

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

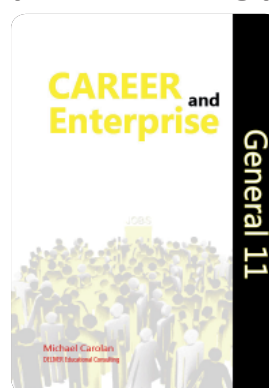
- **Career and Enterprise: CAE - General 11**
Full colour text/workbook. Approx. 310 pp.
Price \$52 (ISBN: 978-1-925172-25-6)
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**
Full colour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

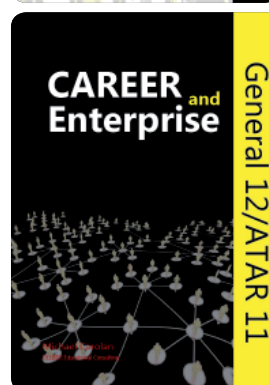
- Career and Enterprise: Foundation 12 and Career and Enterprise: Foundation 11

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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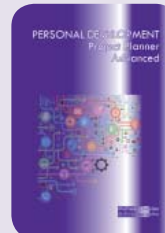
**Printed
colour book
@\$25**

978-1-925172-12-6

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**Printed
colour book
@\$27.50**

978-1-925172-13-3

CAREER ^{and} Enterprise

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

Workplace Trends

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Comments:

workplace trends

Introduction: Workplace Trends

In this section you will investigate a range of issues and global trends that are impacting on the workforce. You will be expected to develop an understanding of how these workplace issues and trends might impact on your future career pathway development. At the end of the unit you will complete a response into key aspects related to one of these workplace issues or trends.

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

- ✓ **Entrepreneurial behaviours** by proactively adapting to the demands brought about by specific workplace issues and trends.
- ✓ **Learning to learn** by researching, analysing and applying information about workplace issues and trends to work-related situations with which you are familiar.
- ✓ **Career development and management** by identifying how key workplace issues and trends might potentially impact on your career pathway.
- ✓ **Work skills** by identifying how enterprising workers can build skills to respond positively to challenges brought about by workplace issues and trends.
- ✓ Understanding of **the nature of work** by analysing the potential impact of workplace issues and trends on your career pathways choices.
- ✓ **Gaining and keeping work** by assessing the impact of workplace issues and trends on your future career options and refining career pathway goals.

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 your ongoing completion of a glossary.
2. Actively participate in class discussion.
3. Apply what you have learned to your own career pathway development.
4. Complete and submit ongoing activities as directed by your teacher.
5. Complete an assessment task directly related to a workplace issue or trend.
6. Self-assess at the end of this unit.



Your IPP & EPP: Workplace Trends

This section also supports the ongoing development of your Individual Pathways Portfolio and your Electronic Pathways Portfolio. Tasks you may be required to complete for your IPP and EPP include these, as well as others directed by your teacher.

- ☐ Identify potential opportunities and threats from e-Commerce on your career pathway.
- ☐ Discuss potential opportunities and threats from an ageing workforce on your career.
- ☐ Discuss the implications of labour mobility and changing family roles on your career pathway choices.
- ☐ Apply a time management strategy to assist you to manage work/life balance.
- ☐ Develop an action plan to manage different influences as part of your career life cycle.
- ☐ Summarise career development advice to enable you to plan a more suitable career.

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

1. Globalisation

There are a range of issues and global trends that are impacting on the workforce. These will influence your career planning, goal-setting and decision-making. They include:

- ⇒ **globalisation** and **overseas outsourcing**
- ⇒ **e-commerce**
- ⇒ **ageing workforce**
- ⇒ **mobile population**
- ⇒ **changing family roles.**

So you need to consider the impact of these issues on your career pathways choices and then take steps so as to manage risks, deal with pressures and take advantage of opportunities as an enterprising and proactive future member of the workforce.

A global world

One of the key challenges facing the world arises from issues surrounding **globalisation**. The very word globalisation conjures up ideas of the big, nasty, greedy **multinational** companies exploiting weaker and poorer countries and gobbling up all their resources. But is this an accurate representation?

Countries engage in **global trade** by **exporting** and **importing goods and services** with and from one another. According to World Bank 2014 estimates, the annual value of world trade is about \$US22.5 trillion, with Australia contributing about 1.2-1.3% of this. What we all need to understand is that the commercial world extends across international boundaries and that Australia is a key player in certain world import and export markets.

As you enter the workplace you might be more than likely to be working for a global company that operates in Australia, or for a local company facing significant international competition from overseas. Many enterprises now rely on video and **teleconferencing** to assist in operations and trade facilitation. This requires varied communication skills.

The world is changing and Australia needs to change with it. One key area of change relates to the ability of Australian producers to satisfy changing and growing international markets globally. In other words, **international competitiveness**.

Overseas outsourcing

As part of a drive towards a more global economy many enterprises are increasingly relying on overseas outsourcing as a way of being more internationally competitive.

Generally speaking, **outsourcing** refers to the use of contracted specialist service-providers to provide non-core services for an organisation. Many organisations 'buy-in' services they no longer provide themselves. For example, a mining company might outsource various services in order to help support its operations. These can include transport services for inputs and FIFO workers, cleaning services, security services, marketing, ICT and other specialised functions.



"She'll be right mate!"

Types of global outsourcing

For the purposes of your studies in Career and Enterprise we can say that **global (or overseas) outsourcing** involves some or all of the following shown in the diagram. These include goods, services and capital. However, your teacher might introduce other types of global outsourcing to this list.

Global Outsourcing



A Global outsourcing

What is global outsourcing? Outline 3 examples when an enterprise might outsource from overseas.

Global outsourcing - Yea or Nay?

B

For each of these scenarios outline potential advantages and disadvantages for employers and employees associated with global outsourcing. Add 2 of your own that are related to occupations or industries in which you are interested.

Scenario	Advantages	Disadvantages
A computer sales company decides to use an overseas helpline for after-sales customer support. Most of these ICT techs are located in Malaysia.	<ul style="list-style-type: none"> - The outsourced service is likely to be cheaper than having local employees, thus saving the employer money. - Local employees can focus on fixing physical repair issues rather than wasting their time on the phones to people. 	<ul style="list-style-type: none"> - Because the service is delivered from overseas the employer cannot directly train or monitor the 'contractors'. - Outsourcing to overseas might see a reduction in local staff especially those who worked on the helplines.
An underwear manufacturer finds that it can longer compete on price by manufacturing in Australia so it sets up production facilities in China.		
A construction firm is awarded the contract to build a freeway tunnel, so it hires in a specialist tunnelling engineering team from the UK.		

Extension: Interview an employer about global outsourcing. Find out why they do, or do not, outsource from overseas. Ask them for advice about the implications of global outsourcing on your potential career



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2. e-Commerce

E-Commerce is the general term for business and commercial transactions and activities that use electronic data transmission mechanisms; especially the use of the online systems, smart phones and email.

The earliest form of e-Commerce was of course EFTPOS. As the growth of the internet occurred in the 1990s, online retailers such as Amazon.com and sites such as eBay really started to take off. However, the 2001 'dot.com' sharemarket crash left e-Commerce struggling to gain wide acceptance for a few years. But 15 years on, times have certainly changed, with Australian shoppers spending over \$10 billion in 2015 on online retail shopping alone.

Common types of e-Commerce include:

- i. **B2B**: Businesses manage supply-chains using online (wholesale) transactions with each other.
- ii. **B2C**: Online retail sales and bill paying with businesses 'selling' to consumers.
- iii. **C2C**: Consumers transacting with each other, e.g. 'classified' and auction ads.
- iv. **C2B**: Consumers forming a buying group or a 'co-op' as a 'community' to negotiate with businesses.

E-Commerce, B2B transactions and online auction and retail sites have consistently attracted an ever-increasing slice of the market as technology, security and app-based systems have improved. Amazon and eBay have been key drivers of this change worldwide and are now global mega-corporations. E-commerce is very visible in retail and hospitality industries with a growing proportion of everyday shoppers using online and app-based retail shopping options. Many people maintain PayPal accounts and use its apps to process e-payments.

E-commerce also predominates for customers, clients and workers in service industries such as banking, tourism and transport (online bookings) and for bill paying in all industries.

B2B systems drive business ordering, procurement, global outsourcing, delivery and database management. B2B is vital in managing **supply chains** involving manufacturing, transport, wholesale and retail.

New 'grey' economy enterprises such as Uber and AirBnB are totally driven by sophisticated real-time e-commerce systems. And of course life would be unliveable if we were not able to track which street our Domino's delivery driver was taking to deliver our \$6.95 pizza to us!

So how do you think e-commerce will impact on the amount and types of jobs available to you over the course of your career?



EFTPOS was introduced into Oz in 1988. Where would retailers be without it?

Image: LuminaStock/Thinkstock

1. When do you use e-commerce as a customer/client? Why/why not?

2. When do/would you use e-commerce as an employee or employer? Why/why not?

3. List potential opportunities and threats for your future career as a result of the ever-increasing role and importance that e-commerce is having in the commercial world.



Opportunities	Threats

3. An ageing Australia

Australia is getting older; obviously! But what this actually means is that the median age of the population is getting older. This is because people are living longer; and families are having fewer children.

According to the 2011 ABS census, the median age in Australia is 37 (36 for men and 38 for women). Way back in 1946 it was 30 years for men and 31 years for women. By 1971 it had fallen to 27 years for men and 28 years for women in 1971. Why do you think that was the case, or in other words, why did 'Australia' get younger during that time. And how and why is it now 'older'?

Having an ageing population can create pressures and opportunities for the commercial world. These might influence your potential career pathway choices.

Ageing population: Pressures

- ☹ Fewer workers.
- ☹ Loss of specialised skills and experience.
- ☹ Changing social support needs.
- ☹ High welfare costs.
- ☹ Fewer workers paying income tax.
- ☹ Community infrastructure shortages, such as health and aged-care.

Ageing population: Opportunities

- 😊 Opportunity to work longer.
- 😊 Chance for mentoring and skills transfer.
- 😊 Increased number of free family carers, e.g. grandparents.
- 😊 Growth in industries such as health, aged-care, tourism and recreation.
- 😊 Community engagement.

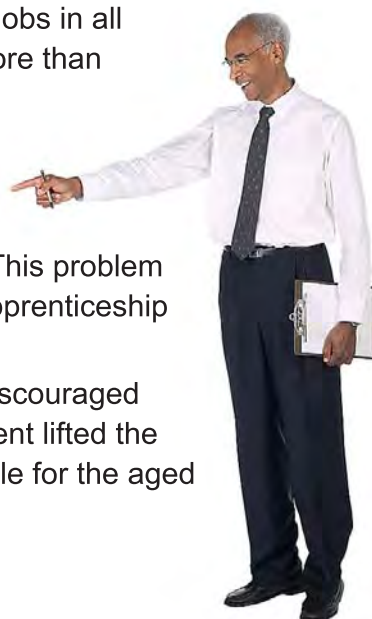
Ageing workforce

Given that Australia has an ageing population it means the average age of many occupations is rising, with fewer young people entering the workforce to replace retiring workers.

This is a significant issue in industries that are already facing a **skills shortage**. Generally speaking, as old employees retire there will be fewer young people coming through to replace them. This doesn't apply to all jobs in all industries, but it does impact on some industry sectors more than others.

With an ageing workforce there is also the threat of a loss of skills if older workers leave the labour market without the opportunity to pass down their knowledge to train a new generation of skilled staff to replace them. This problem is particularly exacerbated if there are fewer Australian Apprenticeship positions available to replenish the workforce.

People are being encouraged to work longer and being discouraged from retiring early. In 2014, the Commonwealth Government lifted the official 'retirement age' (the age at which people are eligible for the aged pension) to 67 by 2023 and further to 70 by 2030.



Labour market impact

A direct work-related result of this ageing population is that the median age of workers is rising. This is particularly more acute in some occupations, within certain industries and also in some regional areas.

Although an ageing workforce does not immediately cause problems it can mean that some occupations suffer skills shortages. It can also mean that young people might be 'kept out' of certain industry areas due to older workers retiring at a later age. Once again there are a range of pressures and opportunities related to an ageing workforce that you need to balance so as to better plan your career pathways opportunities.

Oldest Median Age

- 60+
 - ⇒ betting clerks
 - 55+
 - ⇒ diversional therapists
 - ⇒ caretakers
 - ⇒ livestock farmers
 - ⇒ bus & coach drivers
 - ⇒ mixed crop & livestock farmers
 - ⇒ funeral workers
 - 50+
 - ⇒ toolmakers & engineering patternmakers
 - ⇒ sewing machinists
 - ⇒ canvas & leather goods makers
 - ⇒ deck & fishing hands
 - ⇒ handypersons
 - ⇒ leather & canvas goods makers
 - ⇒ managers, other accommodation & hospitality
 - ⇒ nurserypersons
 - ⇒ safety inspectors
 - ⇒ librarians
- ⇒ school principals
- ⇒ wood machinists & other wood trades workers
- ⇒ commissioned officers, management
- ⇒ education advisers & reviewers
- ⇒ electronic engineering draftspersons & technicians
- ⇒ crop farmers
- ⇒ managing directors & CEOs
- ⇒ marine transport professionals
- ⇒ teachers, special education
- ⇒ electronic engineering technicians & draftspersons

Youngest median age

- 30-32
 - ⇒ bakers & pastrycooks
 - ⇒ butchers & smallgoods makers
 - ⇒ call or contact centre workers
 - ⇒ car detailers
 - ⇒ fitness instructors
 - ⇒ food trades assistants
 - ⇒ outdoor adventure guides
 - ⇒ roof tilers
 - ⇒ aquaculture workers
 - ⇒ child carers
 - ⇒ mixed crop & livestock farm workers
 - ⇒ freight & furniture handlers
 - ⇒ motor vehicle parts & accessories fitters
 - ⇒ podiatrists
 - ⇒ service station attendants
 - ⇒ vehicle painters
- ⇒ vending machine attendants
- ⇒ farm workers livestock
- ⇒ hairdressers
- ⇒ sales assistants - ICT
- ⇒ salespersons, ticket 25-29
- ⇒ dental assistants
- ⇒ café workers
- ⇒ veterinary nurses
- ⇒ bar attendants & baristas
- 20-24
 - ⇒ kitchenhands
 - ⇒ general sales assistants
 - ⇒ pharmacy sales assistants
 - ⇒ shelf fillers
 - ⇒ sportspersons
 - ⇒ sports coaches, officials & instructors
 - ⇒ waiters
 - ⇒ checkout operators & office cashiers
 - 18
 - ⇒ fast food cooks

Source: Department of Employment,
Australian Jobs, 2015.

Job ages

D

workplace
trends

Look at the oldest and youngest median age occupations in Australia. Why do you think this is the case? Do you of these surprise you? Are any your preferred occupations? You can find out much more about age of workers through: www.joboutlook.gov.au

IPP



Oldest median ages

Youngest median ages

Skills shortages

Skills shortages occur when employers cannot fill vacancies for particular jobs mainly due to a lack of skilled and experienced workers for specialised occupations. Some estimates put the number of potential trades and technical retirees at up to four times the rate of new Australian Apprentices and graduates coming through to replace them. For example, there is an ongoing Australian shortage of trained, skilled and experienced workers in occupations as diverse as bricklaying, midwifery and hairdressing.

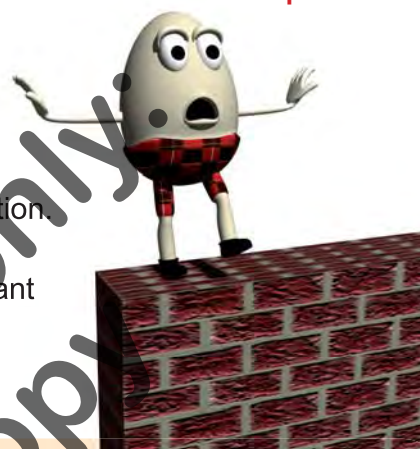
Recruitment difficulties

Recruitment difficulties occur when employers cannot fill vacancies due to low pay, poor working conditions or some other related cause. For example, many farmers are unable to attract sufficient numbers of fruit pickers due to low pay, harsh working conditions and regional and seasonal issues.

Skills gaps

Skills gaps occur when existing employees don't have the specialised skills, qualifications or experience to satisfy employers' emerging skills needs for an occupation. This can occur when young job-seekers achieve qualifications in fields that are not experiencing significant demand in the economy.

"No need fo' a 'airdresser, but I do rely on brickies for m'keep."



E Skills shortages

1. What are skills shortages?

2. How might skill shortages impact on your own career pathway?

Access skills shortage lists at:

www.employment.gov.au/national-state-and-territory-skill-shortage-information#skill-shortage-lists



Ageing workforce

F

1. Why is Australia's working population ageing?

2. What potential impacts can an ageing workforce have on labour market opportunities?

3. List potential opportunities and threats for your future career as a result of the ageing Australian workforce.



Opportunities	Threats

workplace
trends

4. Mobile population

Although Australia is a huge country with industry scattered throughout the land, most employment opportunities are centralised in major cities and regional centres. Over 80% of the population lives within 50km of the coastline and 68% of all employment is in major capital cities.

Labour mobility has always been a big issue in Australia, with people chasing work in seasonal industries in agriculture, forestry and fishing and tourism, as well employees working remotely as part of their normal roles in mining, construction, electricity, gas and water supply, transport and telecommunications. As the urban sprawl continues (with our major metropolitan areas becoming larger) people are having to commute long distances to work; or indeed, relocate to areas where they can access employment opportunities.

Australia has recently come to the end of a long and prosperous mining boom which saw an increase in worker mobility. This meant that many mining workers, engineers, tradespersons and mining support workers relocated to remote areas to provide labour for that industry. This was also accompanied by a huge growth in **FIFO** and **DIDO** workers (some estimates put this figure at almost 100,000) particularly in WA, Queensland and NSW.

Demographic changes

There are a range of social changes relating to population mobility impacting on future career opportunities. These can put pressure on the labour market but they can also create job opportunities for particular occupations and industry sectors.

Many older, retirees and semi-retirees are moving to larger regional and outer-urban fringe communities, or to the coast as part of a 'seachange', or inland as part of a 'treechange'.

There is also the growing incidence of increased inner and middle-suburban house prices forcing first-time home buyers, usually couples with young children, to move to cheaper but less accessible outer-urban and regional areas.

Added to this is the changing structure of Australian industry, which has resulted in major employers ceasing operations in regional areas such as Bluescope in Newcastle, NSW, Ford in Geelong in Victoria and various mining firms throughout Australia including Western Australia, Queensland and New South Wales. This has forced many workers and their families to relocate to areas where there are more job opportunities.

Many agriculture-based towns suffering from drought have seen residents relocate to larger regional areas to gain part-time or casual employment, with some never returning.

Younger workers continue to move interstate to take on roles in tourism-related occupations. Many young people permanently leave their regional or rural towns due to a lack of local employment and post-school study options after completing Year 12, TAFE or university studies.



Population: Some key statistics

- ⇒ In 2014, 79% of WA's population resided in Greater Perth, which equated to 2 million people. This had grown by 16% (281,900) since 2009.
- ⇒ In 2014, 21% of WA's population resided in regional, rural and remote areas, which equated to 552,000 people. This had grown by 10% (51,300) since 2009.
- ⇒ The East Pilbara region had the highest proportion of people of working age, with 90%, while the Ashburton and Roebourne regions both had 84%. Perth City recorded 86%.
- ⇒ Employment in the WA outback grew by 28.2% (30,300) over the 5 years to November 2014.
- ⇒ WA employment in the mining industry grew 46.1% (31,200) over the 5 years to November 2014, however it fell 15% from 2012 and 2014. This means the huge job growth in mining had ended before 2012.

Sources: ABS, *Population by Age and Sex, Regions of Australia, 2015*, 3235.0 ABS, *Labour Force 2015*, 6202.

Mobile population

G

1. How far, or for how long, are you prepared to commute to go to work? Why so?



2. How would you feel about being a FIFO or DDO (driving) worker? Why?

3. Would you relocate to take a study or job opportunity? Why or why not?

5. Changing family roles

Family roles and expectations in relation to work are evolving. Gone are the days when a husband worked a 40 hour week for 45+ years as the chief breadwinner, while women worked until they got married and/or had kids and then did some part-time work later in life when the kids had left home.

Community values and attitudes are changing. In our modern society it is increasingly being seen that shared parenting, dual incomes and balancing work and family life is essential for the wellbeing of society, as well as a key to improved material and non-material standard of living.

The **participation rate** measures the proportion of the working age population (15-64) who are either employed or actively seeking work. Since 1978 the workforce participation rate for men has fallen from just below 80% to about 71% in 2015. Over the same time the workforce participation rate for women has risen from 43%, to be over 59% by 2015. So in other words, 7 out of every 10 males of working age are in the labour force, and so too are 6 out of every ten females. Back in the late 70's it was 8 out of 10 males but only just over 4 out of 10 females.



Family demographics

Societal values and attitudes in relation to what constitutes a modern family have changed. The demographic characteristics of the 'traditional' family or household is different from the past. Nowadays, parents are more engaged in the workforce. Have you ever heard the term 'working families' before?

- ⇒ Between 1911 and 2006 the average household size fell from 4.5 to 2.6, and is projected to fall to 2.3% by 2026.
- ⇒ The proportion of households consisting of one-parent families increased from less than 7% in 1976 to 15% by 2011.
- ⇒ Mothers in paid work with dependent children grew from 43% in 1981 (19% part-time and 24% full-time) to 63% in 2009 (28% part-time and 35% full-time).
- ⇒ 57.5% of mothers whose youngest child is aged 0-5 years were participating in the labour force in 2013/14.
- ⇒ Between 1983-2009, the number of couples with dependent children, working one job only, has declined from almost 50% to 30%. The proportion of these couples with one and a half jobs rose from just over 20% to almost 36% and the proportion with two jobs rose from 17% to 24%.

Source: ABS, 4102.0 - Australian Social Trends, June 2011 & 2014

So these statistics, which are just a few drawn from thousands recording Australian family demographics, can be summarised as:

- ⇒ families are getting smaller
- ⇒ the incidence of one-parent families is growing
- ⇒ there is a much greater incidence of mothers with dependant children working
- ⇒ couples with children have a much greater incidence of working more than one job between them.



6. Career development

Now that you are more familiar with some global workplace trends you need to clearly establish just how you can use this knowledge to better develop your career. The concept of **lifelong learning** relates directly to an enterprising young person developing **career management competencies**.

As you go through changes and stages in your life your career will evolve. Not only will you change occupations, you are likely to change industries and you will also change occupational classifications. This means that the occupation that you use to start off your career is unlikely to be the same occupation in which you finish your career.

People often use **entry-level occupations** to make a start to get into the workforce. e.g. A trainee in office administration might progress all the way through to become a company director. An apprentice motor mechanic might finish as the head of production and manufacturing for an automotive firm.

As you gain skills, experience and training you are likely to be promoted to more senior and managerial positions. As you upgrade your skills later in life you might move into para-professional or professional occupations. In addition your values and your expectations in relation to **work/life balance** will influence the type of career development decisions you make.

The types of things that might satisfy you early in a career may no longer apply as you get older. You might be well prepared to trade leisure time for money when you are young but if you build a family you might value part-time work above income. And as we have learnt, many people are taking a mid-life 'sea change' to trade down to a less stressful work environment.

A portfolio career

One of the key trends that is happening in the workforce is the development of what is called a '**portfolio career**'.

As little as 20 years ago people were often employed with the same organisation in what they thought was a job for life. In recent times there has been significant industry restructuring which has meant the creation of many casual, part-time and short-term contract occupations and positions with reduced job security.

Many people have now also set themselves up as independent consultants. This means that they source work when it is available and effectively work for themselves, often in home-based micro businesses.

Because their work is irregular they often have backup part-time or casual work. This relates to the idea of building a portfolio career. Rather than just having one job from which to draw income, people instead have a range of positions that they use to build their career and satisfy their lifestyle.

Increasingly people are combining paid part-time or contract work with their own micro enterprise. Many of these micro enterprises are web-driven either in online retail, cottage industry manufacturing (such as crafts) or specific service provision (such as bookkeeping, design and/or multimedia development).

Does this sound like the type of career portfolio you might be interested in?

Sidestep, back step or step forward?

Related to the portfolio career is the notion of moving sideways or even taking 'backward' steps in order to progress one's career.

Sometimes a person's career pathway development may seem to be blocked. An enterprising response occurs when people are prepared to sacrifice some conditions, take a pay cut and effectively move sideways or even take a step back in another organisation, job or even industry setting in order to move forward some time in the future.

This response demonstrates being proactive, seeking work where it exists and creating opportunities, rather than just sitting back and letting someone else dictate one's future. But some people are afraid to change jobs and step sideways. Who can blame them!

Of course this is a much riskier way of developing a career because it provides less security. However, the trend is towards more people moving about the workplace (which is called **labour mobility**) broadening their skills, returning to study for a range of courses and proactively seeking new opportunities when they arise.



Career development

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1. What is a portfolio career? Explain using examples.

2. Do you have an interest in developing a portfolio career? Explain.

3. Are you interested in starting and running your own micro enterprise as part of your career? Why/why not?



7. Managing your time

One of the key work-related issues that has emerged in the last two decades has been the need to maintain a positive **work/life balance**. People of both sexes are increasingly reporting they are struggling to balance the complex requirements of their work and personal and family lives at varied stages of their career. So what may be causing time poor people to report a work/life imbalance? Is it the work that is the problem, or is it the life? Or is it both?

At this stage of your career you might be juggling school, casual work, VET study, work placements, sporting and community commitments, family responsibilities and your own personal and social lives. You need to develop strategies to help you effectively manage these many and varied commitments.

Effective time management is a vital skill required of workers and can rely on your ability to both plan and organise how long it will take you to complete work tasks. If you can successfully manage your own time then you can transfer this skill to work-related situations. Having this skill will make you more employable and will also enable your boss to see that you are enterprising and self-managing. This might lead to you being given enhanced duties or even a promotion. This ties in with showing initiative and both having, and projecting, a positive work-related attitude.

Effective time management

Time is the only resource that is limited in the same way to every person in a workplace. You each only have 24 hours a day. Effective time management is a key planning and organising skill because the pressures and demands placed on workers requires them to be able to effectively allocate their time to different tasks.

Everything is important but is everything urgent? Just because your boss has asked you to do something does it really have to be done straight away? As part of effective planning and organising it is important to categorise tasks according to their timeframe for completion: immediate, short-term, mid-term or long-term.

A useful tool is the '**ABC Task Analysis**' whereby tasks are classified as:

- A = important and urgent (do right away)
- B = important but not urgent (do next)
- C = not important nor urgent (do when able).

Tasks are organised according to their urgency and completed in the order needed; also some tasks are prerequisites for others later on.

Delegation

In work-related situations one person cannot physically supervise, or do, every single task they have responsibility for. So they have to delegate tasks and responsibility to others who can be relied upon to supervise, coordinate or even do the task.

Delegation is when a person assigns tasks to other people such as subordinates, lower-level managers, employees and even outside contractors. Someone else is put in charge of doing the task. However, the person who delegated is still accountable for the task being done!





1. Consider a normal work day in a workplace with which you are familiar. List the work tasks you would be required to do as well as the urgency and duration of the tasks.
2. After completing your work day comment on whether the tasks, urgency and duration occurred as you were expecting. Comment on reasons for similarities and differences.

Task	Urgency	Duration	What happened?

For preview purposes only:
Do not copy

3. Discuss the types of events and issues you need to take into account when balancing your own work hours and work patterns. Do you have a work/life imbalance? How do you think this balancing act might change as your career progresses? Will you have more or less time available. And why so?
4. Revisit your own personal timetable and modify this in your diary or e-organiser to reflect changes in your workload brought about by your evolving commitments.

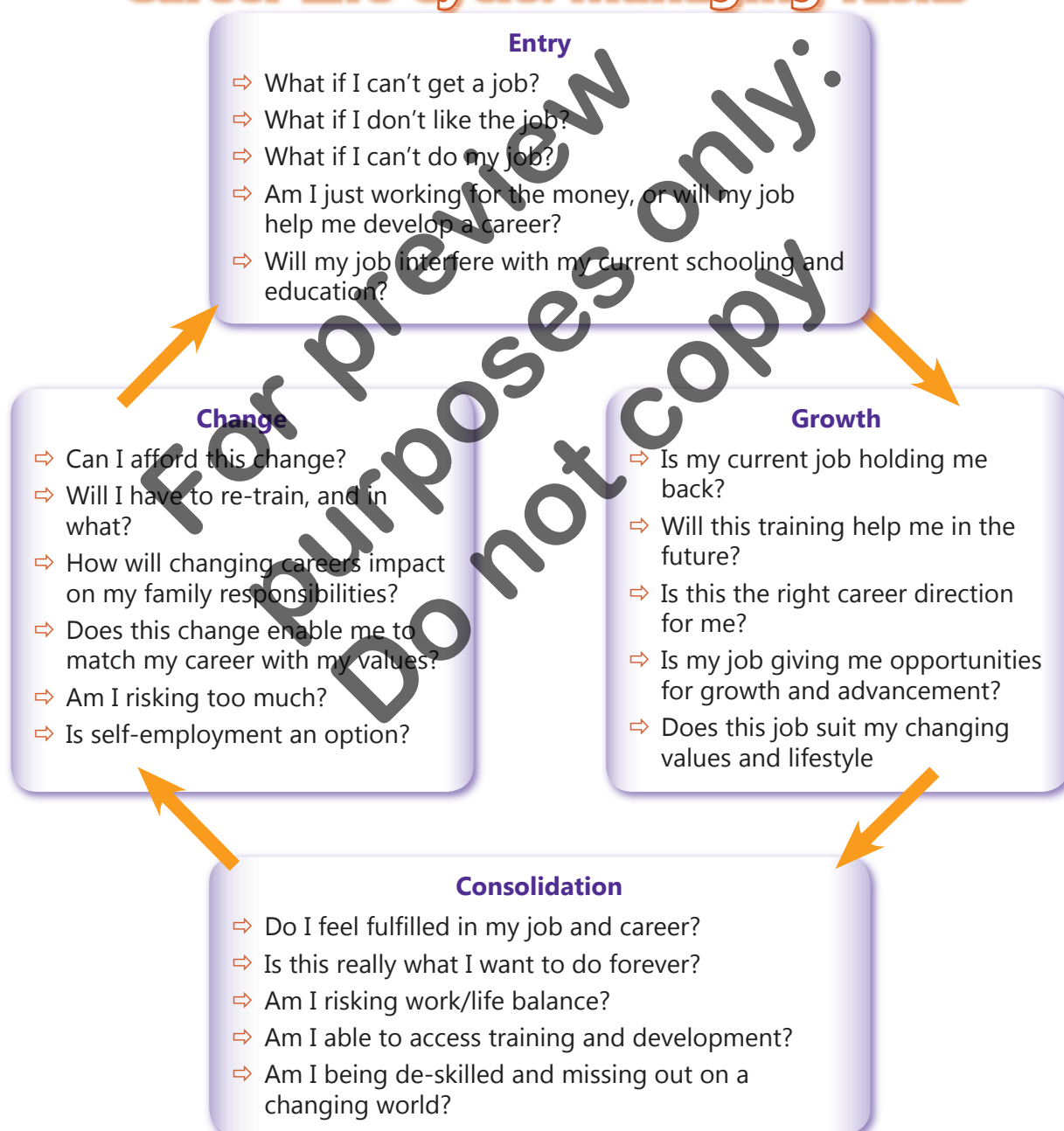
8. Managing risks

Career management involves the management of risks. Essentially this type of risk is related to opportunity cost. **Opportunity cost** can be summarised as the next best thing that you give up when making choices between decisions. So if you choose one option, you cannot have the other option (e.g. buying a Mars Bar or a Kit Kat!)

But if you don't take any risks, then you'll never do anything! Most jobs provide positives that are worth some element of risk. However, you need to manage risk so as to manage your career.

The type of risks involved in career decision-making might change depending on the stage of your **career life cycle**. Some of you have investigated this before and those of you closer to finishing school should carefully consider how your career life cycle might evolve.

Career Life Cycle: Managing Risks



Career life cycle

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A career life cycle simply means that you will experience different changes depending on the stage of life you are in. These changes will vary depending on the individual. However, general types of changes are common to most people such as leaving home, lifestyle, relationships, family and changing interests. But these all influence work/life balance.

i. How might the **career life cycle** impact at the **entry stage** on my career pathway? What can I do about this?



ii. How might the **career life cycle** impact at the **growth stage** on my career pathway? What can I do about this?



iii. How might the **career life cycle** impact at the **consolidation stage** on my career pathway? What can I do about this?



iv. How might the **career life cycle** impact at the **change stage** on my career pathway? What can I do about this?

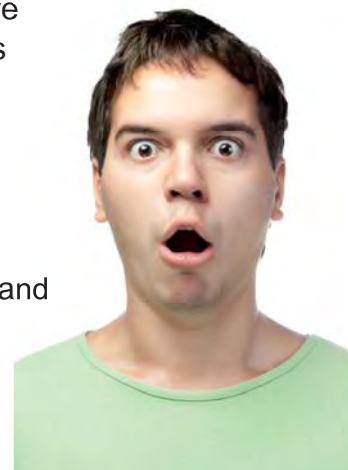


workplace
trends

Extension: Interview someone who is self-employed and ask them about the impact of this on their lifestyle and their work/life balance. Is self-employment an option you might consider? Why/why not?

9. Unexpected events

When you are in work-related situations you are likely to have to deal with unexpected events. These can be minor such as running out of stock; or major such as a workplace incident. One way to effectively deal with these unexpected events is for workplaces to have contingency plans in place that both anticipate likely events, and that also outline strategies or protocols to deal with these events. It is important that you communicate your concerns to your employer or supervisor and that you have received adequate training to deal with these occurrences if and when they do happen. And of course there are unexpected events that might happen in your career but that's a discussion best left for a later stage.



What would you do?

Jo's boss has to attend a meeting and says that she can't be contacted for the next 45 minutes. Jo is left on her own to finish assembling the cabinets that an important client is going to pick up in 90 minutes.

Unfortunately the power drill packs it in and there isn't another available onsite. Jo has one at home (15 minute round trip) but can't leave the worksite without the keys to lock up.

What would you do?

Lyle is doing a shift at McJacks Bhurgers from 12-4pm on a very busy Sunday. He has planned to then go home and study for his Career and Enterprise exam that is tomorrow.

Lyle's boss says that the replacement worker has just called in sick with the flu and asks Lyle to fill in by doing a double shift as he can't get anyone else at this short notice.

What would you do?

During Sari's after-school shift at the Newsagency her boss steps out to do the banking. A real shady looking dude is hanging around the magazines for a long time and Sari thinks she sees him put something up the front of his hoodie, but she's not 100% sure.

What would you do?

Dwayne has worked weekends in a cafe for over a year and gets good pay. His boss tells him that his nephew, T-Bone, is going to start working and that Dwayne, as his best worker, will have to train him and that he trusts Dwayne to get him up to speed. When T-Bone starts, Dwayne sees quickly that T-Bone has an 'attitude problem'. This means that Dwayne wastes a lot of time repeating instructions causing Dwayne to fall behind dealing with his own customers. Also regulars avoid being served by T-Bone causing even more of a workload for Dwayne.

1. Complete the table below for each of the 4 unexpected event scenarios on p.164.

Scenario	What would you do to deal with this unexpected event?	How can this be prevented in the future?
Jo		
Lyle		
Sari		
Dwayne		

2. Describe possible unexpected events that might occur in work-related situations that you might have to deal with. Suggest what can be done to plan for these.

10. Career risk-taking

At times you might have to manage personal risks in order to advance your career. Hopefully the strategies that you have investigated throughout this entire unit will assist you to do this. Four major personal risks that you might need to consider as part of your career pathway are outlined here. So do you think they'll apply to you, and if so, when? Read and discuss these in groups or as a class.

Relocating

What: This is when you move to a different geographical region, including interstate to pursue job opportunities or take on an available position.

Why: Structural factors might mean that certain skills are not needed locally, but career opportunities may be occurring in different regions.

When: May occur at the start of a career with young people taking on opportunities such as Australian apprenticeships in certain regional locations (AFL draftees have to do it all the time). Many uni graduates will leave regional areas to study and subsequently work. However, a growing number of people are moving from urban to regional areas mid-career to take on steady work (such as teaching & nursing) or start their own enterprise.

Potential benefits

- ⇒ You take yourself to where the jobs are.
- ⇒ Forces independence which creates transferable skills.
- ⇒ Access to better quality and more secure career-related work.
- ⇒ Expands your network.
- ⇒ Exposes you to new cultures and different ways of doing things.

Risks to manage

- ⇒ Loneliness and homesickness.
- ⇒ Have to support yourself living independently.
- ⇒ Losing your current network.
- ⇒ Have to establish yourself in a new community.
- ⇒ The job may not be long-term or secure.

Accepting less pay

What: At times you might be presented with a job opportunity that pays less, yet offers greater potential longer-term benefits for your career pathway.

Why: The job could align more with your values, offer more job security, provide better non-income conditions, offer more job satisfaction, lead to enhanced career development, have more suitable hours or even be closer to home.

When: Starting out and moving from being a casual to a permanent employee; or taking on an Australian Apprenticeship on a training wage. Or as part of career growth, taking a new role in a different industry or occupation in order to achieve self-fulfillment or better work/life balance.

Potential benefits

- ⇒ More job satisfaction.
- ⇒ Better long-term security.
- ⇒ More pathways opportunities.
- ⇒ Develop new skills.
- ⇒ Broaden your network.
- ⇒ Can support work/life balance.

Risks to manage

- ⇒ Financial loss.
- ⇒ Can impact on standard of living.
- ⇒ New opportunities may not eventuate.
- ⇒ Re-starting a career may lower job security.

Gap year

What: The growing incidence of young people taking a break after year 12 by deferring study to pursue other interests, build life skills, develop transferable skills and at times work to accumulate some savings.

Why: It adds to personal growth and can assist to clarify career interests and goals. People can come back much more mature and clear-headed than when they were still a part of the secondary school system.

When: A gap year usually happens straight after year 12 or after further study. However, many older people are utilising a gap year to take a career break, reassess and develop a new suite of transferable skills.

Potential benefits

- ⇒ Builds life experience.
- ⇒ Acts as a pressure valve after year 12.
- ⇒ Builds transferable and/or specific skills.
- ⇒ Can contribute to the community.
- ⇒ Can save money.
- ⇒ Can help to clarify career ambitions.
- ⇒ Can enable a change in career direction.

Risks to manage

- ⇒ Loss of career momentum.
- ⇒ May be a waste if nothing significant is achieved.
- ⇒ Hard to get back into study routine.
- ⇒ Can leave a young person in debt (i.e. overseas travel).
- ⇒ Gap year can become a gap decade!

“Nigel and Saskia are just about to start their 10th consecutive gap year to recharge after Uni!”



Re-training

What: Re-training is when people develop new sets of skills through formal training or enhance their skills portfolios by broadening their skills-sets. It can even involve training and qualifications to support a career shift or relaunch.

Why: People gain skills working in a job role or career position but they can also become de-skilled. New career opportunities can emerge during a career life cycle and re-training can enable people to upskill and take advantage of emerging opportunities. Structural shifts in the economy can undermine job security, but can also open up new opportunities.

When: After establishing your career you can re-skill to advance your position. Redundancy can force re-training. As your career matures you might want to shift your career goals and complete new and varied qualifications.

Potential benefits:

- ⇒ Career growth.
- ⇒ Potential for more income.
- ⇒ Access to emerging or better opportunities.
- ⇒ Can be a buffer against changing economic conditions.

Risks to manage

- ⇒ Can be expensive, i.e. course fees.
- ⇒ Can threaten work/life balance.
- ⇒ Loss of income through studying and not working.
- ⇒ The new skills might not be valued in a changing economy.

Enterprising career development

The more enterprising you are the more likely you are to build an enjoyable career. A key to being enterprising is the ability to be proactive and seek opportunities rather than to sit back and let others dictate the terms of your life.

Accept responsibility through effective self-management.

Over the course of history I don't know of any employer that has ever come knocking door-to-door offering real jobs. It is your responsibility to go out and develop your career. Use your network, contact people, get online, search the newspapers, register with agencies and do the leg work.

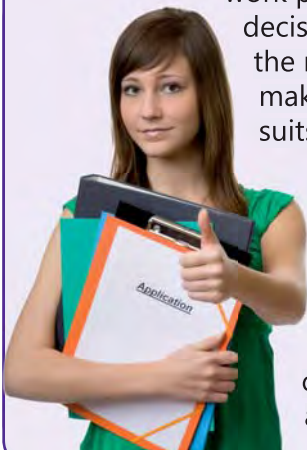
Some people describe looking for work as a full-time job in itself. The more you put in the more you will get out of it.

Take the responsibility to establish the foundation upon which the rest of your career is going to be built. And if you don't enjoy your current job then do yourself, your workmates, your customers and your employer a favour and take steps to get the skills, training or experience needed to find a different job that you are more likely to enjoy. Perhaps self-employment might suit?

Solve problems by making informed decisions.

You don't need to decide your future right away but if you are unsure get help from your careers teacher or get a taste of the workforce through work placement. It's your decision what to do with the rest of your life so make the right one that suits you and not your friends.

And remember that changing direction too often might be just as harmful as never changing direction at all.



Evaluating your performance and seek feedback.

At some stage in your life you have to get realistic. We see those off-key, whiny, self-absorbed windbags auditioning on reality TV who can't deal with being told they have no talent. Well none of us are good at everything, we each have different aptitudes and abilities. Build a career around doing things you enjoy, acquire the skills to support this career development and keep away from those things at which you will never be good. Sometimes you have to negotiate effectively with yourself to get the most successful outcomes. Some things might better be left as a hobby.



Adapt by being flexible and thinking creatively.

The world is changing; for better or worse. You need to be prepared to adapt to changing situations and circumstances. This means new products, different working hours, learning new skills and taking a new approach to career development. Make sure that you are the sort of person that will be valued and needed to work in the modern commercial environment.

Be flexible, learn and re-learn and take advantage of opportunities when they present themselves. If you are a problem solver then you will always see your career develop.

Images: (l-r)
Josef Muellek/iStock/Thinkstock
yganko/iStock/Thinkstock/
LuminaStock/iStock/Thinkstock

Show initiative by managing risk.

Some people find that a traditional career doesn't suit them. Develop your own career pathway using a portfolio approach or by establishing your own enterprise. But be careful, this approach carries more risk so make sure that you develop experience, a strong skills-base and a supportive network before you embark on enterprising ventures. You must research your industry and your market. The ability to take and manage risk goes a long way towards developing your career. Imagine the satisfaction knowing that you are responsible for your own career growth.

Communicate, communicate and then communicate some more.

Of course I cannot overstate the importance of effective communication. No amount of training nor qualifications can overcome someone with poor interpersonal skills. So work on developing these.

So develop your personal and social competencies and transfer these to work-related situations.

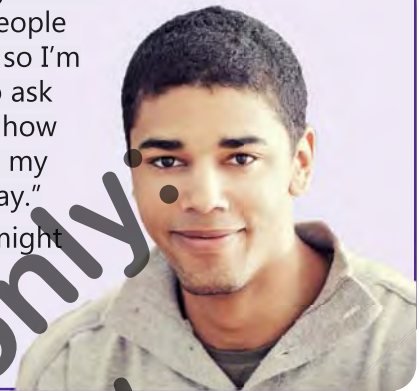
So what next?

Let's keep this short and sharp.

The characteristic that most employers report that they feel is lacking in young employees and job-seekers is initiative. So how about using that as an icebreaker when approaching or cold-calling employers?

"Most employers feel that young people lack initiative so I'm calling you to ask advice about how I can develop my career pathway."

Try it, it just might work!



Career development

M



1. There is a lot of direct and good advice given in this article. Identify 5 pieces of advice that could help you develop your career pathway. Summarise these in your workbooks.
2. So how can you act on this advice to develop your career? Use your network contacts, talk with your careers counsellor and find out more information about the organisations and industries in which you might like to work.
3. As part of your IPP, develop an action plan to act on this advice that includes goals, steps, things-to-do and timelines for completion.

Enterprising employment opportunities: Now that you have finished this section discuss as a class and then answer the following.

1. Are changes in the labour market making you more interested or less interested in being self-employed? Why?
2. What type of self-employment opportunities might you consider? Why so?
3. What information will you need to access in order to manage the risk surrounding self-employment?
4. How might new product development (goods and services) impact on your career pathways opportunities?
5. How can you find out about these potential impacts?
6. What might you need to do to take advantage of these opportunities?
7. Do you know anyone who is self-employed? Ask them for advice.

Summary: Workplace Trends

There are a range of issues and global trends that are impacting on the workforce.

One of the key challenges facing the world relates to **globalisation**. The world is changing and Australia needs to change with it. As part of a drive towards a more global economy many enterprises are increasingly relying on **overseas outsourcing** as a way of being more internationally competitive.

e-Commerce is the term for business and commercial transactions and activities that use electronic data transmission methods, especially the use of the online systems, smart phones and email. Common types of e-Commerce include: **B2B**, **B2C**, **C2C** and **C2B**. e-Commerce will impact on the number and types of jobs available to you over the course of your career.

Australia is getting older because people are living longer; and families are having fewer children. Having an **ageing population** can create pressures and opportunities. The average age of many occupations is rising, with fewer young people entering the workforce to replace retiring workers.

An **ageing workforce** threatens a loss of skills if older workers leave the labour market without the opportunity to pass down their knowledge to train new staff. This problem is worse if there are fewer Australian Apprenticeship positions. A direct work-related result of this ageing population is that the **median age** of workers is rising; particularly in some occupations, within certain industries and also in some regional areas.

An ageing workforce can mean that some occupations suffer **skills shortages**. It can also mean that young people might be 'kept out' of certain industry areas due to older workers retiring at a later age. Skills shortages occur when employers cannot fill vacancies for particular jobs mainly due to a lack of skilled and experienced workers for specialised occupations. Australian employment opportunities are centralised in major cities and regional centres. **Labour mobility** has always been a big issue in Australia, with people chasing work in seasonal industries. As the urban sprawl continues people are having to **commute** long distances to work; or indeed, **relocate** to areas where they can access employment opportunities.

There are a range of social changes relating

to **population mobility** impacting on future career opportunities. These can put pressure on the **labour market** but they can also create job opportunities for particular occupations and industry sectors.

Family roles and expectations in relation to work are evolving. **Community values** and **attitudes** are changing such as shared parenting, dual incomes and balancing work and family life. Female workforce **participation rates** have grown whereas male participation rates are declining.

As you go through changes and stages in your life your career will evolve as part of your **career life cycle**. You might switch occupations, change industries and change occupational classifications. As you gain skills, experience and training (through **lifelong learning**) you are likely to be promoted to senior and managerial positions. Your own personal **values** and **expectations** about work/life balance will influence the type of career development decisions you make.

One of the key trends that is happening in the workforce is the development of a **portfolio career**. You need to assess if this type of career approach suits you.

At times people are prepared to **sacrifice** some conditions, take a pay cut and move sideways or even take a step back in another organisation, job or even industry setting in order to move forward in their career some time in the future.

Time is the only resource that is limited in the same way to every person in a workplace. Everything is important but is everything urgent? A useful **time management** tool is the '**ABC Task Analysis**' whereby tasks are classified, organised and completed according to their urgency.

Career management involves the management of risks involved in career decision-making depending on the stage of your career life cycle. In work-related situations you are likely to have to deal with **unexpected events**. Workplaces should have **contingency plans** that anticipate and outline strategies to deal with these events.

At times you might have to manage **personal risks** in order to advance your career. Four major personal risks that you might need to consider are: **relocating**, **accepting less pay**, taking a **gap year**, and **re-training**. So do you think that these will ever apply to you?

There a number of key words and terms highlighted throughout this section.

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.

[illegible]

AT5 Response: Workplace Trends

Response

There are various global trends that are impacting on the workforce. These also result in implications for your future career pathways choices.

You are required to prepare a response that discusses how workforce global trends might impact on you. You also need to develop steps as part of an action plan to outline how you might best be able to deal with these implications.

Task required

Using a research format negotiated with your teacher choose up to 2 of these global workforce trends. For each trend you must use examples from industry, and from your own career pathways development and workplace experiences; (or from your likely potential experiences). It is most likely that you will complete your response in class under test or structured conditions.

☐ Globalisation

☐ e-Commerce

☐ An ageing workforce

☐ A mobile population

☐ Changing family roles

☐ _____

Specific requirements for response

For each of your chosen issues you are required to investigate the following. You should use labour market information to support your responses to questions i-iii. You should also strongly consider interviewing someone in an industry setting or getting assistance from your career mentor as part of your research.

To focus your research organise your information into these 4 sections.

- i. Summarise the key aspects of the **impact** of the **global trends** on the **workforce**.
- ii. Explain how this **global trend** is **impacting on workplace(s)** you are familiar with.
- iii. Discuss how this **global trend** might be, or is, **impacting on your career pathway** options.
- iv. Outline **steps** you will need to take (or have taken) as part of an **action plan** in order to proactively deal with the **impact** of this **global trend** on **your own career pathway**.
- v. Relate these **steps** to relevant **career management competencies**.

Note:

Your teacher might add other tasks. If so record these along with other important information such as format, dates, word length, task conditions, etc..

Additional information:

Build your response skills: Multiple choice

Multiple choice tests are a type of problem-solving activity. They usually feature a question, a statement or a scenario. You have to select the most appropriate answer from the options.

There are 3 different types of multiple choice questions that you will be tested on.

1. A direct question/statement/ scenario with **only one 'positive' answer** that can be correct.
e.g. *The rise of two-income families and shared parental responsibilities as part of family-friendly work arrangements is primarily a result of _____.*
 - a. a more mobile population
 - b. an ageing workforce
 - c. the changing work roles of family members
 - d. the need for people to achieve job satisfaction.

2. A direct question/statement/ scenario with **only one 'negative' answer** that can be correct.
e.g. *Which of the following is **not** considered to be one of Holland's RAISEC Career Type categories.*
 - a. artistic
 - b. conventional
 - c. practical
 - d. social
3. A direct question/statement/ scenario which might have **multiple correct options**. These could include, 'all of the above', 'none of the above', 'both a & b' and so on.
e.g. *Which of the following are personal risks a person might need to manage when making career decisions.*
 - a. accepting less pay
 - b. relocating
 - c. taking a gap year
 - d. All of a, b and c.
 - e. Neither a, b and c.

Build your response skills: Structured questions

Structured questions are usually grouped together in a graduated sequence of difficulty and based on a related topic.

The idea is that you move from more straightforward responses through to more complex, detailed and thoughtful responses. Some questions might ask you to use example(s).

Usually you will need to write one point of information for each mark. The questions might require you to respond in the following ways:

- ⇒ list (to name key points)
- ⇒ outline (give a short description)
- ⇒ explain or discuss (provide a more detailed description)
- ⇒ analyse (investigate the issues, usually on both sides)
- ⇒ evaluate (use evidence to make an assessment or judgement).

For example:

1. What is a code of conduct? (1 mark)
2. Why do enterprises expect employees to follow a code of conduct? (2 marks)
3. For a code of conduct you are familiar with outline 3 important protocols that an employee must follow. (3 marks)
4. Explain using examples 4 important WHS rights and protocols that you must follow in work-related situations. (4 marks).
5. Use evidence to evaluate how well you performed at following these WHS protocols (4 marks).

Career Management Competencies: Self Assessment Pro-Forma

Complete the following in relation to how you feel you progressed as part of your career pathways development.

Competency/skill	How did I improve this?	What should I do next term?
Build and maintain a positive self-concept.		
Interact positively and effectively with others.		
Change and grow throughout life.		
Participate in lifelong learning supportive of career goals.		
Locate and effectively use career information.		
Understand the relationship between work, society and the economy.		
Secure/create and maintain work.		
Make career-enhancing decisions.		
Maintain balanced life and work roles.		
Understand the changing nature of life and work roles.		
Understand, engage in and manage the career-building process.		
Other:		
Other:		
Other:		
Other:		
Other:		

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

