

CAREER and Enterprise

Career and Enterprise - ATAR 12

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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
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1. enterprising career development

Enterprising Career Development

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being
enterprising

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B Career pathway	6	<input type="checkbox"/>	
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D Enterprise culture	9	<input type="checkbox"/>	
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G Portfolio career	12	<input type="checkbox"/>	
H Work/life balance	15	<input type="checkbox"/>	
I Lifelong learning	17	<input type="checkbox"/>	
J Self-management	18	<input type="checkbox"/>	
K My changing goals	20	<input type="checkbox"/>	
L SMART Goal-setting	20	<input type="checkbox"/>	
M Glossary	23	<input type="checkbox"/>	
N Review	26	<input type="checkbox"/>	
AT1 Where Am I At?	27	<input type="checkbox"/>	
IPP Self-audit	28	<input type="checkbox"/>	

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1. Let's get started

Many of you would have studied Unit 1&2 ATAR **Career and Enterprise** last year. Over your year you were introduced to the main concepts and strategies surrounding **career development** and **management**. You will find that in this Year 12 ATAR resource many of these concepts and strategies will be re-examined over the course of the year.

You probably already realise that in order to develop and manage your **career pathway** you are going to have to become more **enterprising**. This is not only vital to your success as an effective participant in the **global commercial world**; it is also a key aspect of your own personal and social **development**.

It is important for your ATAR studies that you are able to understand and model these key concepts and strategies. So for each concept and/or strategy you should be able to answer the following.

- ⇒ What is it?
(i.e. Definition or meaning.)
- ⇒ How does it relate to my work-related situation at this point in my life?
(i.e. My own experiences.)
- How might it relate to, or be important for, my future career development?
- ⇒ (i.e. Setting and achieving my goals.)
How does it relate to other workers?
- ⇒ (i.e. What examples can I see, use and apply?)
How is it an example of being more enterprising?

So reflect on the nature of this situation chosen to study as part of your ATAR. Your choice didn't happen by accident - i.e. you were **proactive**!

Career:

What do I want to do?

Enterprising:

How can I best achieve this?

Well that's your challenge for this year! Work out what you want to 'do' and 'be'. And then develop strategies to help enable you to achieve these goals.



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Getting started

A

About the only useful thing with Twitter is that it forces Twits to be brief. So in 160 characters or less answer each of the following. Share with the class!

What are my career pathway goals?	How am I going to achieve these?



2. What is a career?

Developing and managing your career is about developing a **pathway** to your future success. When you are establishing **career goals** you do so because you are aiming to achieve a successful life.

Some people choose a **vocation** that they are clearly interested in such as education, nursing, accounting, ICT or many other fields. This of course leads to vocational occupations such as teacher, Division 1 nurse, accountant and computer programmer. These are occupations that usually require university level qualifications.

Alternatively future employees may be interested in becoming a teacher-aide, a Division 2 nurse, a bookkeeper or an ICT technician. These are occupations that usually require TAFE level qualifications and/or a traineeship followed by experience.

On the other hand, some people choose a field or industry within which they would like to build a career such as sport and recreation, arts, design, multimedia, commerce, marketing and so on. In these areas people try to build a career that leads to occupations that more closely match their **interests** such as a personal trainer, musician, graphic designer, AV technician, small business owner, advertising accounts officer and so on.

People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons. But, a satisfying and rewarding career doesn't just appear by magic!

In essence, a career consists of graduated employment goals and objectives, achieved by **training, education** and **experience** through **lifelong learning** that enables a person to build and enjoy their non-material and material standard of living so as to satisfy their personal values. 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 worker, find important in life, such as building self-esteem, contributing to the community, even the need to be creative. So how might you go about achieving your goals?

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Occupational specialist

- ⇒ Many workers build their career pathway by working primarily at different industry settings, until they settle on a job where they can match their skills with their interests.
- ⇒ These occupational specialists get a start in a particular industry. As their career grows they move to a different industry to broaden their skills, or to match their career pathway with their interests and values.
e.g. An IT technician might start their traineeship working for a bank in the Financial and Insurance Services industry. As they gain experience they might move to a firm in the Information Media & Telecommunications industry. Finally, but still in IT, they might end up working for a sporting organisation in the Arts and Recreation Services industry.

Industry specialist

- ⇒ Many workers build their career pathway primarily by working in one particular industry setting. These industry specialists are likely to experience change and evolution in their occupations over the course of their careers as they become more skilled, more experienced and as they seek promotions, challenges and responsibility.
e.g. A plumber might start off their apprenticeship in the Construction industry and then build their career specialising in new housing estates. They might then become an off-site manager coordinating a whole team of tradespeople, all the while staying in the Construction industry.

Multiple career pathways

Most modern career 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 and are reflected through the **career life cycle**.

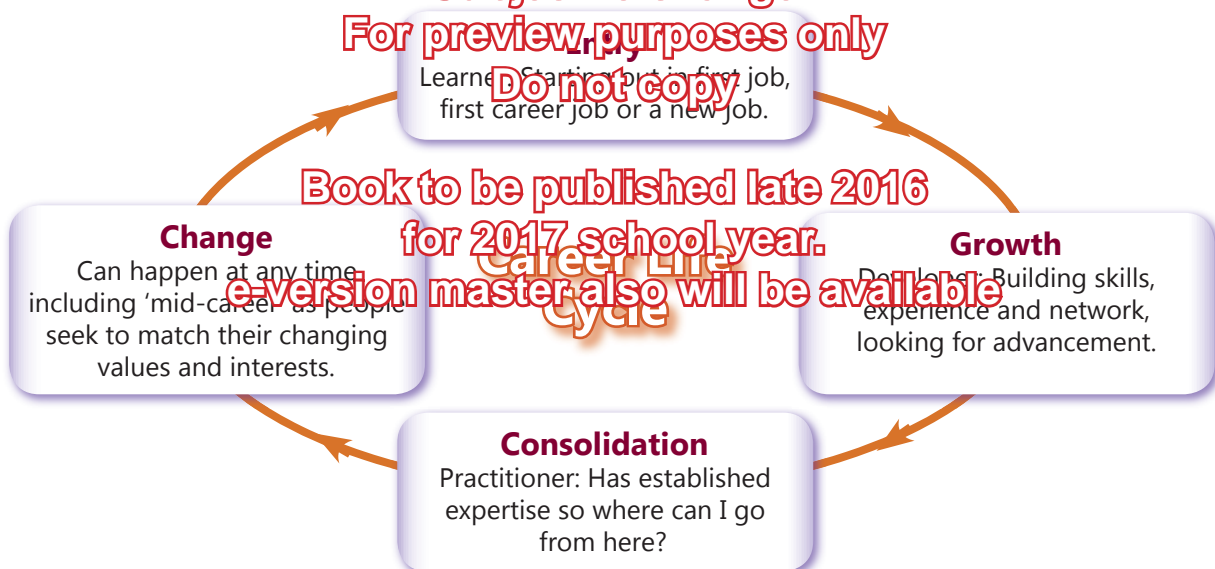
You are most likely to experience a career pathway that branches off in different directions. Do you honestly believe that the occupation you start out with will be the same as when you finish your career? You might find that you change, modify or refine your career goals and undertake work in areas and industries in which you never believed that you would be interested!

To enable your career you may experience full-time, part-time, casual and contract work. You are likely to undertake more than one of higher education, TAFE, vocational training and professional development. You might participate in volunteer work, internships, work overseas and even run a micro enterprise. And for some people they may do all of these within the same period of time (but not usually all at the same time!)

Career life cycle

As people go through different stages of their lives they will have different **expectations** related to career development such as level of **pay**, **job security** and **job satisfaction**. 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, **realisation** 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.

A quick online search will turn up hundreds of different career life cycle 'models'. The model we will use in CAE involves a cycle of re-cycling throughout one's career (of 40-50 years).



@twinkl/tweet?

@ Just when you think you've arrived life will take you somewhere else - Values change!

#CAEF12

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B Career pathway

1. What is a career pathway?

2. Why are people likely to experience multiple career pathways? Will you?

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3. Outline each of the 4 stages of a career life cycle. For each one explain how this might relate to your own career pathway.

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3.	4.

What do I want?

C

- Describe 5 personal values that influence you in your career pathways choices. For each one outline why this is an important value for you.



My work values	Why is this important?

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- Describe 5 expectations that you have in relation to working and your career pathways choices. For each one outline why this is an important expectation for you.

My work expectations	Why is this important?

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Discussion

You can't always get what you want in life and no-one is going to present you with your career on a silver platter. But what will you do if your values and/or expectations related to work are not being met? How does **building resilience** and **being proactive** relate to this?



3. Being enterprising

In order to develop a more suitable and rewarding individual career pathway you are going to have to become more enterprising. This is vital to your future personal, social and work-related success. If you want to be engaged as an enterprising individual who can contribute positively to Australia's future prosperity you need to develop your work skills as part of an enterprise culture.

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

So what are the characteristics of enterprising behaviour as part of an enterprise culture?

There is no set definitive list of enterprising behaviours and skills that contribute to an enterprise culture. However, some skills are common to all activities such as communication and teamwork. At times different enterprising behaviours and skills take precedence for varied situations and tasks such as initiative and managing and leading when develop an innovation. Throughout this year you will reflect on enterprising behaviours through five key areas.

1. Initiative

2. Adaptability

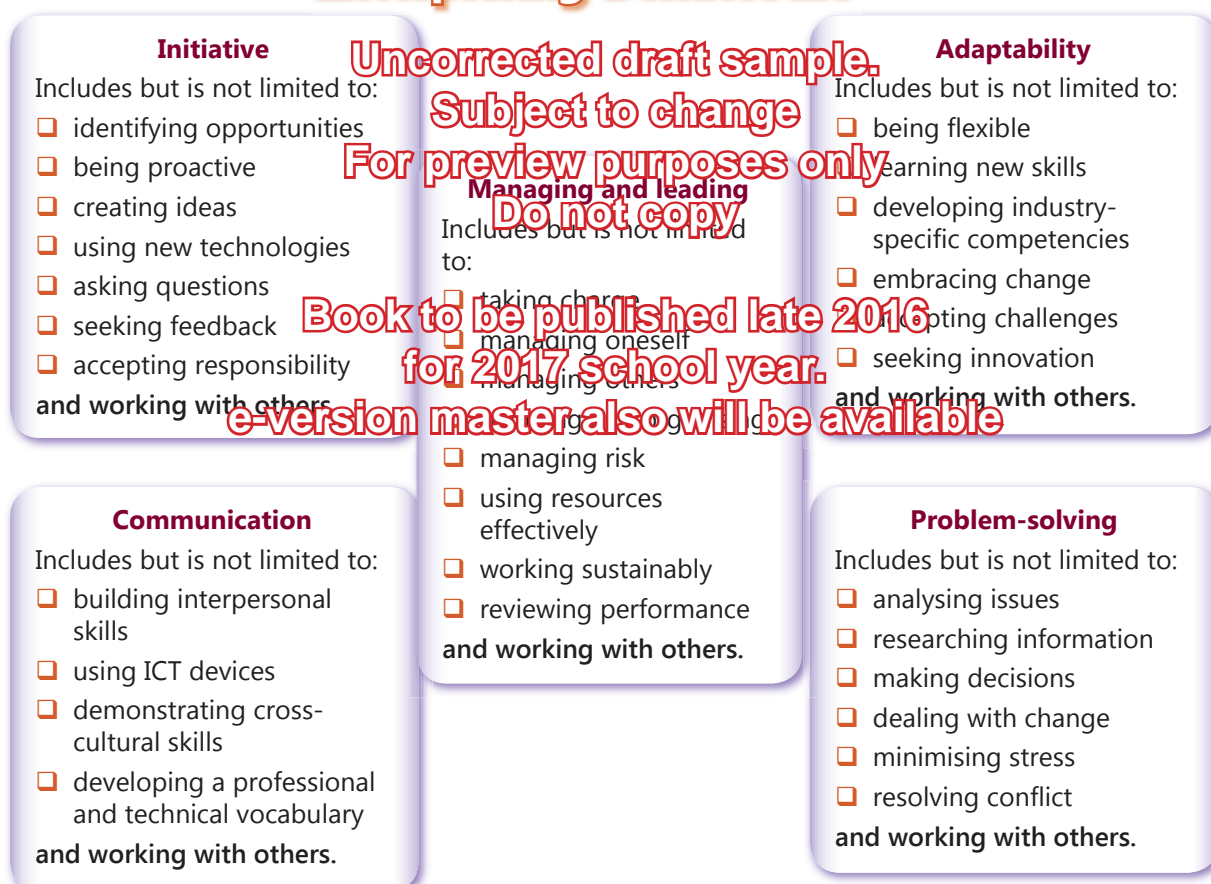
3. Problem-solving

4. Communication

5. Managing and leading

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Enterprising Behaviours



Enterprise in different settings

Individuals can develop enterprising behaviours in **personal settings** such as building personal relationships, raising and supporting a family and managing personal finances.

People also develop enterprising behaviours through activities in **social settings** such as participating in social activities, working towards shared or team goals and cultivating and maintaining social networks and friendships.

A strong society is made up of individuals with shared values and beliefs and people participate and contribute to everyday community life. Many of our social interactions extend into **community settings** through sporting, family, religious, volunteer and other structured and non-structured activities.

Given that enterprising behaviours can be used to help you succeed in all walks of life you should reflect on your own enterprising behaviours well beyond just your work-related or commercial activities. Your studies this year in Career and Enterprise give you the opportunity for significant personal development through self-reflection, goal-setting and time management.

Enterprising people are able to effectively recognise, develop and combine enterprising behaviours to create better outcomes. We are asking you to be proactive by developing your own enterprising behaviours to enable you to create better career pathway options and outcomes. Are you up to the challenge?

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Enterprise culture

D

1. What is an enterprising culture?

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2. Why do you think it is important that young people become more enterprising?

E Being enterprising



Outline examples of how you have been enterprising in varied work-related settings as well as personal, social and/or community settings. (Reflect on last year in CAE!)

Enterprising behaviour	Work-related setting	Personal setting	Social or community setting
Initiative i. ii.			
Adaptability i. ii.			
Problem-solving i. ii.	Career and Enterprise: ATAR 12 Uncorrected draft sample. Subject to change For preview purposes only Do not copy		
Communication i. ii.	Book to be published late 2016 for 2017 school year. e-version master also will be available		
Managing and leading i. ii.			

Be enterprising: Action plan

F



- For each of the 5 categories of enterprising behaviours choose 3 specific skills (or add your own). For each of these explain an action you can undertake over the course of this year to enhance your skill level to be more enterprising. Write your action as a direct statement. Add a deadline, and tick off when this is achieved.
- For each category explain how working in teams is also relevant.

Enterprising behaviour	Action plan	Working in teams
Initiative		
i.	<input type="checkbox"/>	
ii.	<input type="checkbox"/>	
iii.	<input type="checkbox"/>	
Adaptability		
i.	<input type="checkbox"/>	
ii.	<input type="checkbox"/>	
iii.	<input type="checkbox"/>	
Problem-solving		
i.	<input type="checkbox"/>	
ii.	<input type="checkbox"/>	
iii.	<input type="checkbox"/>	
Managing and leading		
i.	<input type="checkbox"/>	
ii.	<input type="checkbox"/>	
iii.	<input type="checkbox"/>	

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4. Portfolio career



The commercial world is evolving with the **labour market** generating factors that present both pressures and opportunities for change. These factors influence the nature of work; and thereby career options and decisions facing job-seekers and other established members of the labour force.

Gone are the days when a worker stayed with an employer for life. Gone also are the times when one significant uni, TAFE or apprenticeship qualification meant access to steady, ongoing and secure work.

Contemporary members of the labour market need to be **proactive**, **flexible** and **adaptable**.

We now see people swapping and changing employers and job roles. Some even travel overseas to travel and work to broaden their experiences and skills-sets. Employers also are more prepared to buy-in specialist contractors through **outsourcing** on flexible but short-term **contracts** on a needs basis.

Some of these key labour market pressures and opportunities include:

- ⇒ increased numerical and functional **workplace flexibility**
- ⇒ changing **work arrangements** including increasing numbers of part-time, casual and contract work
- ⇒ growing use of **outsourcing**
- ⇒ continued **innovations** in technology
- ⇒ predominance of **ICT** including mobile devices, internet, software, apps and social media
- ⇒ globalisation and **global commerce** and many other factors.

This has resulted in some people developing a **portfolio career**. A portfolio career involves workers participating in a range of **work arrangements**, often at the same time.

Their key portfolio combinations are as follows.

- ⇒ Full-time work combined with other options such as a micro enterprise or a second casual or part-time job
- ⇒ A part-time job combined with one or more of the following, a second casual or part-time job, specialist contracts or a micro enterprise
- ⇒ One of more casual positions combined with a micro enterprise or specialist contract work
- ⇒ Specialist contract work, combined with part-time or casual positions, and/or a micro enterprise
- ⇒ A micro enterprise combined with and supported by a casual job, or part-time work, or specialist contracts
- ⇒ Or some other variety of work arrangements extending even to volunteering, internship and other work arrangements and even including one or more micro enterprises.

Career Myth #11

"I can only do one job at a time."

- ⇒ You will have different and varied jobs throughout your career life-cycle.
- ⇒ But increasingly you are likely to have different 'jobs' at the same time.
- ⇒ You might combine part-time, casual and contract work arrangements; possibly with a micro enterprise, to form a full-time equivalent job 'load'.
- ⇒ You might even supplement full-time employment with one of these other arrangements.
- ⇒ The key is recognise how your transferable skills can be applied to other settings and to be flexible, adaptable and proactive.

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1. What is a portfolio career?

2. What is the relationship between workplace flexibility and a portfolio career?

3. Why is it that a portfolio career is becoming more common?

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4. Explain the likelihood of you developing a portfolio career. How do you feel about this?



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Extension:

Go online or interview someone who has a portfolio career. Report back to the class.

i. Outline positives and negatives of this type of career for them.

ii. Summarise advice that they offer or give you.

iii. Have you changed your view on a portfolio career? How so or why not?



5. Work/life balance

One of the most important ways to live a happy and healthy life is to match your personal **values** with your **career**. If you look ahead to the future you might see that you are likely to spend about 40-50 years of your adult life working. As the nature of work becomes both more demanding and more complex you will experience clashes between the time available for your family, personal and professional responsibilities.

This is an ongoing **societal issue** for workers as the stress and demands of their working lives encroaches on their personal lives. People of both sexes are increasingly reporting they are struggling to balance the complex requirements of their work and family lives.

Community values and **attitudes** have changed and are continuing to evolve. 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**. Therefore you need to develop goal-setting, planning, and decision-making strategies to help enable you to better achieve work/life balance between career demands and your personal life.

Over the lifespan of your career you will experience different factors that threaten work/life balance. At times your personal and family responsibilities will influence your ability to develop a career. At other times the demands of your career will impact on your personal, social and family interests and activities. Some of these issues can be anticipated and planned for, such as when to start planning to have a family. Others might happen unexpectedly such as a promotion, relocation or even the stork arriving with an unexpected addition to your life!

Causes of work/life imbalance

So what may be causing the problem? Is it the work? Is it the life? Or is it both? Some key workplace trends that impact on work/life balance include the following. Can you think of others?

- ⇒ Increased **numerical flexibility** expected of workers.
- ⇒ **Flexible rosters** and shifts requiring after-hours and weekend work.
- ⇒ Increased **commute times** due to having to seek work further afield.
- ⇒ A growth in **remote work** arrangements such as DIDO and FIFO.
- ⇒ **Longer working hours** (often unpaid) expected of managers and senior staff which results in over-employment.
- ⇒ Huge time demands impacting on people who are **self-employed**.
- ⇒ Family issues such as **child-care** commitments.
- ⇒ **Standard of living** issues forcing couples with children to have to both work.

It is vital that you try to develop and manage your career so that it matches and satisfies your differing values at varied stages of your life. If so, you are more likely satisfy your personal and vocational goals. And that's what it's all about! Do you agree?

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1. What is work/life balance?

2. Identify and explain 3 of the main factors that could cause work/life imbalance.

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3. How are issues related to work/life balance likely to impact on your career pathway?



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4. What can you do to deal with work/life balance issues in your career?
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6. Lifelong learning

Over the course of your working life you are likely to experience significant change. The commercial world continues to evolve and the impact of both ongoing commercial and technological **innovation**, as well as **globalisation** continues to be felt. In response you will have to undertake ongoing personal and professional learning, as part of lifelong learning, in order to develop your career to keep pace with these changes.

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..

Some estimates suggest that up to 80% of jobs that people in Western economies perform now will not be in existence in 50 years time. This estimate might be a bit on the high side, but regardless, what if half the occupational types cease to exist? They won't all disappear in one go - 50 years hence. This occupational evolution will be gradual yet ongoing. How is that going to impact on you? Will you be **adaptable** enough to meet this challenge?

And if you just cast your mind back over the last 20 years (before you were even born!) you can see that some jobs have almost disappeared, while others, such as app developer, relationship manager, and data analyst, have just been born.

Another factor to consider is that the skills and competencies required by employees will also continue to evolve in line with changing job roles and responsibilities. Common occupations as diverse as teachers, nurses, police officers and customer service roles already require workers to have a wide range of skills and a constantly increasing skills-set.

Over the course of a career workers have to **up-skill** otherwise they might find themselves **de-skilled** - and locked out of a changing labour market.

Advances in technology continually alter the structure of industry and the economy, and both **redundancies** and **skills shortages** can result. As a result, workers must keep up to date with ongoing professional development and training in order to insure against de-skilling.

In addition many workers naturally experience **career progression** into management and more senior roles. They are expected to undertake management training, training in people skills, financial training and other skills - all of which are related to their own job roles and responsibilities.

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. This will involve **personal learning** such as community involvement, public speaking and even travel - all of which build **personal competencies** and **social competencies** which can be transferred to work-related situations. Career success also naturally involves **professional learning** through training courses, online training options, professional development offered by employers and graduate trainee programs.

Image: ???/
iStock/Thinkstock

@twinkl/tweet?

@ 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.! #CAEATAR12

11.07 AM Feb 7 via MySpace from oldschoorelic

Lifelong learning

I



You'll investigate personal and professional learning opportunities more in Section 2.

1. Describe 2 examples of personal and professional learning that you have already undertaken.
2. For each of these explain how it helped develop your personal and/or social competencies, and also outline how what you have learned can be applied to work-related situations.

Personal learning example 1:

Personal or social competencies developed:

Application for work-related situations:

Personal learning example 2:

Personal or social competencies developed:

Application for work-related situations:

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Professional learning example 1:

Personal or social competencies developed:

Application for work-related situations:

Professional learning example 2:

Personal or social competencies developed:

Application for work-related situations:

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Extension:



7. Self-management

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

- ⇒ seeking feedback and review as part of constructive **self-reflection**
- ⇒ effective **planning** and **goal-setting** using **SMART goals**
- ⇒ positive **interpersonal relationships** through teamwork and networking
- ⇒ effective **time management** and interpersonal effectiveness
- ⇒ appropriately **managing risk** and building resilience
- ⇒ participating in informal and formal training opportunities as part of **lifelong learning**.

Self-Management Strategies

Self-reflection

Includes but is not limited to:

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

Planning and goal-setting

Includes but is not limited to:

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

Time management

Includes but is not limited to:

- ❑ developing a diary or time schedule
- ❑ setting timelines to achieve goals
- ❑ allocating time for work, study and personal activities
- ❑ maintaining work/life balance
- ❑ meeting deadlines by prioritising work tasks.

Interpersonal effectiveness

Includes but is not limited to:

- ❑ recognising and improving my personal competencies
- ❑ building my socialisation skills through team-based activities
- ❑ developing my professional network including a career mentor
- ❑ creating positive work environments to develop collegiality.

Managing risk

Includes but is not limited to:

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

Lifelong learning

Includes but is not limited to:

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



Consider each of the 6 categories of self-management strategies.

1. Outline an example where you have previously done something enterprising as part of that self-management strategy. Consider the enterprising behaviours from p.8.
2. For each category of self-management, outline an enterprising activity or behaviour you could do this year as part of an action plan to better develop your career pathway.
3. List people from your network who could help you develop these self-management skills.

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

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Application:

Time management is one of the most important self-management tools.

- ⇒ As part of your IPP, develop a timetable using a diary, an e-organiser or an app to manage your weekly time commitments. (Or even an old-school printed diary!)
- ⇒ What sacrifices will you need to make in order to achieve your goals?
- ⇒ Make sure to include activities to achieve work(study)/life balance so that you can maintain physical and emotional health, fitness and wellbeing.

8. Planning and goal-setting

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

You probably already know that it is usually better to work backwards and find out what you need to do in order to achieve your goals.

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives. This means setting short-term, mid-term and long-term goals for this year and beyond.

So now it's time to ask, have your goals changed from last year? If so, why? And what are you going to do about this?

Goal-setting process

1. Break longer-term goals down into a series of smaller achievable goals.
2. Visualise your goals and yourself in these roles; (but don't daydream).
3. Aim high but keep your goals realistic.
4. Find out as much information as possible about what you need to do in order to achieve your goal.
5. Plan and make short-term goals to achieve a longer-term investment in yourself.
6. Plan and use your time efficiently.
7. Ask for help and get advice when needed.

1. Short-term (frontline)

- ⇒ Frontline goals are those that need to be completed on a week-to-week, day-to-day, hour-to-hour or even shorter timeframe.
- ⇒ These are those things that need to be done immediately or ASAP, hence they are short-term and often urgent. e.g. Find a work placement.

2. Mid-term (tactical)

- ⇒ Tactical goals are those that need to be achieved on a 6-month, three-month, monthly or even weekly basis.
- ⇒ These are the intermediate things, that once done in the mid-term, contribute to the achievement of strategic outcomes. e.g. Complete a VET course.

3. Long-term (strategic)

- ⇒ Strategic goals are those that match a long-term vision and represent the overall goal being aimed at. These might be 3-5 years, 1-2 years, 6 months or even 3 months depending on the overall timeframe.
- ⇒ These are the thing(s), that when finally achieved, represent the attainment of the overall, long-term goal. e.g. Obtain entry-level employment.

K

My changing goals Book to be published late 2016 for 2017 school year.



Have your career pathways goals changed since last year. Why or why not?

In your workbooks, as part of your IPP, break your strategic career pathway goal into short-term objectives, mid-term objectives and a clear overall long-term objective. Discuss with the class how you came up with a timeframe for these.

planning & goal-setting

SMART goals

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

SMART goals should be: **specific**, **measurable**, **achievable**, **realistic** and **time-based** or (timely). The SMART goal technique can assist you to move to the next stage of goal achievement - which is vital now that you are in Year 12.

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

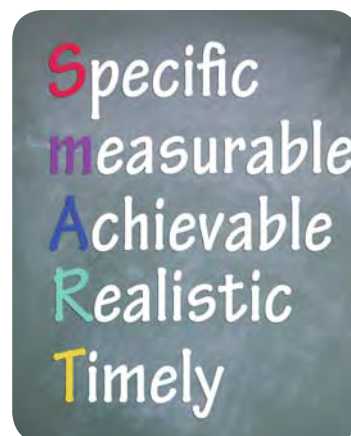


Image: flytosky11 / iStock/Thinkstock

SMART Goals

Specific

- ⇒ You must identify a clear and concise goal.
- ⇒ It should focus on what and how (and if relevant, who).

e.g. "I want to become a human resource professional, based on successful completion of a commerce/management degree and appropriate experience"

Measurable

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

e.g. "My success will be measured by me securing a professional position in HR and management level."

Achievable

- ⇒ You must aim for goals that can be achieved based on your skills and abilities; usually through planned, incremental, step progression.
- ⇒ This might require you to break your overall goal down into smaller more-specific goals and objectives.

e.g. Firstly I need to secure a TAFE qualification in an appropriate course. Secondly I need to successfully complete my course with very strong results. Thirdly I will need to build a portfolio of commercial/HR professional experience. Finally I will need to secure a HR management position later in my career life cycle.

Realistic

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

e.g. Based on my results so far I am on track to achieve the ATAR I need if I can maintain my success and improve my exam skills. But as a contingency, I will consider an alternative pathway through TAFE into uni. If I apply myself I should succeed at uni but I will still need to gain wide exposure to varied business settings in order to build the necessary commercial and people skills required of a HR professional.

Time-based (timely)

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

e.g. Uni should be achieved in 3-5 years (if I add a post-grad diploma). I will need 2 more years of varied experience before I am likely to secure ongoing full-time employment. Add another 3 years to consolidate my skills-sets and I would expect to be ready for professional HR level in my mid-late 20s.

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SMART Goal-setting



Use the SMART goal technique to assist you to plan for your strategic career pathway goal.

Specific: What is my goal?

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

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

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

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

Summary: Enterprising Career Development

In order to develop and manage your **career pathway** you are going to have to become more **enterprising**. This is not only vital to your success as an effective participant in the global commercial world; it is also a key aspect of your own **personal** and **social development**.

Developing and managing your career is about developing a **pathway** to your future success. So ask yourself:

Career: What do I want to do and be, i.e. my goals?

Enterprise: How can I best achieve my goals?

A career consists of graduated employment **goals** and objectives, achieved by training, education and experience through **lifelong learning** that enables a person to build and enjoy their non-material and material **standard of living** so as to satisfy their personal **values**.

Most modern career 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 and are reflected through the **career life cycle**.

As people go through different stages of their lives they will have different **expectations** related to career development such as level of pay, job security and job satisfaction.

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

Enterprise skills are work skills that are needed to become an effective employee. We can classify enterprise skills into five sets of interrelated **enterprising behaviours**.

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

Each of these **enterprising behaviours** also relies on the ability to **work effectively with others**.

Individuals can develop their own enterprising behaviours, not just in work-related settings, but also in **personal, social** and **community settings**. Enterprising people are able to effectively recognise, develop and combine enterprising behaviours in order to achieve better outcomes.

The commercial world is evolving presenting both **pressures** and **opportunities for change**. These factors influence the nature of work; and thereby

career options and decisions.

Contemporary members of the labour market need to be **proactive, flexible** and **adaptable**. We now see people swapping and changing employers and job roles, with some even going overseas to travel and work to broaden their experiences and skills. Employers also are more prepared to buy-in specialist contracts through **outsourcing** on flexible contracts on a needs basis.

This has resulted in some people developing a **portfolio career**. A portfolio career involves workers participating in a range of diverse work arrangements combining one or more work arrangements such as **full-time** work, a second **casual** or **part-time** job, a **micro enterprise**, or any combination of these **work arrangements**.

Over your career you will experience different factors that threaten **work/life balance**. At times your personal and family **responsibilities** will influence your ability to develop a career. At other times the demands of your career will impact on your personal, social and family interests and activities. It is vital that you develop and manage your career to match and satisfy your differing **values** at varied stages of your life. If so you are more likely satisfy your personal and vocational **goals**.

The world continues to evolve.

Commercial and technological **innovation**, as well as **globalisation** means that you will need to undertake ongoing **personal** and **professional learning** as part of lifelong learning, in order to keep pace with these changes.

Lifelong learning refers to all the different types of learning and training you might participate in throughout your career. This will involve **personal**

learning to build **personal competencies** and **social competencies** that can be transferred

to work-related situations. Career success also naturally involves **professional learning** though online training options, professional development offered by employers and graduate training programs.

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

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

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1. Understanding

2. Analysis

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3. Application

AT1 Where am I at?



Production

For this task you will be required to produce a self-evaluation report that presents the following information.

1. Outline your current **career pathways situation** including key **goals** and **experiences**.
2. Identify your key **strengths** and **weaknesses** in relation to your career pathways development.
3. Describe **key steps** you need to take as part of an **action plan** to develop your career.
4. Propose a **timeline** for **achievement** of these key steps including mechanisms for self-assessment, evaluation, feedback and review.

General requirements

Prepare and produce your report and then present it **orally** supported by a format negotiated with your teacher (such as dot point summaries, diagrams, images or multimedia). Use examples related to your own career pathways development. Record important information such as report format, due dates, word length, use of images and multimedia and others.

Task information

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Specific requirements

As part of your report you should address each of these areas. Some may be dealt with at the same time, e.g. your goals. Some might require a separate explanation. Your teacher will instruct you as to which must be covered and which you might add other points to cover.

<p>1. My current career pathways situation including key goals and experiences.</p> <p><input type="checkbox"/> Long-term goal(s)</p> <p><input type="checkbox"/> Mid-term and short-term goal(s)</p> <p><input type="checkbox"/> Work-related experiences</p> <p><input type="checkbox"/> Community/enterprise activity participation</p> <p><input type="checkbox"/> Training and qualifications</p> <p><input type="checkbox"/> Career outlook</p> <p><input type="checkbox"/> _____</p>	<p>2. My current career pathways situation including key strengths and weaknesses related to my career pathways development.</p> <p><input type="checkbox"/> Key strengths and successes</p> <p><input type="checkbox"/> Weaknesses and areas for improvement</p> <p><input type="checkbox"/> Positive work-related experiences</p> <p><input type="checkbox"/> Skills gaps</p> <p><input type="checkbox"/> Training and development</p> <p><input type="checkbox"/> Programs re: career networking</p> <p><input type="checkbox"/> _____</p>
<p>3. Action plan steps I will need to take to develop my career.</p> <p><input type="checkbox"/> Transferable skills-development</p> <p><input type="checkbox"/> Educational outcomes success</p> <p><input type="checkbox"/> Work-related experiences</p> <p><input type="checkbox"/> Work-related training</p> <p><input type="checkbox"/> Personal development training</p> <p><input type="checkbox"/> Career investigation, advice and networking</p> <p><input type="checkbox"/> _____</p>	<p>4. My proposed timeline for achievement and how I will assess and evaluate my progress.</p> <p><input type="checkbox"/> IPP/EPP & Career Portfolio steps</p> <p><input type="checkbox"/> What i.e. Specific actions to achieve my goals</p> <p><input type="checkbox"/> Why i.e. How these actions will assist me</p> <p><input type="checkbox"/> When i.e. My timeline for achievement</p> <p><input type="checkbox"/> Who i.e. Advice, support, feedback, review</p> <p><input type="checkbox"/> Contingency i.e. What back-ups might I need?</p> <p><input type="checkbox"/> _____</p>

Assessment Task 1 - Production: Where am I at?

Name:

Final date:

Tasks	Re-quired	Due by	Done	Teacher
Part 1: My career pathways situation, goals and experiences.				
i My goals (& career outlook).	✓			
ii My work experiences & training.	✓			
iii My other experiences, training & qualifications.	✓			
Part 2: My strengths and weaknesses.				
i Key strengths and positive achievements.	✓			
ii Key weaknesses, skills-gaps and areas for improvement.	✓			
iii Training, development and progress.	✓			
Part 3: My proposed action plan.				
i Education, personal development and skills.	✓			
ii Work experiences, training and skills.	✓			
iii Career investigation, advice and networking.	✓			
Part 4: My proposed timeline and review process				
i Determining appropriate action and steps	✓			
ii Developing timeline for review	✓			
iii Determining process for review (including self-review)	✓			
Preparing my report				
⇒ Present drafts to teacher for checking.				
⇒ Finalise information and incorporate feedback				
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Present report to the class.				

Additional information:

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IPP Self-audit



Right now is the ideal time to take stock and reflect on where you are at in relation to your career pathways development. Self-assessment is an important part of being enterprising and you should undertake regular self-assessment as part of your IPP and EPP.

Complete a self-assessment for each of these categories as part of your Career Portfolio.

You can draw up your own table (landscape might be better). Each of these is also included as a full page pro-forma as part of your EPP. There are 6 of each that you can use to reflect and self-assess at various stages of the year as you continue to build experiences and develop and refine your career portfolio.

Work-related placements (Include skills, competencies, technologies, WHS, training, etc..)			
Description of what I have done.	What I did well - specifically.	Areas at which I still need to develop.	Action plan to further improve.
e.g.			

Community/volunteer work (Include skills, competencies, technologies, WHS, training, etc..)			
Description of what I have done.	What I did well - specifically.	Areas at which I still need to develop.	Action plan to further improve.
e.g.			

Personal development (Include projects, activities, programs, leadership, training, etc..)			
Description of what I have done.	What I did well - specifically.	Areas at which I still need to develop.	Action plan to further improve.
e.g.			

Training and qualifications (Include activities, programs, leadership, training, etc..)			
Description of what I have done.	Qualification, evidence		Action plan to further improve.
e.g.			

Other activities (Include appropriate examples that will strengthen your Career Portfolio)		
Description of what I have done.	What did I achieve?	Action plan to further improve.
e.g.		

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2. enterprising career management

Enterprising Career Management

Introduction	30	7. Travel.....	47
1. Career management.....	31	8. Professional learning.....	49
2. Lifespan Development theory ..	32	9. Professional development	50
3. Happenstance theory.....	33	10. Graduate programs.....	54
4. Personal/professional learning ..	36	Summary	60
5. Community involvement	38	Assessment task.....	62
6. Public speaking/communication ..	43	IPP: My résumé	64

2

2. Enterprising Career Management Activities	p.	Due date/Done?	Comment
A Career management	31	<input type="checkbox"/>	
B Comparing theories	34	<input type="checkbox"/>	
C Relating career theories	35	<input type="checkbox"/>	
D Lifelong learning	37	<input type="checkbox"/>	
E Community involvement 1	39	<input type="checkbox"/>	
F Community involvement 2	41	<input type="checkbox"/>	
G Community activity	42	<input type="checkbox"/>	
H Communicating publicly	46	<input type="checkbox"/>	
I		<input type="checkbox"/>	
J Personal learning action plan	48	<input type="checkbox"/>	
K Professional development	50	<input type="checkbox"/>	
L Professional learning cases	51-53	<input type="checkbox"/>	
M Graduate program	54	<input type="checkbox"/>	
N Persistence pays	55	<input type="checkbox"/>	
O Glossary	57	<input type="checkbox"/>	
P Review	61	<input type="checkbox"/>	
AT2 My Career Pathway	62-63	<input type="checkbox"/>	
IPP My résumé	64	<input type="checkbox"/>	

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1. Career management

Your career will be fluid, dynamic and evolving. You will need to develop your career via **entry-level opportunities** accessed through successful completion of post-secondary education, or by securing an Australian Apprenticeship or by developing appropriate work-related skills and experiences leading to employment.

Once you embark on your career journey you will need to manage career growth opportunities in line with changing **goals** and **values** aligned to different stages of your **career life cycle**.

You will also have to deal with a constantly evolving **commercial world** that is going to present you with both **pressures** for change as well as **opportunities** for change.

So let's investigate some key issues surrounding the next 50 years of your life - your **career pathway** journey!

Career management theories

As part of career management it is useful to look at contrasting career management theories. Although any theory is just that, a theory, they do have relevance for each and every one of us.

It might surprise you to learn that there are many traditional and contemporary career development theories that, over time, have been developed by various psychologists, academics and career practitioners.

Of course, as career development and management becomes ever more complex in an evolving commercial world these theories have varied relevance for your own career pathways development. However, there are many elements of these theories that will help guide your own career pathways development and management.

Two key theories that you need to be aware of are as follows.

⇒ **Super's Lifespan Development** theory (first developed in 1957)

⇒ **Krumboltz's Happenstance** theory (first developed in 1972)

As you read through each of these theories, reflect on how the key elements of each theory might relate to you and assist in your own career pathway development and management.

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Career management

A

Outline key pressures and opportunities for change that are likely to impact on you over the course of your career life-cycle.



Stage	Pressures for change	Opportunities for change
Entry		
Growth		
Consolidation		
Decline		

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2. Super's Lifespan Development theory

Donald Super's Lifespan theory is a development model that recognises that changes naturally occur based on the different stages of a person's life. The model places strong importance on **self concept**, which can change over time depending on a person's experiences. Self concept both influences and is influenced by varying goals and values depending on the stage of a person's life. This is very similar to what you have already learned about variations in values, goals and decisions at different stages of the **career life cycle**. According to Super's model people play different 'life roles' in varied settings, including:

- ⇒ a homemaker (or a parent)
- ⇒ a spouse
- ⇒ a worker
- ⇒ a citizen
- ⇒ a 'leisurite'
- ⇒ a student
- ⇒ a child.

These roles might naturally predominate at different age ranges, although people do not necessarily experience these roles chronologically (although they are a child first!) It is also important to note that people may play a variety of complementary roles simultaneously at certain stage's of their lives.

Super's Lifespan model emphasises that career development is a **lifelong process** and that people cycle through different stages as part of vocational maturity. This in turn means that career decision-making is an ongoing multi-decisional process, influenced by varied factors that predominate according to the role or roles being enacted at that time - and directly related to a person's self concept.

People's values, goals and decisions can be influenced by '**lifestyle factors**' such as 'environmental' (external factors such as the state of the economy), 'situational' (such as social-economic status and gender) and 'personal' (such as psychological and biological i.e. personality development and hereditary factors).

In summary, planning and developing one's career is not based on getting one single decision 'correct' at an early time in one's life. If you reflect on this notion it is similar to what your teacher has been emphasising about planning and developing your career based on exploring multiple careers, thereby embracing a life-long learning and your recognising your changing values and goals depending on the stage of your career life cycle.

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- ⇒ Most, but not all, people experience these.
 - ⇒ These stages are usually (but not always) related to a person's age.
 - ⇒ The stages do not always follow chronologically for all people.
 - ⇒ People will make varied decisions depending on the stage that they are experiencing.
 - ⇒ People can re-enter a stage if they are making significant career decisions (e.g. mid-career changes).
1. Growth: (0-14) Building understanding of work, self concept and attitudes.
 2. Exploration: (15-24) Experiencing work-related situations and developing skills.
 3. Establishment: (25-44) Honing entry-level skills and developing career stability.
 4. Maintenance: (45-64) Adjustments based on career development maturity.
 5. Decline: (65+) Preparing for semi, or full, retirement, winding down career effort.

3. Krumboltz's Happenstance theory

John Krumboltz's Happenstance theory is different from Super's Lifespan theory in that Krumboltz argues people should recognise that they can actually benefit from unplanned and unexpected events.

Factors resulting from these events might include:

- ⇒ **external factors** such as labour market changes (i.e. mining industry decline)
- ⇒ **social factors** (i.e. innovation in ICT communications technology)
- ⇒ **personal factors** (i.e. relocation or unexpected change in family status).

In essence, Krumboltz emphasises that "luck is no accident".

What this means is that people will naturally face and have to deal with various unexpected situations over their career lifespan.

These situations can arise due to **planned decisions** that have lead to a person being in a certain situations. For example, undertaking a specific uni qualification to enter a profession, but upon graduation then seeing full-time work in that profession in decline. "So what will I do now?"

But these situations can also arise due to **unplanned situations**. For example, travelling overseas as a gap year, doing some temp or contract work, and then being offered a full-time position in a different, but aligned field. "OK, I'm now heading in a different direction I never anticipated - and it's scary, but exciting!"

As opposed to more traditional, linear and goal-oriented career development theories Krumboltz suggests that indecision is actually a positive. **Indecision** allows people to take advantage of unplanned events and opportunities that might meet as part of their career pathway journey. Indecision forces people to:

- ⇒ reflect on their existing values and goals
- ⇒ consider new, different or divergent alternatives
- ⇒ take into consideration both intended and unintended outcomes that stem from decision-making
- ⇒ recognise and react to pressures and opportunities
- ⇒ develop networks
- ⇒ plan for contingencies such as redundancy and unemployment
- ⇒ proactively turn pressures into opportunities
- ⇒ develop ongoing **self-awareness, adaptability, initiative and resilience**.

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Krumboltz's Happenstance theory:

People, as their own career managers should be willing and able to proactively do the following,

1. Clarify ideas: Explore being SAVI, your skills, attributes, values and interests - i.e "What do I really want to do!"
2. Remove the blocks: Be proactive and enterprising - turn pressures into opportunities. Instead of telling yourself "this is what i can't do", say "this is what I can do!"
3. Expect the unexpected: You've got 50 years of work ahead of you! Change will occur. That's a lot of innovation, evolution and people you're going to deal with - these will all present opportunities for an enterprising career manager.
4. Take action: Develop suites of skills to enable you to achieve. Lifelong learning, professional development and personal development will make your more flexible, dynamic and valuable.

B Comparing theories

Complete the table comparing the 2 career theories from your own point of view.

	Super's Lifespan theory	Krumboltz's Happenstance theory
Key points		
Strengths of theory		
Weaknesses of theory	<p>Career and Enterprise: ATAR 12</p> <p>Uncorrected draft sample. Subject to change For preview purposes only Do not copy</p>	
Reflection: Usefulness for you	<p>Book to be published late 2016 for 2017 school year. e-version master also will be available</p>	
Steps/ actions you can take		

Relating career theories

C



1. Consider the 2 career development theories. For each one explain how key elements of that theory might apply at different stages of your career life cycle.
2. Reflect on decisions you might have to make in order to develop and manage your career pathway at these different stages. What challenges might you have to deal

		Issues to consider	What could I do?/Challenges
Entry		Lifespan theory	Lifespan theory
		Happenstance theory	Happenstance theory
Growth		Lifespan theory	Lifespan theory
		Happenstance theory	Happenstance theory
Consolidation		Lifespan theory	Lifespan theory
		Happenstance theory	Happenstance theory
Decline		Lifespan theory	Lifespan theory
		Happenstance theory	Happenstance theory

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4. Personal and professional learning

Do you honestly think that in 50 years time you will be the same person as you are now, with the same skills, abilities, values and interests? What about in 25 years time in your early 40s? How about 15 years time? Or even just five?

You are going to change and evolve, hopefully for the better! Your personality will also develop and evolve as you move into adulthood and embark on life's journey full of adult responsibilities. And of course you will also build and grow a significant suite of professional skills and competencies as you take on new and varied employment opportunities.

You are already aware of the importance of lifelong learning as part of career development in order to build your entry-level skills to access the labour market. However, **lifelong learning** is an ongoing process that occurs throughout a person's entire career and involves both **personal learning** and **professional learning**.

Personal learning

Ongoing personal (lifelong) learning is a key to becoming a more-rounded individual with better **interpersonal** and **intrapersonal** skills. These are key determinants of **emotional intelligence**.

Varied **personal** and **social competencies** can be developed through personal learning opportunities as a natural extension of **being SAVI**. You can then transfer these competencies to work-related situations which will assist you to become a more enterprising and valuable member of the labour market.

Three key areas of personal learning include **community involvement**, participation in **public speaking** opportunities and courses and broadening your life experience through **travel**.

Professional learning

As an individual's career grows in line with the stage of their **career life cycle** so too does the requirement to consistently keep abreast of industry changes. Enterprising employees who undertake ongoing professional (lifelong) learning such as work-related **training** and skills enhancement and **development** courses are well-placed to become more valuable assets to their employer and to their community.

A person will also experience career growth through promotion and natural development into more senior and **managerial roles** that require **responsibility** and new skills-sets. In order to capitalise on career growth opportunities you should also undertake **study** and **training** opportunities to place yourself in a position for internal **promotion** opportunities as well as external career enhancement opportunities.

Another influence on lifelong learning is that workers can become **de-skilled** if they work in a particular role, within a particular organisation and perform the same job tasks roles, with the same responsibilities, day after day. Ongoing learning opportunities offer a buffer against de-skilling.

These opportunities also allow an individual to grow as a person by developing new skills, interests, aptitudes and abilities. These opportunities can help support **career enrichment** through increased **motivation** and enhanced **job satisfaction**.

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Career Myth #34

"When I finish formal education, I never have to go back to the books again!"

- ⇒ Wrong, wronggetdy-wrong! Career development is informed by personal learning. Career growth is enabled through professional learning.
- ⇒ There's going to be a lot to learn in the next 50 years. At some stage (and sooner than you'd expect) you're likely to reconnect with study opportunities.

1. What are the two key focus areas of lifelong learning? What do you think each involves?

i.	ii.
----	-----

2. Outline 4 reasons why people need to undertake lifelong learning. Explain whether these are related to personal learning, professional learning or both.

i.	ii.
<p>Career and Enterprise: ATAR 12</p>	
iii.	iv.
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But what about.....???



5. Community involvement

A community can be described as a group of people or organisations who share similar values and interests. Communities may be linked geographically, politically, socially, via online platforms or by some other means.

Community members normally unite behind common goals and interests and join together to undertake social, political, cultural, intellectual, spiritual, technological, artistic, recreational, welfare, environmental or other pursuits.

When you look around your local community there are many organisations that are run by community groups and people as volunteers. These organisations strive to provide some sort of social, community or member service, benefit or assistance, such as The Salvos or your local wildlife rescue group. Community groups normally, but not always, operate on a not-for-profit basis and might use a combination of paid and volunteer workers.

Australia has many community and social organisations that are driven by volunteer labour and expertise. Working as a volunteer for a community organisation or a social enterprise creates a win:win:win:win situation.

- ✓ You get the chance to develop your own skills and competencies and build experience in real work-related situations.
- ✓ You help your community by assisting them to achieve their goals - goals which are usually for a social good to make society better.
- ✓ You gain access to an expanded network of people to grow your contacts.
- ✓ You demonstrate leadership and responsibility by being proactively engaged in the community as you are actually becoming a stakeholder in making your community better.

Now it's hard to argue against that set of potential positive outcomes - not only for you - but also for others you assist!

Community involvement - Why do it?

Community involvement is a great way to gain experience in community activities and projects and even through to start your own social development community enterprise is one of the most productive ways to develop your own suites of personal and social competencies.

You also gain insight into industry-specific issues (if you are looking to build a career in community or social service professions). You achieve real, measurable and reportable work-related experience that can enhance your employability.

These experiences may also boost your chances of getting into post-secondary courses as some (especially health and community services) will require you to outline relevant industry-related experience.

You grow your network well beyond what you could do just through school by accessing people in industry and dealing with colleagues and clients

You also can gain insight into how to operate a micro enterprise on a shoestring budget which is ideal if you are interested in starting your own micro enterprise.

And of course you develop **team skills**, **communication** skills including **cross-cultural communication**, you become more comfortable with accepting **responsibility** and you may even get an opportunity to build **leadership** skills. How enterprising is that!

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Community involvement - Industry-specific approach

When you approach potential community service opportunities you can take an industry-specific approach to developing and applying your skills and competencies. Applying an industry-specific approach means that you seek out and undertake community and volunteer opportunities specifically related to your own preferred career pathways choices.

One aim of an industry-specific approach is to align your experiences with the type of occupations you are likely to pursue. Not only will this assist you to develop industry-specific skills, it also offers an insight into the actual workings of that industry. There is no better way to see if the career pathways choices that you are exploring in Year 12 are suited to you, than to do some 'work' in that industry, alongside people actually undertaking those occupational roles.

For example, if you are interested in becoming a carer, nurse, disability worker or some other healthcare related profession then you can try volunteering at a care facility, in a community health program or with a support agency.

Perhaps you are interested in a career in education as a teacher or an aide. Then consider assisting in after-school care programs, cross-age tutoring or migrant tutoring. If you are interested in sport and recreation - then volunteer in sporting clubs, recreation activities and both indoor and outdoor facilities - exposing yourself to diverse client groups.

Do youth work, social work or psychology-related roles interest you? There are many community organisations that welcome engaged volunteers; especially energetic and enterprising young adults such as yourself. Media and communications? Pursue local print or online community newspapers, local and community radio and TV stations and podcasters.

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We can go on with examples but the key thing to remember is that these organisations are not going to approach you - you must seek them out and approach them, utilising targeted and professional cold-canvassing techniques.

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Community involvement 1

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Outline 3 benefits that arise from community involvement as part of your personal learning. For each benefit identify and describe possible local or broader community opportunities that you might be able to participate in.

Community involvement: Benefits	Community involvement: Opportunities

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Community involvement - Applied-skills approach

An enterprising way to approach community involvement is by using a more holistic 'applied' approach to skills-development. The aim of this applied-skills approach is for you to not only develop specific skills that might be required in your occupation, but to also develop your enterprising capabilities.

With an **applied-skills approach** the focus is on building your **enterprising behaviours** such as communication, managing and leading, adaptability, initiative, problem-solving and team skills. You can achieve this by applying your already existing skills and abilities to broader work-related experiences. This aligns with the notion of **transferable skills** and being able to recognise and apply your skills and competencies to different situations.

For example, you might be interested in working in finance and accounting. How about involvement with a not-for-profit community enterprise such as a foodbank or meals program? You might be expected to do hands-on work such as packing relief packages, serving meals and cleaning and dishwashing. Good! This helps you understand key operations within this enterprise and is likely to assist you to become a more empathetic and professional manager in the future.

However, you could also ask to assist with accounts such as recording invoices, updating stock levels and helping with the number crunching for the budget. You could also ask if there was any task they would like to be able to do if they had the time, such as setting up a spreadsheet to record costs more accurately. And you could offer to do that for them! This not only builds specific skills but also demonstrates initiative, problem-solving, and communication skills.

As another example, assume an interest in building and construction. Volunteering with an environmental enterprise or an animal rescue shelter enables you to apply your practical and manual skills to grounds and facilities management such as repairing and building enclosures, growing vegetables and running a working bee.

If a career in ICT is your calling, then look for a community organisation or local community centre that deals with diverse groups such as migrants, elderly people or the long-term unemployed.

Investigate assisting with programs that teach these clients how to use modern technology and ICT devices. This will broaden your exposure to different client groups and on the way helps you to develop your enterprising capabilities by transferring your existing skills.

The key with this approach to community involvement is to apply your specific skills to an enterprise that aligns with your **interests** (i.e. a sporting club) and/or your **values** (i.e. social equity). And if you do this in Year 12, and then continue to do so throughout your TAFE or uni studies, imagine when you apply for your first 'professional' position. Your demonstrated skills, commitment, experience and leadership is likely to put you ahead of other, less enterprising and less 'connected' applicants.

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Community involvement 2

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1. Outline the benefits of each of these approaches to community involvement for your own career pathway.



Industry-specific approach	Applied-skills approach

2. Describe 3 proactive steps you can take this year (or in the near future) so as to to build your career pathway.

I could...	So I will...
I could also...	So I will also...
I really should...	So I must make sure that I...

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What would you do?



Community involvement - Personal development or enterprise activity

Another option as part of personal learning you could consider is to develop and run an enterprise or **personal development activity**. Some schools will actively support you to do this. In essence you may be creating your own, short-term, **community enterprise**.

Planning, organising, doing and **reviewing** any self-managed enterprise or personal development activity builds significant enterprise capabilities. This option might suit those of you who are considering becoming **self-employed** further into your career pathway. And undertaking a teams-based enterprise or community project builds even more skills. It also gives you an insight into holistic or bigger picture issues surrounding **enterprise management** because you have to self-manage.

Your activity might focus on a school-based outcome, such as training Year 7s in health and fitness (ideal if you want to get into sport and recreation). Or you might initiate a community activity such as doing gardening and maintenance for elderly locals (ideal if you want to enter a trade or become a gardener).

Perhaps you might start an in-school flower delivery enterprise whereby students place orders for a small arrangement that is delivered to a student on their birthdays; or you could seek **crowdfunding** to deliver free arrangements to local aged-care residents (ideal if you are into floristry).

You could offer to do point-of-sale and/or window displays for a local shop or community retailer if you want to pursue visual merchandising. How about a cross-cultural luncheon and multimedia display if you are keen on events management?

The enterprising possibilities are endless. If your school supports this type of program, and many do, and you participate and then enterprising activity, then you will have so much to add to your CV and to talk about in a job or course interview.

G Community activity



Discuss potential personal development, community, social or enterprise activities or enterprises that could enable you to broaden your skills-sets and add to your career portfolio.

Personal development activity		
What could I do?	How might this help me?	What challenges might I face?
Community/social/enterprise activity		
What could I do?	How might this help me?	What challenges might I face?

Tip: If you do undertake a personal development or community activity then the Personal Development Project Planner is an ideal resource to plan and manage your progress.

6. Public speaking and communication

Effective communication is vital in the workplace. But as the commercial world continues to embrace digital communication, and therefore more distant and remote forms of communication, it could be mistaken to think that less emphasis is being placed on the importance of effective public speaking. However, nothing can be further from the truth.

It is highly recommended that you undertake some form of **public speaking training**. Doing so develops communication skills, leading to competencies in communication extending to an ability to speak in public. Learning how to communicate effectively and developing this transferable skills-set might be one of the most effective types of learning that you can do in order to gain employment, keep your job and grow your career.

Some people might narrowly define public speaking in the traditional sense such as giving a speech or 'talk' to an assembled audience. But public speaking scenarios extend much further. Contemporary public speaking encompasses both speaking to the public, as well as speaking in public. The key here is to define the two key words; namely speaking and public.

'**Speaking**' involves face-to-face communication, presentations, lectures, seminars, training courses, interviews, team meetings and so on. Speaking makes use of verbal, video and even digital forms of communication. And of course a key component of effective communication is listening; which is not the opposite of speaking, but is its complementary.

So who is the **public**? Well technically, it's anyone who is not you, your family and your 'friends'. In work-related situations it is your boss, the owners/shareholders, your colleagues, your existing customers/clients, your potential customer/clients, your suppliers, your competitors, pressure groups, lobby groups, media commentators (both broadcasters and narrowcasters) - and if you are saying something badly or 'wrong' - anyone else who might gain access to your 'speaking' (and in this digital age of outrage and offence, that, unfortunately, is often the case and everyone!)

Due to digital communication people are increasingly blurring the lines between their private and public lives. Private speaking is for family, friends and friends-of-friends. Public speaking is to anyone else. And often that line with the public begins!

Effective public speaking

The four key rules for public speaking scenarios are as follows.

1. What do I want to say?
2. How am I going to say it?
3. How will this suit the audience?
4. How will I know I was understood?

Public speaking scenarios

- ⇒ job interviews
- ⇒ group job interviews
- ⇒ information sessions
- ⇒ panel/audience Q&As
- ⇒ presentations and showreels
- ⇒ public debates
- ⇒ reporting to peers/colleagues
- ⇒ presentations to peers/colleagues
- ⇒ presentations to peers/colleagues
- ⇒ presentations to managers
- ⇒ interactions with customers/clients
- ⇒ presentations to customers/clients
- ⇒ performance reviews
- ⇒ advertisements
- ⇒ promotional videos, audio and podcasts

@twick/tweet?

There are always 3 parts to successful communication. 1. Sender. 2. Message. 3. Receiver. A message has not been successfully communicated until it has been received & understood!
#CAEATAR12

Making presentations

Employees often have to present information orally and it can be challenging to get those ideas together in a way that is clear and organised. Your first verbal contact with an employer is a kind of oral presentation - maybe a phone call, or an interview. The more confident you get in expressing yourself this way, the easier it will be to make progress towards your chosen career pathway.

Advanced Presentation Tips

Mediums

- ⇒ You need to choose the most appropriate mediums to deliver your message.
- ⇒ Choose mediums that also suit your strengths and suit the audience.
- ⇒ Try to use 3 different mediums, e.g. oral presentation, image and multimedia.

Tone & register

- ⇒ The way you speak and deliver the message is the key to engaging with your audience.
- ⇒ Be careful not to talk down to people, nor to make the information too complex and dense.
- ⇒ The presentation is made for the audience, so make sure it is directed at them and pitched at their levels of understanding.

Non-verbal communication

- ⇒ The way that you carry yourself can help reinforce your message. Use your language that presents you as confident and strong, but not arrogant and overbearing.
- ⇒ Try to engage with the audience by incorporating visual cues and other methods.
- ⇒ Don't speak with your head down nor facing away from the audience.

Planning & editing

- ⇒ The more you can say with fewer words, the more powerful your message will be. So edit down.
- ⇒ Timing is paramount so plan how long each component of the presentation will take.
- ⇒ Create a timeline or storyboard in order to plan time accurately. Allow for some slippages; both too short and too long. Allow for questioning.

Feedback/interactivity

- ⇒ The presentation is for your audience, so actively encourage and seek feedback. Create an evaluation.
- ⇒ Ask questions & feedback at the end of the presentation.
- ⇒ If in a team have two team members deal with each question. This helps ease pressure and can enable you to bounce off one another and formulate better answers.

Visual aids

- ⇒ Visual aids should support other elements of the presentation. Try to let the visual aid to the 'talking'.
- ⇒ Don't overdo them. Use them sparingly and only when they can deliver a better message - which they often can do! e.g. Graphs vs statistics, photos of activities, etc..
- ⇒ Make sure they look good, because a scrappy visual aid will look like a joke.

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Speaking in different situations

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You might be called upon to speak publicly in many different work-related situations. This could include speaking in interviews for jobs or courses, communicating with colleagues, addressing the public (i.e. customers/clients) as part of your day-to-day duties, or even making formal presentations, such as how to solve a WHS issue or reporting on your department's performance. Effective public speaking will help you succeed at these. Consider the 4 rules for public speaking. For each rule explain how you could go about speaking publicly so as to communicate effectively. Use examples related to your own potential career or current working situation.

Occupation:		
In an interview	Work roles/responsibilities	For a formal presentation
i. What are you going to 'say'?		
e.g. How to communicate your key skills?	e.g. How to give an order or a directive to a work team.	e.g. How to make a pitch to gain a client.
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ii. How are you going to 'say' it?		
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iii. How will you ensure that the way you 'say' it will suit the audience and be effective?		
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iv. How will you check that what you've 'said' was received, understood and acted upon?		

I Communicating publicly

Undertaking a public speaking course is a good idea. In the meantime, let's embark on some hands-on training. You are required to give a 2 minute presentation to the class based on a topic in which you have expertise. The topic must be work-related; or something personal that is transferable to work-related situations.

Starting from next week, 2 of you are going to give your presentation each lesson. Your teacher is going to randomly allocate the order, which you won't know. Use these 8 steps to communication to guide your planning, as well as the four key questions on p.43.

Topic:

8 steps to effective communication

- | | |
|--|---|
| 1. Be clear in your objective; know what you're trying to say. | 2. Choose the most appropriate format, method and style to suit the audience. |
| 3. Plan your communication; don't just wing it. | 4. Choose suitable length, timing and location. |
| 5. Tailor the message to suit the audience. | 6. Avoid 'noise' and distractions; don't over-communicate. |
| 7. Follow up; ensure the message has been received and understood! | 8. Encourage feedback, take questions, make changes if required. |

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7. Travel

Travel can be an effective personal learning tool at varied stages of your career life cycle. At the end of Year 12 some students can't wait to burn their books (not this one of course) and head off on a local or overseas travel adventure as part of a **gap year**.

There is a lot to be said about travel as a personal learning tool. Not only do you gain **independence**, you also get exposed to new people and different cultures. This can really assist you to develop your **cross-cultural skills** and gain an appreciation of the rich **diversity** that exists within Australia and overseas. You have to **plan** and **organise**, manage your **finances** and find your way around strange places while getting accustomed to new **cultural norms**.

Deferring study by taking a gap year can enable you to pursue other interests such as travelling, building life skills, developing **transferable skills**, accumulating savings or a combination of these.

People of all ages combine overseas travel with work, using their skills to pay their way (subject to working visa restrictions). This could be an option for you at some stage of your career.

Many young people are now combining overseas travel with volunteering in a **social enterprise** (through NGOs) in a developing country. This demonstrates **leadership**, **commitment** and a strong sense of **values**.

And throughout your career pathway you might take time off from working as a career break, to reassess, explore new study areas and develop a new suite of transferable skills.

Independent travel 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. Some young people gain an insight into issues existing in the world and return with a clear **vocation** in mind - to make a difference.

Of course travel itself doesn't automatically lead to growth. How much do people really grow if they just use apps to plan their trip, navigating electronically around the world and texting home when they have run out of money? But what does lead to growth is a person's commitment to exist outside of their comfort zone as they actively embrace new experiences and cultures.

Travel as a personal learning tool can extend to studying interstate or abroad through student exchange programs. Most universities have these. Also some workers, especially those in larger multinational corporations, might get the opportunity to work overseas through an international placement or secondment, thereby experiencing a different aspects of the global commercial world.

What do you think? Is travel on your horizon?

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J Personal learning action plan



Identify key actions you could undertake this year (and in the near future beyond) as personal learning opportunities to help enhance your career pathways prospects.

Record important details such as contact information and the names of people from your career network.

Set a timeline for achievement and reflect on your successes (and struggles) in these areas.

Community involvement		
What can I do?	What can I do?	What can I do?
Why should I do this?	Why should I do this?	Why should I do this?
Key information & dates:	Key information & dates:	Key information & dates:
Reflection:	Reflection:	Reflection:
Public speaking		
What can I do?	What can I do?	What can I do?
Why should I do this?	Why should I do this?	Why should I do this?
Key information & dates:	Key information & dates:	Key information & dates:
Reflection:	Reflection:	Reflection:
Travel		
What can I do?	What can I do?	What can I do?
Why should I do this?	Why should I do this?	Why should I do this?
Key information & dates:	Key information & dates:	Key information & dates:
Reflection:	Reflection:	Reflection:

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8. Professional learning

To make yourself more employable over your career you will need to go well beyond just an initial qualification and a little bit of **professional development**. You will need to commit to lifelong learning.

In an increasingly competitive workplace it is not enough to have basic **qualifications**. You will have to continually **upskill** to survive. This can include learning options such as online courses, on-the-job and off-the-job training courses, industry and employer-specific training initiatives and graduate recruitment programs.

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, day-to-day assistance, demonstration, advice and support.

Being enterprising involves developing **lifelong learning skills** and being able to recognise and take opportunities that help you learn and build a career. Professional learning will be a key element in your **Career and Enterprise: ATAR 12**

Off-the-job training

- ⇒ secondary school
- ⇒ work placement/work experience
- ⇒ vocational education courses (TAFE)
- ⇒ TAFE and RTO components of Australian Apprenticeships
- ⇒ higher education (university)
- ⇒ postgraduate studies
- ⇒ short-courses
- ⇒ licensing and certification
- ⇒ industry accredited courses
- ⇒ online and e-learning courses
- ⇒ professional development training
- ⇒ seminars and conferences
- ⇒ in-house training programs
- ⇒ management training programs
- ⇒ voluntary work in a different setting

Australian Qualifications Framework

The structure and Australia-wide recognition of **formal training** is set down in the Australian Qualifications Framework. It lists the official qualifications for schools, vocational education and training and the higher education sector. The AQF allows you to start at a qualification level that suits you.

As part of lifelong learning you can build up your skills portfolio over the course of your life. The AQF allows for **credit transfer** and **recognition of prior learning** meaning you can be assessed for skills and knowledge you have already gained through formal training and also informally through previous work.

A **statement of attainment** is a record of recognised learning. It indicates partial completion of any accredited course; any competencies completed within a training package; and completion of nationally accredited short courses.

AQF level	School	TAFE	University
10			Doctoral degree
9			Masters degree
8		Vocational Graduate Diploma Vocational Graduate certificate	Graduate diploma Graduate certificate Bachelor honours degree Bachelor degree
7			
6		Associate degree	
6		Advanced diploma	
5		Diploma	
4	Senior secondary: WACE, VCE, VCAL, HSC, state-based CEs	Certificate IV	
3		Certificate III	
2		Certificate II	
1		Certificate I	

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9. Professional development

Once you have entered a trade or profession, you are expected to continue to upgrade your skills. This is especially true today with technology changing all the time and the need to develop **lifelong learning** skills.

Employer initiated professional development is usually **formal training** and may take many forms including face-to-face, online and self-paced; or a combination of these delivery modes. Given this, professional development might take place either **on-the-job** or **off-the-job**.

It may be provided to a whole staff **onsite**, such as a cross-cultural communication skills seminar for TAFE teachers and support staff as part of a professional development training day.

It may target particular skills and areas of expertise within a work setting such as conflict resolution workshops offered to inbound customer service representatives within a call-centre.

It might be delivered by a training provider **offsite** such as demolition, explosives and blasting training for mining workers.

Organisations provide professional development for their staff, based on size and revenue levels. Given this, a larger enterprise would be expected to spend more money on training than a smaller one with fewer employees.

Employees may be given a chance to request areas of specific professional development or programs may be chosen by supervisors or managers according to needs identified by them. These may include internal learning programs as well as external training opportunities.

Many occupations require employees to undertake a certain number of hours of recognised professional development training and programs in order to maintain

accreditation or **registration**. Employees

also need to learn new skills throughout the course of their working lives to keep abreast of industry changes and to avoid

de-skilling. Professional development may be offered **in-house** where a trainer delivers courses to employees such as new learning methodologies for teachers. Or an employee may study anything from a half-day course (such as in a new software program) to a post-graduate university qualification (such as a Masters of Taxation for an accountant).

Professional development may also be linked to the **performance appraisal** process and to the process of **continuous improvement**.

On-the-job training

- ⇒ instruction
- ⇒ supervision
- ⇒ modelling
- ⇒ shadowing
- ⇒ interning
- ⇒ coaching
- ⇒ mentoring
- ⇒ demonstration
- ⇒ competency demonstration through Australian Apprenticeships
- ⇒ carrying out a more senior role in an acting position
- ⇒ job rotation through multi-skilling
- ⇒ voluntary work and community service
- ⇒ work trials
- ⇒ experience

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Each of these examples of WHS training relates fairly closely to one of these occupations. But the example may also relate to a second occupation, a third or so-on.

1. Firstly, match each example to the most relevant (more obvious) occupation. Briefly explain your choice. Each example must be matched to a different occupation.
2. Secondly, match each example of WHS training to a second occupation as an example of further personal or professional learning. Briefly explain your choice. Each example must again be matched to a different occupation.

- | | | | |
|--|--|---------------------------------------|---|
| <input type="checkbox"/> forklift operator | <input type="checkbox"/> hairdresser | <input type="checkbox"/> teacher | <input type="checkbox"/> stunt-person |
| <input type="checkbox"/> scaffolder | <input type="checkbox"/> computer programmer | <input type="checkbox"/> truck driver | <input type="checkbox"/> landscape gardener |
| <input type="checkbox"/> electrician | <input type="checkbox"/> professional footballer | <input type="checkbox"/> nurse | <input type="checkbox"/> graphic designer |
| <input type="checkbox"/> chef | | <input type="checkbox"/> farm manager | |

WHS training/development	Occupation 1/Why?	Occupation 2/Why?
Specialist course on correct use of safety harnesses.		
TAFE training about circuitry diagrams.		
University study about microbiology and infection.		
A PD session from a ... to instruct on safe use of chemicals.		
Seminars by physiotherapists on appropriate stretching and fatigue relief.		
Appropriate training course for gaining an occupation-related licensing.		
Yoga classes to teach stress management and active mindfulness.		
Instruction in fire-extinguisher, fire-blanket and fire-hose use.		
Specialised training in client service and communication.		
Seminar on planning the location of electricity outlets and wet areas.		
Council information session on underground powerlines and gaslines.		
Judo classes.		
Dietary instruction from a nutritionist.		
Seating, posture and ergonomics seminars and demonstrations.		

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L Professional learning cases

Consider each of these cases and discuss in pairs.

1. Summarise the key issues related to professional learning required by that employee.
2. Outline the professional learning requirements for that employee.
3. Suggest potential professional learning opportunities that could assist that employee.
4. Add 2 more occupations of your own choosing and do the same.

Kids can be such a handful

Leeanne, as a new kindergarten teacher may be required to develop her skills in a number of areas. With changing attitudes toward childcare as well as changes in regulations governing the provision of childcare, an early childhood teacher may find that they require training in such areas as child safety, food allergies, as well as the legal and policy aspects of their job.

Ongoing training in the area of infant health may also be necessary, as new health risks are identified in the child population. An example of this would be concerns over meningococcal disease, which is highly contagious and often fatal in babies and infants, and issues surrounding vaccinations.

Leeanne also has to complete a number of accredited professional development hours each year to maintain her teacher registration.



Braintraining

Gruntle, as a qualified fitness instructor and personal trainer is required to undertake extensive professional development in order to remain accredited by Service Skills Australia.

Training is usually offered in workshop formats and often on weekends; or via online modules. If a new type of fitness program becomes popular such as a combat-style aerobics, or a new dance fitness fitness instructors must be trained in its principles before they are allowed to lead a group. This is essential in order to prevent participants from being injured and suing the gym.

Along with this kind of training there is also a requirement that fitness instructors have up-to-date first-aid qualifications and an awareness of the training needs and precautions for particular groups such as pregnant women, teenagers who may still be growing and older participants.

No bull

John is a self-employed dairy farmer but that doesn't mean that he knows everything. In his industry it is often up to the individual to identify their own training needs and seek training where and when appropriate.

Such training is likely to be in specific areas that the farmer has little formal training in such as chemical handling and sustainable farming. John is likely to access online self-paced short courses.

Farmers may know how to handle stock or crops but training about chemicals is essential since they can be dangerous if misused or stored incorrectly, or if they are inaccurately labelled or old. Strict government regulations apply to the use of chemicals.

Another example is where technological advances might force a farmer to undergo training. e.g. Scientific discoveries in the field of artificial insemination methods may force John back to 'school'.

Who's accountable

Pauline works as an accountant and financial adviser and must be familiar with ongoing changes to complex tax and superannuation legislation. She must keep up-to-date with new software that can be used to make her job more efficient.

Technology is playing an increasing role in the work of accountants and financial advisors. It is in their interest to be aware of new programs and more efficient ways of working, such as online tax return lodgement, as well as delivering the best outcomes for clients according to the law.

Courses that may be relevant include online self-paced software courses, taxation and superannuation seminars or even courses in various systems of administration. She also has to regularly undertake evening-based short training courses covering legal issues. And of course, accountants can gain professional accreditation as a CPA.

<p>i. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>	<p>ii. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>
<p>iii. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>	<p>iv. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>
<p>v. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>	<p>vi. Occupation:</p> <p>Issues:</p> <p>Learning requirements:</p> <p>Learning opportunities:</p>

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10. Graduate programs

You might not be aware but many organisations, especially large organisations, actively select and recruit graduates as part of in-house **graduate trainee programs**.

These firms are typically looking for graduates in disciplines related to their operations (such as engineering graduates for a large construction firm) as well as graduates to fill corporate roles (such as accounting graduates to work in the finance department). They may draw on graduates from non-vocational disciplines, especially those who have well-developed communication skills and training (such as arts, media and communication graduates). Organisations also seek candidates from all disciplines who have demonstrable leadership, initiative and life experience.

Graduate programs usually range from 18 months to two years (but might extend further) with the graduate rotated through many roles to get a feel for both the core and support operations of the enterprise. Essentially these employees are being groomed for immediate **middle-management** roles when they complete the graduate training program.

The programs also involve ongoing **training**, including both formal and informal training in specific areas such as finance, communication, management skills, legal requirements and other areas related to the firms operational needs. Graduates may be required to complete a specific TAFE or in-house course in a particular skills-discipline such as accounting, ICT or management (if they come from outside these disciplines). Depending on the scope of the organisation, graduates may be posted in different work locations around Australia, and even overseas as part of their program.

Graduate training programs offer extensive **induction** for employees and rely on active **mentoring**. Graduates are expected to be familiar with the **workplace culture**. Performance is reviewed regularly with feedback given on key strengths, areas for improvement and action plans to both develop and manage career growth.

Commonwealth, state and local governments are major recruiters of graduates for public service and government positions at both graduate and post-graduate level. In fact many law graduates (those who do manage to gain work) are employed by a government agency or department.

Accessing graduate programs

The most common ways to access graduate opportunities are through:

- ⇒ organisations' own websites
- ⇒ graduate programs on existing job portals
- ⇒ dedicated graduate employment web portals
- ⇒ careers expos
- ⇒ on-campus recruitment drives.

The key is to be proactive because many of the programs advertise early in the year, require registration by a certain date and then the process begins. If you wait until you actually graduate you are likely to find that you have missed this year's intake and will have to wait for the following year for consideration.

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1. Outline what you believe to be both advantages and disadvantages of graduate recruitment programs for your own career. Be sure to justify your reasons.

Graduate recruitment: Advantages	Graduate recruitment: Disadvantages

2. Go online and find examples of graduate recruitment programs in organisations/ industries that match your career pathways goals. Prepare a report to the class that includes the following. Start by recording some information below.

- | | |
|---|--|
| <input type="checkbox"/> organisation and industry | <input type="checkbox"/> training components |
| <input type="checkbox"/> overview of the program including length and locations | <input type="checkbox"/> application process |
| <input type="checkbox"/> job roles and responsibilities | <input type="checkbox"/> other important information |



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But what about.....Unpaid interns?



One important issue to consider is the growing use of interns. Some graduate programs call their trainees interns (i.e. a trainee doctor is an intern). These are fully paid training positions.

However, an increasing number of both for-profit and not-for-profit enterprises are offering unpaid (or low-paid) internships programs for graduates.

These might be short-term (which is good for gaining experience and a network) through to longer-term placements of 6 months or more (which is good for firms getting almost free or free labour).

There are even instances of graduates and other job-seekers 'paying' to be interns.

Unpaid internship is an issue you are going to face in the future so will return to it later in the year! As for now what do you think about this issue?

Persistence pays

Well now you're in year 12, it's your job to finish VACE successfully, get into your dream course, land that perfect, well-paid job and be set for life - right? Remember, you only get one chance at this and one wrong move could cost you for the rest of your life!

Now, I know you're not silly enough to believe this nonsense but just to prove it's not true, here's a real-life story of someone who galloped around the paddock (literally) a few times before realising that she had jumped all the hurdles she needed to succeed in her career.

Clare Condos wakes at the insistence of Springer Spaniel, Collette, who is keen for breakfast and some company. She puts on the kettle for a cuppa and feeds Collette, Aladdin the ginger tabby and temporary housemate Bertie, a sociable poodle. Clare jumps on her bike and heads across parkland towards Melbourne University. This morning there is a two-hour lab where students will dissect a dog's leg, tracing the pathways of ligaments, muscles and tendons. Clare goes back home for a lunch-time walk with the dogs, then it's back to uni for a weekly test; this time it's on neurological diseases of small animals (and they are all different!).

More time in a lab, this time practising dental extractions and it's home for another some dinner and more study.

Clare is studying for a Master of Veterinary Science, a five year degree that will see

her qualified as a small animal vet. She was offered places at both Melbourne and Sydney universities, but a scholarship offer from Melbourne cemented her decision to stay in her hometown. Clare is now positioned strongly to achieve her career goals and to work in a sought-after and highly competitive industry, where trained candidates outnumber jobs.

Clare's academic career was not always so glowing. After "going off the rails" in high school,

Clare was expelled. She finally returned to school to complete year 12 with "ordinary" marks. Encouraged by her biology teacher but not really knowing what she wanted to do, she started a degree in animal and biomedical science at Melbourne's La Trobe University. After a year, she dropped out to pursue horse riding seriously, hoping to make this her career. During this time, Clare sustained a serious back injury that swiftly ended her dream.

At the age of 21, unable to ride and with no qualifications, Clare headed to London. She made a living working in pubs and hospitality. During this time she took a single unit in event management. This whetted Clare's appetite and led her to enrolling in a one year Advanced Diploma in event management. Back home in Melbourne, with experience and a qualification, Clare worked in a variety of jobs over the next number of years managing conferences and other complex events for various venues.

Using her marketing skills-set she was using in managing events, Clare decided to consolidate and extend her knowledge and undertook a Bachelor of Business, majoring in Marketing. For this she received credits from her Advanced Diploma. Clare continued to work and study at night. After graduation, she continued working in event management with greater opportunities offered to her.

Another period of reassessment came when Clare encountered a significant health problem which forced her to take a year off work. During this time she reignited her interest in animals, specifically as it relates to animals. She describes her illness as "a catalyst for knowing what I wanted to do". We all knew that Clare would end up back with those critters, right? But who would have guessed that she would be back completing her original degree of Animal and Biomedical Science that she had started half-heartedly all those years ago?

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During this time Clare also started her own dog and cat sitting and boarding business. As she became increasingly interested in the possibility of studying postgraduate veterinary science, she was eager to find out how people treated their pets and what expectations they had of service providers. This was especially important since so much depends on the vet's communication with the human custodians of animals. In addition to this, Clare took every opportunity to work with animals and volunteered at a very large animal welfare agency, fostering animals and gaining experience in handling as many different species as possible. She also approached a Phd. Student and arranged to get experience working in her lab.

When Clare left high school she was far from prepared to face her life-long career. Her far-from-linear pathway might seem complex to some but Clare emphasises how "each work and life experience and qualification has added value" and paved the way to her current endeavours. She elaborates on the advantages that her experiences have given her "My work experience taught me how to handle stress and take a multi-dimensional approach to problem solving". From event management she learnt time management, developed a work ethic, efficiency, anticipating problems, that your employer doesn't owe you. Clare gives the example of transferable skills she says "You cant just be told it, you have to experience it". Clare gives the example of communication and cites how what she has learnt over the years dealing with people

professionally has given her an advantage in being able to interact with academics and colleagues at uni. She also mentions how important her writing skills have been to her study success.

Clare's story illustrates that there is no race to the end and that life is not about making the right decisions but only the right decisions at the time and that life experience can change you and your commitments.

TBC

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N Persistence pays off

TBC

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Summary: Enterprising Career Management

Over your career journey you will need to manage career growth opportunities to reflect your changing **goals** and **values** aligned to different stages of your **career life cycle**. You will also have to deal with a constantly evolving commercial presents both **pressures** as well as **opportunities** for change. There are many traditional and contemporary **career development theories** that can help guide your career pathways development and management. Donald **Super's Lifespan** theory is a development model that recognises that changes naturally occur based on the different stages of a person's life. The model places strong importance on **self concept**, which can change over time depending a person's experiences.

John **Krumboltz's Happenstance** theory argues people should recognise that they can actually benefit from **unplanned** and unexpected events. Indecision allows people to take advantage of unplanned events and external changes that they might meet as part of their career pathway journey.

Lifelong learning is an ongoing process that occurs throughout a person's entire career and involves both **personal learning** and **professional learning**.

Ongoing **personal learning** is a key to becoming a more-rounded individual with better interpersonal and intrapersonal skills. **Personal learning** include **community involvement**, participation in **public speaking** opportunities and courses and broadening life experience through **travel**.

Enterprising employees who undertake **professional learning** such as work-related training and skills enhancement and development courses are well placed to become more employable by their employers; and therefore more employable.

Community involvement through volunteerism, active participation in community activities and projects and even through starting our own personal development community enterprise is a good way to develop your suites of personal and social competencies.

Applying an **industry-specific approach** means that you seek out and undertake community and volunteer opportunities directly related to your own preferred career pathways choices.

An **applied-skills approach** is to develop specific skills that might be required in your occupation, but to also develop your (transferable) enterprising capabilities by applying your already existing skills and abilities to broader work-related experiences outside your specific industry area.

Another personal learning option is to develop and run an **enterprise or personal development activity**. Planning, organising, doing and reviewing any self-managed enterprise or personal development activity builds significant enterprise

capabilities because you have to **self-manage**.

Effective **communication** is vital in the workplace.

Public speaking training develops communication skills and competencies extending to an ability to speak in public. The four key rules for public speaking scenarios are as follows.

1. What do I want to say?
2. How am I going to say it?
3. How will this suit the audience?
4. How will I know I was understood?

Travel can be an effective personal learning tool at varied stages of a career life cycle. You gain **independence** and get exposed to new people and different cultures. This assists to develop **cross-cultural skills**. You have to plan and organise, manage finances and find your way around strange places and new cultural norms. Deferring study by taking a **gap year** can enable you to pursue other interests such as travelling, building life skills, developing transferable skills, accumulating savings or a combination of these.

In an increasingly competitive workplace you will have to continually **upskill**. This can include **professional learning** options such as online courses, on-the-job and off-the-job training courses, industry and employer-specific training initiatives and graduate recruitment programs.

Formal training is a system of national certification and qualifications. **Informal training** is training and workplace learning that usually occurs on-the-job through supervision, mentoring, day-to-day assistance, demonstration, advice and support.

The **AQF** is a system of national qualifications for schools, vocational education and training and the higher education sector. As part of the **AQF** you can build up your skills portfolio over the course of your life. The AQF also provides for **credit transfer** and **recognition of prior learning**.

Employees need to learn new skills through **on-the-job** and **off-the-job** throughout the course of their working lives to keep abreast of industry changes and to avoid **de-skilling**. Professional development may take many forms including face-to-face, online and self-paced; or a combination of these delivery modes.

Many organisations, including larger and government organisations, actively select and recruit graduates as part of in-house **graduate trainee programs**. Graduate programs usually range from 18 months to two years with the graduate **rotated** through many roles to get a feel for both the core and support operations of the enterprise. Essentially graduates are being groomed for **middle-management** roles when they complete the graduate training program.

1. Understanding

2. Analysis

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3. Application

AT2 My Career Pathway



IPP/Career Portfolio

For this task you are required to:

1. Investigate, discuss and apply career management theories.
2. Establish your career pathway management goals.
3. Identify and investigate suitable personal and professional learning opportunities.
4. Collate, refine and organise relevant Career Portfolio documents.

General requirements

You are required to TBC

<p>1. Career management theories.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the 5 stages of Super's Lifespan theory. <input type="checkbox"/> Summarise the key features of Krumboltz's Happenstance theory. <input type="checkbox"/> Discuss the relevance of Super's Lifespan theory to your own career pathway. <input type="checkbox"/> Discuss the relevance of Krumboltz's Happenstance theory to your own career pathway. <input type="checkbox"/> _____ 	<p>2. My career pathway management goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify your strategic career pathways goals and timeline. <input type="checkbox"/> Outline steps you will need to take to achieve mid-term objectives associated career pathways goals and timeline. <input type="checkbox"/> Outline key actions you will need to take to achieve ongoing objectives over the course of this year so as to move towards achieving your career pathways goals and timeline. <input type="checkbox"/> _____
<p>3. Personal & professional learning opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe 3 personal learning opportunities you could undertake this year to enhance your career pathways opportunities. Include learning objectives. <input type="checkbox"/> Explain how these personal learning opportunities either have helped (or could help) you to enhance your career pathways opportunities. <input type="checkbox"/> Describe at least 2 professional learning opportunities you could undertake this year in order to enhance your career pathways opportunities. <input type="checkbox"/> Explain how these professional learning opportunities either have helped (or could help) you to enhance your career pathways opportunities. 	<p>4. Career Portfolio documents</p> <p>Indicate if your teacher prepare, update and refine the following Career Portfolio documents.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current résumé <input type="checkbox"/> Self-audit of strengths and weaknesses <input type="checkbox"/> List of network contacts <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Task information

Assessment Task 2 - IPP: My Career Pathway

Name:

Final date:

Tasks	Re-quired	Due by	Done	Teacher
Part 1: Career management theories.				
i Summarise the 5 stages of Super's Lifespan theory.	✓			
ii Outline key features of Krumboltz's Happenstance theory.	✓			
iii Relevance of Super's Lifespan theory to my career pathway.	✓			
iv Relevance of Krumboltz's theory to my career pathway.	✓			
Part 2: My career pathway management goals				
i Identify my strategic career pathways goals and timeline.	✓			
ii Outline steps to achieve mid-term objectives and timeline.	✓			
iii Key actions to achieve ongoing objectives over the year.	✓			
Part 3: My personal & professional learning opportunities				
i 3 personal learning opportunities for my pathway.	✓			
ii How these personal learning opportunities might help me.	✓			
iii At least 2 professional learning opportunities for me.	✓			
iv How these professional learning opportunities might help me.	✓			
Part 4: My Career Portfolio documents				
i My current résumé.	✓			
ii Self-audit of strengths and weaknesses.	✓			
iii Details of network contacts.	✓			
iv Other Career Portfolio documents to be completed.				
Preparing my report				
⇒ Present drafts to teacher for checking.	✓			
⇒ Finalise information and incorporate feedback	✓			
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Present report to the class.				

Additional information:

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IPP My résumé



Now it's time to ensure that your résumé is current and truly reflective of both your career goals and your experiences, skills and competencies.

You can set up a table in your workbooks or use the pro-formas as part of your EPP. There are six of each that you can add to and improve your CV information as you continue to build experiences and develop and refine your career portfolio throughout the year.

Section	Ask yourself...	Action plan
Personal details	Are these up to date? Are you disclosing too much or too little personal information? Have you got a professional email address?	
Education	Is this up to date? Does it make sense to someone who doesn't understand the education system?	
School and VET subjects & units	Do you need to list your grades? Have you listed relevant VET units to suit the industry or job?	
Other qualifications & certificates	Have you included all your other qualifications? Have you included both on-the-job and off-the-job training achievements? Do you have copies of certificates? Do you need/ have you got certified copies?	
Brief career ambition	Is this statement relevant? Does your statement suit the industry or job?	
Employment/ work experience history	Have you listed paid work, volunteer work, community work and work placement. Is it in reverse chronological order? Have you done any enterprise activities that can be listed?	
Employment tasks/ competencies	Are you describing your key roles accurately? Have you listed relevant competencies using 'ings'? Do your competencies reflect a range of tasks and skills, including working with others, using work-related technologies and following WHS practices?	
Your other transferable skills	Have you identified your skills, knowledge and abilities that are relevant?	
Your professional/ technical skills	Have you listed a range of professional or technical skills that are relevant to your industry? Have you included skills developed personally, through school, through VET and through work?	
Other information/ achievements	Have you included other information such as awards and achievements? Do you have information that shows community involvement, leadership and teamwork?	
Referees	Are they the most appropriate referees for your industry/job? Have you checked that it's still Ok to use these people? Is their information up-to-date? Have you notified them that you are applying?	

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