pathways timeline that maps out your life. On the timeline show major milestones that you hope to achieve, and the ages at which you plan to achieve these. Include personal and social milestones as well.
2. Show any education/training you think you will need.
 - ⇒ Make the graphic large. Use a whole page turned to landscape, or make a poster or use multimedia. Do a rough plan or sketch first.
 - ⇒ Include graphics or pictures that represent your key milestones. Show at least 8 milestones.

Types of Training

Formal training

- ⇒ Training that leads to certification and qualifications. Formal training may be performed both on-the-job and off-the-job.
- ⇒ Examples include school certificates, Australian Apprenticeships, vocational and TAFE courses and higher education (university) qualifications.

Informal training

- ⇒ Training that usually occurs on-the-job in the workplace which is a normal part of skills development.
- ⇒ Informal training includes supervision and day-to-day assistance, mentoring coaching, demonstration, advice and support.

Off-the-job training

- ⇒ This is training that takes place in a formal learning environment rather than in the 'everyday' workplace.
- ⇒ It often leads to a certified outcome.

On-the-job training

- ⇒ This can be formal or informal training that takes place directly in the workplace.
- ⇒ This is usually a normal part of learning and undertaking work tasks.

Professional development

- ⇒ Training opportunities, usually funded by employers, offered to employees to help them upskill and develop their careers.

Competency-based training

- ⇒ Learning based on demonstrating achievement of learning outcomes by performing specified tasks; e.g. Australian Apprenticeships.

developing
your pathway

Training

E

- In your workbooks identify the level of education/training required under the Australian Qualifications Framework for each of the following occupations:

- secondary teacher
- bank officer
- greenkeeper
- lawyer
- windscreen fitter
- registered nurse
- retail manager
- your choice _____
- your choice _____
- your choice _____

- Identify 2 examples of further education/training that each of the occupations above might need throughout their career.
- Outline 3 types and levels of education/training that you have done or would need to do as part of your career pathway.

Australian Qualifications Framework

School	TAFE	University
		doctoral degree
		masters degree
		graduate diploma
		graduate certificate
		bachelor degree
	advanced diploma	
	diploma	
	certificate 4	
senior secondary:	certificate 3	
WACE, VCE, HSC,	certificate 2	
state-based CEs	certificate 1	



7. Getting started

As you explore options to develop your career pathway it is important that you are aware of the **minimum entry standards** needed for particular occupations. These entry standards dictate the types of choices you need to make after you finish your WACE. Generally speaking, entry-level requirements can be classified into three different types.



- i. The personal qualities, attributes and abilities needed in order to be a suitable employee for that occupation.
- ii. The qualifications, training, skills or experience needed in order to be qualified for entry into an occupation.
- iii. The minimum school-related entry requirements needed in order to gain the qualifications, skills or experience for work in that occupation (such as ATAR, prerequisites for course, related experience, etc.).

i. Personal qualities, attributes and abilities

You probably already know that all workers need a basic set of **generic skills** to function as an employee. These are closely related to your personal and social competencies and form the basis of your core work skills. These generic skills include literacy, numeracy, technological competence, communication, punctuality, teamwork, safety, following instructions, health and fitness and so on. You can further develop these generic skills through schooling and work placements.

However, some occupations may require different standards for some of these generic skills. Consider the numeracy required of an accountant, compared to a nurse or a civil engineer. And what about the fitness levels expected of a childcare worker or a bricklayer or a PE teacher? And how about different communication skills of an interpreter, or a social worker or a multimedia developer?

You can check out the personal requirements section for each occupation as part of www.myfuture.edu.au



ii. Qualifications, training and experience

Most occupations require workers to have undergone further study or training. So developing **entry-level skills** at certificate II or III level can be the first step towards your pathways development within an industry. Part-time and casual work can also help people get a foothold into an occupation, especially if the work is in a related industry or if it involves some responsibility. Some occupations such as counselling and law enforcement want you to accumulate life skills and maturity.

Many of you might already be doing a VET certificate as part your WACE. It is often recommended that young people undertake a 'pre-apprenticeship' or (part-time Australian school-based apprenticeship) to gain **entry-level knowledge** and skills for entry into trade-related occupations.

As your career progresses into more senior, responsible and complex positions you might indeed be faced with a new set of entry-level requirements requiring new training challenges.

As part of the **Australian Qualifications Framework** (AQF) a person can upgrade their qualification level in order to advance their career as part of lifelong learning. This might involve:

- training for generic knowledge and skills such as school-based education and work-readiness programs, or
- training for industry-specific competencies and skills such as apprenticeships and traineeships, VET, TAFE and specialised training, or
- training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

iii. Minimum school-related entry requirements

Many professional and para-professional occupations require the completion of a **university** or higher level **TAFE** diploma course as minimum entry. Entry into these courses can depend on:

- ⇒ successful completion of your WACE
- ⇒ a minimum ATAR score that is determined by the demand for and supply of places in that course
- ⇒ completion of pre-requisite subjects such as Mathematics or Chemistry and minimum score in these subjects
- ⇒ presentation of a folio
- ⇒ undertaking an interview or audition
- ⇒ demonstration of a working knowledge of the industry including relevant work experience.

Course entry-level requirements

The best place to find out more about these entry-level requirements is through:

- ⇒ your Careers Counsellor
- ⇒ WA's tertiary selection centre TISC, www.tisc.edu.au and
- ⇒ State Training Provider (TAFE) information available through www.coursesearch.tafe.wa.edu.au



Minimum entry

F

Find out and outline the minimum entry requirements that you are likely to need for your preferred career pathway.



G Entry requirements

1. Consider the occupations in the table and for each one find out the minimum entry-level qualifications and/or skills required. Also describe the requirements needed to be accepted into any required tertiary study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 2 occupations of your own that you are interested in pursuing.

You should use the *My Future, Job Guide, TISC* and *Mini GOALscorer*.



Occupation	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	4 Year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.	Primary school principal	Probably 15+ years experience, further studies in education and/or management.
accountant				
social worker				
multimedia developer				
farm manager				
beauty therapist				



8. Being SAVI

An important part of determining how your personality can influence your career is a consideration of the four categories of **being SAVI**. Consider your:

Skills: Your skill levels in reading, writing, listening, conversing, drawing, designing, repairing, building and other areas will influence your choice of career.

Attributes: The things that you are naturally good usually complement and/or influence your personality. Singing, dancing, drawing, crafting, cooking, talking, running, lifting, fixing, organising and so on can all be applied to varied work-related situations.

Values: Your career will need to deliver those things that are important to you such as personal security, community involvement, social interaction, conscientiousness, self-motivation, spiritual fulfilment or even social justice.

Interests: The things you actually enjoy doing, those that suit your personality and motivate you and make you happy should be an integral part of your career pathway. You are more likely to grow and develop if you are fulfilled.

Image: npine/
npine/Thinkstock



So to put these four together - you will develop work **skills** as an extension of your natural **abilities**.

You should seek work-related opportunities that allow you to pursue your **interests**. And of course you need to be comfortable that you are performing work that you **value** and which helps contribute to your self-esteem. That is being SAVI!

Being SAVI

H

Give specific examples of your own SAVIs for each of these 4 categories.

Skills	Attributes
Values	Interests

Personality

Your personality also goes a long way to determining the type of career pathway that you are likely to pursue and develop. We choose preferred work tasks, work environments, occupations and industry settings based on personality factors. Our preferences are driven by our skills, attributes, values and interests. (i.e. **Being SAVI** which some of you were introduced to last year).

Although some basic personality characteristics might remain fairly stable over the course of our lives, we will experience changes in other personality factors as we grow, mature and open up to new experiences. Do you think you will have exactly the same skills, attributes, values and interests in 20 years as you do now? Do you have the same SAVIs as when you were 12? I think not!



Your personality characteristics will colour you in different ways at different times in your life.

Image: Adapted from Azaza110/iStock/Thinkstock

Lifelong learning will see a development in your skills-sets. Personal, social and work-related experiences build on your natural abilities and turn these into work-related attributes. Your **values** are likely to alter as you move from your late teens, into adulthood, family life and even retirement! And as we all develop and mature as human beings we can take on new **interests** that might drive our career choices. That goes for you too!

9. Career matching

Given that you are actively developing your preferred career pathway it is vital that you try and match your 'personality' type to a preferred cluster of occupations. Now figuring out your exact personality should really be best left to professionals such as psychologists, and even then they are likely to choose from a fairly narrow range of types. And doing 'soft' social media surveys to find out what 'colour' your personality is, or what job you would have had in a past life, can be fun, but really not very instructive!

Many young people find that they can benefit from undertaking career pathways identification testing to help them determine a potential pathway. There are many different suitable surveys available. One of the most prominent surveys was developed in the 1950s by US psychologist John Holland and revised over the next 40 years. It is commonly known as **Holland RIASEC Career Types** survey.

It is important to note that although these are very useful, the surveys can only ever be a guide to your future. The main idea is for you to gain some insight into the types of interest areas that might suit you, as well as occupational clusters and/or industries that might suit these interest areas.

Your school might use a paper or digital version of a survey with you, or direct you to a suitable online survey. Ask your teacher for more information!

RIASEC career types

Holland's surveys involve six different types or codes that match a predominant area of vocational suitability. These are **Realistic**, **Investigative**, **Artistic**, **Social**, **Enterprising** and **Conventional**. Of course these six types do cross over one another. Therefore many people are assigned a 2 or 3-letter code based on their survey results. e.g. RAE might suit a hairstylist (R: practical and manual skills), artistic (A: originality and flexibility) and (E: initiative and own business).

As always, these surveys are not law, but they do go some way to helping you match your personality and SAVI categories to suitable clusters of jobs. Then you can investigate further to find out if these jobs might suit you!

Holland RIASEC Career Types

R: Realistic

'Doers' tend to favour occupations that involve:

- ⇒ practical tasks
- ⇒ manual work
- ⇒ physical activity and
- ⇒ tangible order.

e.g. Construction, environmental, fitness, recreation, trades, security, natural resources, outdoors.

I: Investigative

'Thinkers' tend to favour occupations that involve:

- ⇒ methodologies
- ⇒ research and experimentation
- ⇒ analysis and
- ⇒ technical or intellectual inquiry.

e.g. Science, medical, information management, engineering, finance, academia.

A: Artistic

'Creators' tend to favour occupations that involve:

- ⇒ ideas
- ⇒ innovation
- ⇒ intuition and originality and
- ⇒ initiative and flexibility.

e.g. Creative arts, music, dance, writing, media, design, personal services.

S: Social

'Helpers' tend to favour occupations that involve:

- ⇒ helping others
- ⇒ social interaction
- ⇒ interpersonal relationships and
- ⇒ client service.

e.g. Education, health, social and community services, customer service, personal services, hospitality.

E: Enterprising

'Persuaders' tend to favour occupations that involve:

- ⇒ communication
- ⇒ leadership
- ⇒ taking responsibility and
- ⇒ initiative and flexibility.

e.g. Public service, law, media, education, literary, business, hospitality, PR, advertising.

C: Conventional

'Organisers' tend to favour occupations that involve:

- ⇒ logic
- ⇒ systems and structures
- ⇒ defined rules and processes and
- ⇒ precision and accuracy.

e.g. Finance, management, ICT, engineering, construction, medical, security.

I My Holland types



1. Consider each of the 6 Holland types. For each one explain whether Holland's vocational type either matches or doesn't match your own personality type. Give up to 5 brief reasons for and/or against for each.
2. Suggest occupations that you might be interested in for the types that suit you.

R: Realistic

I: Investigative

A: Artistic

S: Social

E: Enterprising

C: Conventional

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RAISEC job matching

J

1. Opposite are the most common occupations in Australia. For each one list the Holland code letters you think would match this occupation.
2. List below any of these occupations that you are interested in. Add other suitable occupations not on the list.

3. Go online and try a Holland type of survey. Report the results. List occupations recommended for these codes (Note: These will be US job titles). Do the results support what you would expect or are they different from what you would expect? Try this survey for starters:

www.myneximove.org/explore/ip

My results:

4. One of the common criticisms of these types of surveys is that they are very transparent and that they only 'tell' you what you already know. e.g. "Do you like using a calculator?" "Do you enjoy working in gardens?" It's pretty obvious what types of jobs these might suit! What do you think? As a class discuss the usefulness of these surveys.

Australian occupations - Largest



- ⇒ Sales Assistants, General
- ⇒ Clerks, General
- ⇒ Nurses, Registered
- ⇒ Managers, Retail
- ⇒ Accountants
- ⇒ Drivers, Truck
- ⇒ Receptionists
- ⇒ Cleaners, Commercial
- ⇒ Teachers, Primary School
- ⇒ Electricians
- ⇒ Carers, Aged & Disabled
- ⇒ Managers, Advertising & Sales
- ⇒ Checkout Operators & Office Cashiers
- ⇒ Carers, Child
- ⇒ Kitchenhands
- ⇒ Carpenters & Joiners
- ⇒ Contract, Programme & Project Administrators
- ⇒ Managers, Office
- ⇒ Metal Fitters & Machinists
- ⇒ Clerks, Accounting
- ⇒ Waiters
- ⇒ Storepersons
- ⇒ Teachers, Secondary School
- ⇒ Bookkeepers
- ⇒ Motor Mechanics
- ⇒ Sales Representatives
- ⇒ Personal Care & Nursing Support Workers
- ⇒ Chefs
- ⇒ Farmers, Livestock
- ⇒ Real Estate Sales Agents
- ⇒ Plumbers
- ⇒ Software & Applications Programmers
- ⇒ Clerks, Purchasing & Supply Logistics
- ⇒ Bar Attendants & Baristas
- ⇒ Managers, Construction
- ⇒ Clerks, Inquiry
- ⇒ Gardeners
- ⇒ Welding Trades & Structural Steel Workers
- ⇒ Education Aides
- ⇒ Managers, Other Hospitality, Retail & Service
- ⇒ Managers, Cafe & Restaurant
- ⇒ Hairdressers
- ⇒ Personal Assistants
- ⇒ Drivers, Forklift
- ⇒ Managers, ICT
- ⇒ Advertising & Marketing Professionals
- ⇒ Solicitors
- ⇒ Technicians, Architectural, Building & Surveying
- ⇒ Human Resource Professionals
- ⇒ Security Officers & Guards
- ⇒ Labourers, Building & Plumbing
- ⇒ ICT Support Technicians
- ⇒ Management & Organisation Analysts
- ⇒ Police
- ⇒ Packers
- ⇒ Miners, Drillers & Shot Firers
- ⇒ Managers, Production
- ⇒ Bank Workers
- ⇒ Managers, General
- ⇒ Managers, Finance
- ⇒ Painting Trades Workers
- ⇒ Secretaries
- ⇒ University Lecturers and Tutors
- ⇒ Shelf Fillers
- ⇒ Medical Practitioner, General

developing
your pathway

Source: Australian Jobs 2015,
Department of Employment

10. Mini GOALscorer

The Mini GOALscorer is another tool that can help you explore your career options. Some of you might have completed this survey last year. If so it's a very useful exercise to do it again and see whether your results have changed or not. This can help indicate whether you are on the right track in your career pathway development.

The Mini GOALscorer is designed to give you an introductory profile of potential **interest areas** to help you plan your career pathways investigation. It features the names of Australian occupations which is more relevant than US surveys. Mini GOALscorer matches occupational clusters to relevant interest areas. However, the characteristics of these interest areas are not set in concrete and can also cross over one another. For example:

- ⇒ *Technical and Engineering* and *Practical and Manual* for trades occupations; and
- ⇒ *Helping and Community Service* with *Influencing and Personal Contact* for community service occupations; and
- ⇒ *Figures and Computational* and *Clerical and Administration* for business and professional service occupations.

When completing the survey you should also note the scores you get on your second and third highest categories. These scores might give you an indication of how you might develop your career pathway. For example:

- ⇒ relatively high scores in *Influencing & Personal Contact* might indicate a willingness to work with people effectively in management roles, in any industry, and/or
- ⇒ relatively high scores in *Figures & Computational* might suggest an aptitude to help you run your own business; in an industry in which you have specific skills.

You can also cross-match Holland RIASEC codes with the 11 interest areas and look for similarities that will help influence your pathways decision-making.

**So where do you seem to fit?
Which interest areas sound like you?**



K Interest areas



Using the descriptions for the 11 interest areas on p.53 answer these questions.

Image: designaart
iStock/Thinkstock

1. Which of these 11 interest areas sound like me? Why so? (Choose more than 1.)

2. Which of these 11 interest areas don't sound like me? Why not? (Choose more than 1.)

Interest area	Description
Artistic and Creative	You may be interested in music, drama, writing, painting, crafts, design, media or generally might just be creative. You may be good at using your mind to initiate ideas or solve problems. Strong crossover with <i>Literary, Influencing and Personal Contact, Technical and Engineering and Practical and Manual</i> . (Like Holland's: A & R)
Clerical and Administration	You may be interested in working in business collecting, analysing and organising information. This may include dealing with correspondence, figures, data, clients, sales or finances. Strong crossover with <i>Figures and Computational</i> as well as <i>Influencing and Personal Contact</i> . (Like Holland's: C & E)
Figures and Computational	You may be good at working with numbers, statistics, formulae or finances and have well-developed maths and/or computer skills and the ability to solve problems or analyse data. Strong crossover with <i>Clerical and Administration</i> in a business sense and <i>Technical and Engineering and Scientific</i> in a practical sense. (Like Holland's: C, I & E)
Helping and Community Service	You generally like to help, teach or care for people. You are likely to have good communication skills and a desire to improve people's lives. You may be employed by a government agency that deals with helping the community. Strong crossover with <i>Influencing and Personal Contact</i> and with <i>Medical</i> . (Like Holland's: S & C)
Influencing and Personal Contact	You are likely to have good communication skills, the ability to effectively deal with people and skills in influencing people. You may also be suited in business roles such as management and sales. Strong crossover with <i>Helping and Community Services, Literary, Medical or Clerical and Administration Fields</i> . (Like Holland's: E & S)
Literary	You might be good with writing, speaking, presenting ideas or other forms of communication. You are also likely to be good at developing and expressing opinions and to have research skills. Strong crossover with <i>Influencing and Personal Contact, Artistic and Creative and Helping and Community Service</i> . (Like Holland's: A, E & I)
Medical	You will like to help people and society improve physical or mental health either by dealing directly with patients and clients or by researching and solving medical problems and issues. Strong crossover with <i>Influencing and Personal Contact, Helping and Community Services and Scientific</i> . (Like Holland's: I, S & C)
Outdoor	You are likely to want to work outdoors, or with nature and the environment or to move about from worksite to worksite. Strong crossover with <i>Practical and Manual, Technical and Engineering or environmental Scientific</i> issues. (Like Holland's: R & C)
Practical and Manual	You may be skilled in the use of your hands to operate tools, make products or repair equipment. You may need to solve problems and be accurate, active and physically fit. Strong crossover with <i>Technical and Engineering</i> , many <i>Outdoor</i> situations, <i>Artistic and Creative</i> or 'hands-on' <i>Medical</i> roles. (Like Holland's: R & C)
Scientific	You are likely to enjoy experimenting and researching scientific processes with patience, persistence, precision and good analytical skills. Strong crossover with <i>Figures and Computational, Medical (science), Technical and Engineering and Helping and Community Service</i> . (Like Holland's: I & C)
Technical and Engineering	You like to use tools, machinery and equipment to fix things, find out how things work, improve processes and build, design and manufacture items. Strong crossover with <i>Practical and Manual, Figures and Computational, Scientific</i> and even <i>Medical</i> . (Like Holland's: R, C & I)

L Mini GOALscorer




1. Complete the Mini GOALscorer

Circle the relevant occupation boxes from the *Mini GOALscorer Match-up* on pp.56-57 in which you might be interested for your career.

2. Complete the table on p.55.

i. In **Column 2** write all the box numbers you have circled in the *interest area* row that matches the the heading for that box.

(e.g. If you circled box 1, you would write 1 next to *Scientific*. If the next box you circled was 15, you would write 15 next to *Literary*.)

ii. Look at the  tab for each of your circled boxes. In **Column 3** write these box numbers in the rows next to the interest groups they match.

(e.g. If you circled box 1, then in column 3 you would write 1 next to *Technical and Engineering* and also next to *Outdoor*. If the next box you circled was 15, then in column 3 you would write 15 next to *Influencing and Personal Contact* and also next to *Helping & Community Service*.)

iii. For **Column 4** calculate your total score for that interest area by adding up the number of times you have a box number next to an interest area. Compare these scores to the descriptions on p.53 and the activity on p.52.

iv. In **Column 5**, list occupations from your circled boxes you are most interested in. If an occupation appears more than once give it a tick.

v. Highlight those occupations you are most interested in and then list these below. Use the Job Guide or My Future or Job Outlook to find out more information. Perhaps this is where you should be focusing on doing your work placement and volunteer work.



3. Complete the table below for those occupations you are most interested in.

My preferred occupations.	Good aspects of each occupation.	Bad aspects of each occupation.	Education/training required for each.	What else do I need to find out?
1.				
2.				
3.				
4.				

1. Interest area	2. Box numbers circled	3. Boxes circled 'Also'	4. Interest area score	5. Some occupations from the boxes I might be interested in; I should research some of these.
e.g. Artistic and Creative	10, 20, 34, 89	14	5	Visual Merchandiser Graphic Designer Journalist Multimedia Developer Illustrator Sound Technician
Artistic and Creative				
Clerical and Administration				
Figures and Computational				
Helping and Community Service				
Influencing and Personal Contact				
Literary				
Medical				
Outdoor				
Practical and Manual				
Scientific				
Technical and Engineering				

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Mini GOALscorer - Match-up

developing
your pathway

1. Scientific Meteorologist Meteorological techn'l officer Geologist Landcare worker Engineer-environmental Winemaker Also: T&E Out	2. Technical & Engineering Programmer (info tech) Systems designer Computer engineer Multimedia developer Computer system auditor Business equipment tech. Also: F&C C&A	3. Literary Librarian Editor Archivist Writer Historian Teacher Also: I&P H&C	4. Practical & Manual Dressmaker Clothing patternmaker Visual merchandiser Graphic designer Textile designer Tailor Also: Art F&C	5. Influence & Personal Contact Psychologist Welfare worker Social worker Youth worker Counsellor Indigenous health worker Also: H&C Med
6. Figures & Computational Laboratory worker Engineer-chemical Patent examiner Optical mechanic Medical lab technician Teacher-secondary Also: T&E Sci	7. Outdoor Army/navy/airforce Ship's officer Police officer Customs officer Correctional officer Park ranger Also: H&C I&P	8. Outdoor Landscape gardener Pest & weed controller Florist/ Horticultural trades Nursery assistant Landcare worker Also: P&M T&E	9. Technical & Engineering Foundry worker Engineering trades-fabricat'n Engineering trades-mech'cal Engraver Vehicle body builder Tool & die setter Also: P&M F&C	10. Artistic & Creative Fashion designer Dressmaker Wardrobe supervisor Visual merchandiser Graphic designer Fashion coordinator Also: I&P P&M
11. Medical Dietician Dietary aide Weight loss counsellor Hospital food service m'gr Health promotions officer Food technologist Also: I&P SCI	12. Figures & Computational Pilot Army/Nav/Airforce Engineer-aerospace Aircraft mainten'ce engineer Air traffic controller Flight attendant Also: H&C T&E	13. Helping & Community Teacher-primary Childcare worker Teacher-secondary Teacher-early childhood Education aide Nanny Also: I&P P&M	14. Literary Journalist Editor Writer Public relations officer Publisher Copywriter Also: I&P A&C	15. Literary Interpreter Translator Teacher TAFE lecturer Community worker Tour guide Also: I&P H&C
16. Artistic & Creative Photographer Camera operator Media equipment operator Desktop publisher Multimedia developer Audiovisual technician Also: P&M T&E	17. Influence & Personal Contact Sports coach Fitness instructor Teacher-PE Recreation officer Sports person Teacher-primary Also: P&M SCI	18. Scientific Statistician Actuary Astronomer Accountant Economist Programmer (info tech) Also: F&C C&A	19. Literary Desktop publisher Editor Multimedia developer Copywriter Advertising account executive Secretary Also: I&P C&A	20. Artistic & Creative Graphic designer Visual merchandiser Illustrator Architectural drafter Fashion designer Architect Also: T&E F&C
21. Outdoor Construction worker Rigger Crane operator Scaffolder Building technician Dogger Also: P&M T&E	22. Artistic & Creative Artist Illustrator Teacher-art Graphic designer Architectural drafter Signwriter Also: P&M LIT	23. Helping & Community Childcare worker Childcare supervisor Teacher-early childhood Teacher-primary Nanny Family day carer Also: I&P C&A	24. Helping & Community sports scientist Sports coach Recreation officer Fitness instructor Teacher-PE Physiotherapist Also: SCI P&M	25. Scientific Computer engineer Programmer (info tech) Systems manager Business equipment techn'n Computer systems auditor Information tech. manager Also: T&E F&C
26. Technical & Engineering Engineer-aerospace Engineer-mechanical Aircraft maintenance engineer Army/Nav/Airforce Pilot Computing engineer Also: SCI F&C	27. Scientific Chemist Engineer-chemical Pharmacist Laboratory worker Research scientist Forensic scientist Also: T&E MED	28. Clerical & Administration Secretary Receptionist Accounts clerk Desktop publisher Office administrator Call-centre operator Also: F&C I&P	29. Practical & Manual Motor mechanic Light engine mechanic Bicycle mechanic Panel beater Vehicle painter Engineer-mechanical Also: T&E OUT	30. Scientific Engineer-civil Engineer-aerospace Engineer-mechanical Engineer-chemical Computing engineer Engineer-industrial Also: T&E F&C
31. Scientific Forensic scientist Research scientist Biochemist Medical lab technician Laboratory worker Funeral attendant Also: T&E	32. Clerical & Administration Bank officer Accounts clerk Costing clerk Public servant Secretary Cashier Also: F&C I&P	33. Figures & Computational Storeperson Forklift operator Purchasing officer Automotive parts interpreter Exporter/importer Airline services operator Also: P&M	34. Artistic & Creative Signwriter Screenprinter Illustrator Printing machinist Multimedia developer Artist Also: P&M	35. Helping & Community Police officer-state Police officer-federal Customs officer Security officer Private investigator Correctional officer Also: I&P C&A
36. Artistic & Creative Multimedia developer Programmer (info tech) Desktop publisher Business systems analyst Graphic designer Media producer Also: LIT T&E	37. Figures & Computational Systems manager Computer engineer Business systems analyst Programmer (info tech) Business equipment techn'n Computer systems auditor Also: T&E C&A	38. Influence & Personal Contact Lawyer Court officer Criminologist Legal executive Conveyancer Secretary Also: C&A LIT	39. Influence & Personal Contact Beauty therapist Hairdresser Make-up artist Weight loss counsellor Model Naturopath Also: A&C P&M	40. Practical & Manual Carpenter Joiner Cabinet maker Building technician Wood machinist Construction worker Also: OUT T&E
41. Practical & Manual Electrician Engineer-electrical Electrical linesperson Electronics engineering tech. Automotive electrician Security systems installer Also: T&E OUT	42. Clerical & Administration Accountant Accounts clerk Economist Financial dealer & broker Bank officer Purchasing officer Also: F&C I&P	43. Clerical & Administration Accounts clerk Secretary Office administrator Clerk Public servant Data processing operator Also: F&C I&P	44. Helping & Community Education aide Teacher-primary Special care worker Childcare worker Teacher-early childhood Personal care worker Also: I&P P&M	45. Practical & Manual Florist Horticultural tradesperson Nursery assistant Landcare worker Pest & weed controller Landscape gardener Also: OUT A&C
46. Medical Vet nurse Animal technician Animal attendant Horse manager Stablehand Veterinarian Also: H&C OUT	47. Figures & Computational Bookmaker Gaming worker Accounts clerk Credit officer Financial dealer's assistant Insurance officer Also: F&C I&P	48. Artistic & Creative Chef Cook Kitchenhand Catering manager Confectioner Pastrycook Also: P&M I&P	49. Influence & Personal Contact Real estate agent Auctioneer Sales representative Town planner Conveyancer Valuer Also: F&C C&A	50. Clerical & Administration Financial dealer & broker Financial dealer's assistant Accountant Accounts clerk Management consultant Economist Also: F&C I&P
51. Clerical & Administration Travel consultant Flight attendant Tourist information officer Tourism manager Recreation officer Airline passenger officer Also: F&C I&P	52. Figures & Computational Sales assistant Cashier Retail buyer Retail manager Accounts clerk Sales representative Also: C&A I&P	53. Helping & Community Welfare worker Social worker Youth worker Psychologist Teacher-secondary Counsellor Also: I&P LIT	54. Medical Pharmacist Biochemist Engineer-chemical Naturopath Medical lab technician Sales assistant Also: SCI C&A	55. Artistic & Creative Hairdresser Beauty therapist Make-up artist Florist Wardrobe supervisor Visual merchandiser Also: I&P P&M
56. Medical Medical practitioner Physiotherapist Nurse-registered Medical scientist Forensic scientist Medical lab technician Also: H&C I&P	57. Scientific Research scientist Medical scientist Medical lab technician Physicist University lecturer Agricultural scientist Also: MED F&C	58. Medical Veterinarian Vet nurse Animal technician Laboratory worker Animal attendant Zoologist Also: H&C OUT	59. Clerical & Administration Data processing officer Secretary Receptionist Accounts clerk Call-centre operator Office administrator Also: F&C I&P	60. Helping & Community Teacher-secondary Teacher-primary Education aide Training officer Teacher-early childhood Youth worker Also: I&P LIT

Mini GOALScorer - Match-up

61. Influence & Personal Contact Physiotherapist Medical practitioner Massage therapist Occupational therapist Chiropractor Osteopath Also: MED P&M	62. Outdoor Shotfirer Miner Engineer-mining Forestry & logging worker Agricultural technical officer engineer-chemical Also: P&M T&E	63. Practical & Manual Driver-truck Car driver Car rental attendant Bus and tram driver Driving instructor Clerk-transport Also: Out H&C	64. Influence & Personal Contact Flight attendant Catering manager Airline passenger officer Tour guide Interpreter Travel agent Also: H&C C&A	65. Influence & Personal Contact Fitness instructor Lifeguard Therapy aide Teacher-PE Weight loss counsellor Recreation officer Also: H&C P&M
66. Medical Nurse -registered Ambulance officer Nurse-enrolled Personal care worker Ward assistant Health promotions officer Also: H&C I&P	67. Outdoor Park ranger Forest technical officer Landcare worker Natural resource manager Fisheries officer Zoologist Also: P&M SCI	68. Technical & Engineering Sound technician Media equipment operator Audiometrist Audiologist Audiovisual technician Film and tv producer's asst. Also: SCI P&M	69. Medical Dentist Dental assistant Dental therapist Dental technician Dental hygienist Model maker Also: H&C I&P	70. Scientific Taxidermist Historian Zoologist Animal technician Funeral attendant Museum technician Also: P&M T&E
71. Clerical & Administration Functions coordinator Catering manager Marketing officer Chef Hospital food service mger Flight attendant Also: F&C I&P	72. Outdoor Lifeguard Fitness instructor Recreation officer Diversional therapist Sports coach Paramedic Also: H&C P&M	73. Practical & Manual Cook Chef Kitchenhand Pastrycook Cake decorator Waiter Also: A&C F&C	74. Outdoor Bricklayer Construction worker Plasterer Concrete worker Stonemason Tiler Also: P&M T&E	75. Technical & Engineering WHS/OHS officer Quality assurance inspector Building surveyor Nurse-registered Rehabilitation counsellor Health promotions officer Also: P&M I&P
76. Literary Archeologist Historian Anthropologist Sociologist Archivist Museum curator Also: OUT C&A	77. Practical & Manual Plumber Refrigeration & aircon mech Automotive air fitter Environmental health officer Water & plant operator Tiler-roof Also: OUT T&E	78. Medical Massage therapist Physiotherapist Occupational therapist Fitness instructor Chiropractor Orientation/mobility instr'ctr Also: H&C P&M	79. Technical & Engineering Vehicle bodybuilder Panel beater Vehicle painter Tool & die setter Engineering trades-fabrication Metal press operator Also: P&M F&C	80. Outdoor Geologist Geophysicist Engineer-mining Archaeologist Miner Cartographer Also: SCI F&C
81. Figures & Computational Architect Architectural drafter Landscape architect Engineer-industrial Building technician Engineer-civil Also: A&C T&E	82. Helping & Community Firefighter Firefighter-aviation Army, navy, airforce Ohs officer Ambulance officer Building surveyor Also: OUT P&M	83. Literary Actor Dancer Stage manager Announcer Media producer Film producer & editor Also: A&C I&P	84. Technical & Engineering business equipment techn. Computer engineer It support technician Systems designer-it Programmer-info tech Multimedia developer Also: SCI F&C	85. Literary Film producer & editor Film/TV producer's assistant Media equipment operator Media producer Stage manager Set designer Also: A&C P&M
86. Literary Writer Proofreader Editor Journalist Copywriter Public relations officer Also: A&C I&P	87. Technical & Engineering Camera operator Media equipment operator Photographer Media producer Audiovisual technician Medical imaging tech. Also: P&M A&C	88. Figures & Computational Farm manager Agricultural engineer Agricultural scientist Agricultural technical officer Horticultural tradesperson Aquaculture technician Also: OUT P&M	89. Artistic & Creative Musician or singer Music therapist Teacher-music Sound technician Announcer Diversional therapist Also: LIT I&P	90. Clerical & Administration Marketing officer Management consultant Advertising account exec. Market researcher Public relations officer Human resources officer Also: F&C I&P
91. Figures & Computational Management consultant Accountant Insurance agent Public relations officer Marketing officer Human resources officer Also: C&A I&P	92. Helping & Community Training officer Teacher-secondary Tafe lecturer Human resource officer Personnel clerk University lecturer Also: C&A I&P	93. Influence & Personal Contact Public relations officer Human resource officer Marketing officer Advertising account executive Copywriter Journalist Also: LIT C&A	94. Literary Editor Writer Proofreader Journalist Copywriter Media producer Also: C&A I&P	95. Medical Secretary-medical Ward assistant Clerk Receptionist Accounts clerk Office administrator Also: C&A H&C
96. Outdoor Auctioneer Valuer Real estate agent Building inspector Sales representative Land economist Also: T&E F&C	97. Practical & Manual Gemmologist Jeweller Geologist Powder coater Watch & clock maker Engraver Also: T&E SCI	98. Scientific Biomedical engineer Laboratory worker Medical imaging technician Medical lab technician Research scientist Prosthetist/orthotist Also: T&E MED	99. Technical & Engineering optical mechanic Optical dispenser Optometrist Orthotist Medical imaging technician Projectionist Also: MED P&M	100. Technical & Engineering Food technologist Engineer-chemical Health information officer Primary products inspector Chemist Dietician Also: SCI P&M
101. Figures & Computational Personnel clerk Human resources officer Public servant Training officer Accounts clerk Clerk Also: C&A I&P	102. Artistic & Creative Photographer Photographic processor Media equipment operator Camera operator Artist Audiovisual technician Also: T&E P&M	103. Medical Audiologist Audiometrist Speech pathologist Sound technician Disability services instructor Broadcasting technician Also: SCI I&P	104. Clerical & Administration Court & hansard reporter Legal executive Secretary Word processing operator Data processing operator Desktop publisher Also: LIT I&P	105. Outdoor Landscape architect Architect Town planner Quantity surveyor Horticultural tradesperson Nursery assistant Also: A&C P&M
106. Medical Dental technician Prosthetic/orthotic technic. Dental hygienist Dental nurse Model maker Dental assistant Also: T&E H&C	107. Clerical & Administration Call-centre operator Receptionist Radio dispatcher Telephonist Telemarketer Announcer Also: F&C I&P	108. Figures & Computational Valuer Conveyancer Land economist Real estate salesperson Sales representative Stock and station agent Also: P&M I&P	109. Influence & Personal Contact Personal care worker Nurse-enrolled Ward assistant Therapy aide Diversional therapist Disability services instructor Also: MED P&M	110. Technical & Engineering Broadcasting technician Audiovisual technician Electrician Business equipment tech'n Sound technician Media equipment operator Also: P&M A&C
111. Practical & Manual Painter and decorator Plasterer Interior decorator Glazier Industrial spray painter Vehicle painter Also: T&E OUT	112. Outdoor Crane operator Forklift operator Mobile plant operator Dogger Construction worker Building technician Also: P&M T&E	113. Literary Copywriter Editor Proofreader Writer Publisher Advertising account executive Also: A&C I&P	114. Practical & Manual Cabinetmaker Joiner Wood turner Wood machinist Wood carver Timber/forest product worker Also: T&E OUT	115. Artistic & Creative Make-up artist Beauty therapist Hairdresser Naturopath Weight loss counsellor Film/TV producer's assistant Also: I&P H&C
116. Influence & Personal Contact Training officer TAFE lecturer Human resources officer Teacher-secondary Teacher-esl Whs officer Also: C&A H&C	117. Scientific Forensic scientist Life scientist Botanist Chemist Biochemist Museum attendant Also: T&E OUT	118. Helping & community Therapy aide Education aide Special care worker Diversional therapist Disability services instructor Indigenous worker Also: MED I&P	119. Literary Archivist Librarian Cultural heritage officer Conservator Records manager Info technology manager Also: A&C T&E	120. Scientific Zoologist Life scientist Marine biologist Animal attendant Animal technician Veterinarian Also: OUT P&M

developing
your pathway

11. Where am I at?

It is important that you take a moment to reflect on your own strengths and weaknesses in relation to your career pathways development. This will also help ensure that your IPP aligns with your career direction.

Some of you have taken some steps to develop your career and are now actively planning towards your working life after completing Year 12.

Others of you are still investigating potential opportunities over these two years and exploring career options that might suit.

Enterprising young people are able to clearly identify their strengths, be honest and open about identifying current weaknesses and existing skills-gaps and be proactive about seeking advice, feedback and support on how to take steps to improve and become more employable. So that is what we'd like you to do at this stage.



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Strengths

- ☺ What can you do well and what have you demonstrated that you can do?
- ☺ Consider all those things that you have so far achieved as part of your IPP.
- ☺ Reflect on skills, training, qualifications, experience and so on.
- ☺ Utilise these strengths, consolidate them and consider how to develop them further
- ☺ Ask yourself, what positives could I 'offer' a potential employer right now?

Weaknesses

- ☹ What are you not so good at?
- ☹ Consider all those things that you need to achieve in order to further develop your IPP.
- ☹ Focus on areas and skills you should improve and develop including more training, experience and appropriate qualifications.
- ☹ Career development is an ongoing process, so get feedback, support and advice to help deal with these.
- ☹ Form partnerships and teams to make up for your weak points.

M Where am I at?



1. Complete the table on p.59 by describing up to 8 different examples of strengths and also up to 8 examples of weaknesses/skills-gaps.
2. Outline things you can do (as part of an action plan) to:
 - ⇒ Consolidate on these strengths and improve further (e.g. *I have undertaken work placement last year in Year 11 in a small engineering firm and developed my technical skills using welding and metal tooling equipment. Now in Year 12 I should look for a placement in a larger firm to see how these skills can be applied in a more sophisticated production environment.*)
 - ⇒ Overcome weaknesses to tackle skills-gaps. (e.g. *I want to pursue a career in international trade but being in Year 11 I have no experience working in this type of industry setting. I need to develop my career network to find a mentor in this industry who could give me advice.*)

My current strengths	Action plan: What can I do next?

My current weaknesses and skills-gaps	Action plan: What can I do next?

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12. Multiple intelligences

Your personality, attributes, skills and ultimately the competencies you develop are strongly influenced by your varied multiple intelligences. Harvard University professor Howard Gardner is recognised as the developer of eight 'multiple intelligences' that also form the basis of emotional intelligence.

You should consider that different people are likely to have different levels of intelligence in each of these eight categories. You should also understand that you are likely to have a combination of different co-related intelligences. These intelligences will strongly influence the type of tasks, work environment and jobs you might be suited to. They should also reflect results that you got from doing career identification surveys. So which of these sound like you?



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N My MIs



Identify 2 multiple intelligences that you believe might be your strongest and 2 that you are weakest in. Briefly explain why, using examples.

My strongest MI #1:	My strongest MI #2:
My weakest MI #1:	My weakest MI #2:

Multiple intelligences



1. Consider each of the occupations and explain how 3 multiple intelligences would be useful to perform successfully at this job. Add 3 more job choices of your own.
2. Go online and do an MI test. Do you agree with the results? Why/why not? Discuss the results with your class.



Occupation	Multiple intelligence 1	Multiple intelligence 2	Multiple intelligence 3
primary teacher			
accountant			
social worker			
multimedia developer			
farm manager			
beauty therapist			

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developing
your pathway

Summary: Developing Your Pathway

In order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a **career pathway** that matches your **personal values**, otherwise you might go through life unfulfilled.

There are many different reasons why people work and these **expectations** as an employee will influence your choice of work and career. People are more likely to seek and undertake work that satisfies their **values**.

Most modern pathways branch off in different directions supported by **lifelong learning**. Many people change occupations and develop different careers throughout their working lives. These changes reflect changes in personal values associated with the stage of one's life as part of their career **life cycle**. You must also strike a **work/life balance** between career demands and your personal life.

Your **personal values** are a key influence on your career pathway because your **attitude** to work is strongly influenced by the things that you value both personally and professionally.

Community values and **attitudes** to work represent the shared values of people in society. These **societal values** may evolve.

You need specific **qualifications** to enter certain occupations. However, you also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, university, professional development, industry courses and other training.

All training and workplace learning can be classified as either formal or informal training. **Formal training** leads to official certification and qualifications, whereas **informal training** usually occurs on-the-job through supervision, mentoring, assistance, demonstration, advice and support.

On-the-job training and workplace learning usually happens at an employee's worksite and might be built into the day-to-day tasks; whereas **off-the-job training** and workplace learning usually happens away from the worksite and may involve study for a formal qualification.

You need to be aware of the **minimum entry standards** needed for particular occupations. These entry standards dictate the types of choices you need to make after you finish your WACE. **Entry-level requirements** can be classified as follows.

- i. **Personal qualities, attributes and abilities** needed in order to be a suitable employee for that occupation.
- ii. **Qualifications, training, skills or experience** needed in order to be qualified for entry into an occupation.
- iii. **The minimum school-related entry requirements** needed to gain the qualifications, skills or experience for work in that occupation (such as ATAR, prerequisites, related experience, etc.).

An important part of determining how your personality can influence your career is a consideration of the four categories of **being SAVI**: skills, attributes, values and interests.

People choose preferred work tasks, work environments, occupations and industry settings based on **personality factors**. Your values are likely to alter as you move through life. As people mature they can take on new interests that might drive career choices.

Doing a career pathways identification testing survey such as the **Holland RIASEC Career Types** survey can help you explore potential pathways options. The **Mini GOALscorer** is another tool that can help you explore your career options.

Enterprising young people are able to clearly identify their **strengths**, be honest and open about identifying current **weaknesses** and existing **skills-gaps** and be **proactive** about seeking **advice, feedback** and **support** on how to take steps to improve and become more employable.

Your personality, attributes, skills and competencies you develop are influenced by your varied **multiple intelligences**. These also influence the type of tasks, work environment and jobs you might be suited to. They should also reflect your results from doing career identification surveys.

AT2 Career Pathway Profile

Production and oral report

For this task you are required to produce a Career Pathway Profile that summarises and reflects on a range of aspects related to your own career pathway.

Research and produce your profile and then present it **orally** supported by a format negotiated with your teacher (such as dot point summaries, diagrams, images or multimedia). For each task you must use examples related to your own career pathways development.

Career Pathway Profile

ATAR 11 & General 12

- i. Define **career pathway** and outline how the notion of a career pathway applies to **your own current personal circumstances**.
- ii. Explain **lifelong learning** by using specific examples to outline how lifelong learning can assist you as part of **your career pathways development**.
- iii. Explain the four elements of **being SAVI** by using examples to illustrate each of these skills, attributes, values and interests in relation to **your own preferred career pathway choices**.
- iv. Undertake a **career pathway investigation survey**. Identify and explain how you can apply the **results** of this survey to help **plan your career pathway**.
- v. Identify key strategies that can assist **career development** by discussing how these can be applied to **your own career pathway**.

Year 12 General only

- vi. Evaluate **actions and strategies** that **you have used** to **develop your career pathway**. Identify and discuss **improvement strategies** that can assist you to achieve your goals.

It is recommended that as part of your explanations that you refer to relevant **career management competencies**.

Note:

Your teacher might add other tasks. If so record these below along with other important information such as report format, due dates, word length, use of images and multimedia and others.

Other tasks and important information

Assessment Task 2 - Production and oral report: Career Pathway Profile

Name:

Tasks	Re-quired	Due by	Done	Teacher
Developing my pathway				
⇒ Negotiate a suitable profile format.				
i Career pathway	✓			
Application with examples to your own pathway.	✓			
ii Lifelong learning	✓			
Application with examples to your own pathway.	✓			
iii Being SAVI	✓			
Application with examples to your own pathway.	✓			
iv Career pathway investigation survey	✓			
Application with examples to your own pathway.	✓			
v Career development strategies	✓			
Application with examples to your own pathway.	✓			
vi Evaluation: Career pathway strategies				
Evaluation of use and improvement strategies.				
⇒ Present draft to your teacher for checking.				
Stage 2: Preparing your report				
⇒ Finalise your profile and incorporate feedback.	✓			
⇒ Prepare final profile in suitable format (submit if required).	✓			
⇒ Make oral presentation to the class.	✓			

Additional information:

developing
your pathway

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: _____