

# CAREER and Enterprise

## Career and Enterprise - Foundation 12

### Contents

#### 1. Enterprising Career Development 1

#### Unit 3: Core

#### Electives

2. Where are all the jobs?	11	6. Work/life balance	179
3. Gaining a job	53	7. Financial management	193
Career and Enterprise 12 - Foundation			209
4. The job interview	99	9. Workplace issues/ problem-solving	223
5. Planning a career	137	10. Workplace numeracy	237
For preview purposes only		11. Finding work	251

Do not copy

Copyright © 2016 Michael Carolan. Developed, written, compiled and cover by Michael Carolan. Edited by Michael Carolan

1st published July 2016

DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia

Contact: [www.delivereducation.com.au](http://www.delivereducation.com.au)

[michael@delivereducation.com.au](mailto:michael@delivereducation.com.au) (03) 9939 1229

Carolan, Michael

Career and Enterprise - Foundation 12

ISBN: 978-1-925172-27-0

Images: Originals by Michael Carolan. Image on cover adapted from [cszuda/iStock/Thinkstock](https://www.istockphoto.com/stock-photo-1234567890/stock-photo-1234567890) © 2016. Others in text: © 2016 Thinkstock.com (where noted within text). All others: © 2016 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs: generated by <http://www.says-it.com/safety/index.php> or accessed through Free Printable Signs at <http://signs.gkcd.com/index.php> copyright Act. For information contact the Copyright Agency Limited.

Acknowledgements:

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

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

Foundation 12

# New Career and Enterprise resources for 2016

## WACE Career and Enterprise and Workplace Learning programs

New  
resources  
for 2016 & 2017

### New

Available mid-July 2016

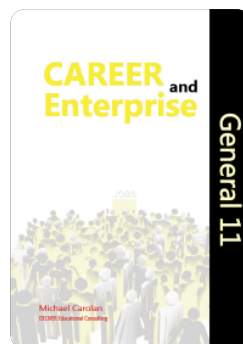
- **Career and Enterprise: Foundation 12**  
Full colour text/workbook. Approx 268 pages  
Price \$49.50 (ISBN: 978-1-925172-27-0)  
Fully reproducible e-version master also available to schools  
which enables students to use writeable PDF files.



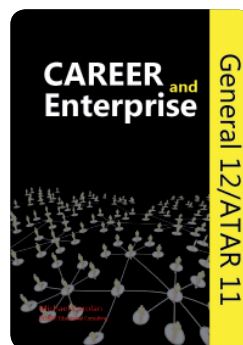
CAE Foundation 12: Contents	
Unit 3	
1 Enterprising Career Development	1
2 Where Are All The Jobs?	11
3 Gaining a Job	53
Unit 4	
4 The Job Interview	99
5 Planning a Career	137
Electives	
6 Work/life Balance	179
7 Financial Management	193
8 Independent Living	209
9 Workplace Issues	223
10 Workplace Numeracy	237
11 Volunteering/Experiencing Work	251

Now available for 2016: Check for samples on web

- **Career and Enterprise: CAE - General 11**  
Full colour text/workbook. 314 pages  
Price \$52 (ISBN: 978-1-925172-25-6)  
Fully reproducible e-version master also available to schools  
which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**  
Full colour text/workbook. 354 pages.  
Price \$55 (ISBN: 978-1-925172-26-3)  
Fully reproducible e-version master also available to schools  
which enables students to use writeable PDF files.



CAE General 11: Contents	
Unit 1	
1 Being Enterprising	1
2 Career Pathways	31
3 Work Skills	61
4 Career Development	89
5 Workplace Issues	115
Unit 2	
6 Developing Enterprise	145
7 Career Investigation	177
8 Job-Seeking Skills	207
9 Workplace Effectiveness	229
10 Workplace Health and Safety	277



CAE General 12/ATAR11: Contents	
Unit 3: General12 / Unit 1: ATAR11	
1 Being Enterprising	1
2 Developing Your Pathway	31
3 Nature of Work	67
4 Effective Job-Seeking	113
5 Workplace Trends	143
Unit 4: General12 / Unit 2: ATAR11	
6 Enterprise and Change	177
7 Work Skills	219
8 Career Development	255
9 Nature of Work - Advanced	289
10 Workplace Safety	323

### Available for 2017

- **Career and Enterprise: Foundation 11**  
(ISBN: 978-1-925172-28-7)
- **Career and Enterprise: CAE - ATAR12**  
ISBN: 978-1-925172-29-4)

### Current resource list: 2016 (\* = new)

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

- \* Career and Enterprise General 11
- \* Career and Enterprise General 12/ATAR 11
- \* Career and Enterprise ATAR 12 (available for 2017)
- \* Career and Enterprise Foundation 12 (available mid July 2016)
- \* Career and Enterprise Foundation 11 ((available for 2017)

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

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

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

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

#### Industry and Enterprise

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

#### VCAL and Applied Learning (Master sets also available)

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

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

## Order form: Current from Term 3, 2016 (Note: All prices are GST inc.)

<b>WACE: Career and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
<b>Career and Enterprise Foundation 12 (mid-July '16)</b>	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

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

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

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

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

**Add Postage: CD-only orders = \$6 Melb metro printed books = \$12**  
**Regional Vic and interstate 1 book = \$13, 2-4 books = \$15 Contact me for larger orders.**  
**\*I recommend Express Post of \$15 for up to 4 VCAL, Industry-Specific or Careers etc.**  
**books; or for 2 CAE books or 2 I&E books. (More for larger orders.)**

<b>Postage amount \$</b>	<b>Grand Total \$</b>
--------------------------	-----------------------

### Order Details

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Order No:** \_\_\_\_\_ **Approx. Amount \$** \_\_\_\_\_ **ABN:** \_\_\_\_\_



**DELIVER Educational Consulting**  
**PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610**  
**Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)**

## Career and Enterprise Foundation: Unit 3

Welcome to your studies of Career and Enterprise and congratulations on taking this step to achieve your career pathway goals.

**Career and Enterprise - Foundation 12** has been specifically developed to support you in your investigations into the world of work. The resource is aimed at supporting and helping you to develop into a more enterprising young worker for next year and beyond.

### To make best use of this resource you should:

- ✓ participate in class discussion  about the issues and advice that you are studying
- ✓ reflect on how the things that you are learning apply to your own career pathway
- ✓ apply enterprising strategies to your own career pathways development
- ✓ find and participate in workplace learning, volunteer and community placements
- ✓ build your skills-sets through training and workplace learning
- ✓ apply what you are learning in the classroom to work-related situations
- ✓ apply what you discover in work-related situations back to what you are learning in the classroom
- ✓ maintain, update and refine your Career Portfolio as part of your Individual Pathways Plan and Electronic Pathways Plan. 

### Unit 3 (Semester 1) Structure

Each semester will require you to complete 2 core units and three electives.

In Unit 3 there is a short introduction to get you focused: **Section 1: Enterprising career development**. After that you will complete the two core units: **Section 2: Where are all the Jobs?** and **Section 3: Gaining a job**.

You will also be required to undertake three elective units in Unit 3. Your teacher will inform you which of these your class will do, as well as the timing of these throughout the semester.

### Advice and help

It is vital that you realise that although this is your own journey, you don't have to make the journey on your own. At any time you can seek advice, support, feedback and help from people in your career network. So what are you waiting for; let's get started working on your future!



Unit 3	
Introduction Semester 1 (1 week)	
1. Enterprising Career Development	
1.	1 Your career
	2 Multiple career pathways
	3 Career and enterprise
	4 Enterprising behaviours
	5 Individual Pathways Portfolio
C12.1 Semester 1, Term 1 (5-6 weeks)	
2. Where are all the Jobs?	
1.	1 Introduction
	2 Markets in action
	3 Entry-level employment
	4 Local employment trends
	5 Skills shortages
	6 Workplace technology
	7 Work settings
	8 Goals and values
	9 Where am I at?
	10 Career Development
	11 Where am I headed?
5-6.	12 So where are all the jobs?
AT1: Career Investigation	
C12.2 Semester 1, Term 2 (5-6 weeks)	
3. Gaining a Job	
	1 Introduction
	2 Job-seeking
	3 Work search strategies
	4 Networking
	5 Cold-canvassing
2.	6 Job application process
	7 Job vacancies
	8 Job advertisements
3.	9 Effective telephone use
	10 Expression of interest
4.	11 Job applications
	12 Letters of application
	13 Selection criteria
5-6.	14 Résumés
	15 Aptitude tests
AT2: Job Application	

## Career and Enterprise Foundation: Unit 4

In this semester you should now be actively planning and pursuing your career pathways options for next year and beyond. These options could include employment, vocational training (such as TAFE) or a combination of these.

In this unit you will examine how to better prepare for and succeed in job interviews as well as how to plan and set goals to develop an action plan to achieve these goals.

### To make best use of this resource you should:

- ✓ engage in class discussion  about the issues you are studying
- ✓ reflect on how you can take advantage of what you are learning to enhance your own career pathways choices
- ✓ apply and modify enterprising strategies to enhance your own career pathways development
- ✓ explore varied career pathways options and application processes
- ✓ model the advice and strategies you are given, seek feedback and evaluate your performance
- ✓ continue to participate in varied workplace learning, volunteer and community placements to build your core work skills
- ✓ apply what you are learning in the classroom to work-related situations
- ✓ source and use work-related experiences to complete school-based tasks
- ✓ develop an action plan to source and pursue viable career pathways opportunities
- ✓ update, refine and finalise your Career Portfolio through your IPP and EPP 
- ✓ retain and use this resource for next year and beyond.

### Unit 4 (Semester 2): Structure

Once again this semester will require you to complete 2 core units and three electives. In semester 2 you will complete 2 core units:

#### Section 4: The Job Interview

#### Section 5: Planning a Career

You will also be required to undertake three elective units in Unit 4. Your teacher will inform you which of these your class will do, as well as the timing of these throughout the semester.

Once again you should seek advice, support, feedback and help from people in your career network.

So now that you are well into your journey, let's continue to work together to get the most out of your experiences.

Unit 4	
C12.3 Semester 2, Term 3 (5-6 weeks)	
4. The Job Interview	99
1. Introduction	100
2. Are you ready?	101
3. Interview formats	102
4. Preparing for interviews	104
2. 5 Interview advice	107
6. Interview prep: Get ready	110
3. 7 Interview prep: Get set	116
8 Interview prep: Go	120
4. 9 Interview questions	124
10 Addressing interview questions	126
11 Problem-solving scenarios	130
5. 12 Interviewing together	132
AT1: Job Interview Process	134

C12.1 Semester 2, Terms 3-4 (5-6 weeks)	
5. Planning a Career	
1. 1 Introduction	138
2. Planning and goal-setting	139
3. SMART goals	142
2. 4. What about me?	144
5. Multiple Intelligences	147
6. Achieving goals	150
3. 7. Overcoming barriers	156
8. Australian Apprenticeships	160
9. Finding an apprenticeship	163
4. 10. Applying for courses	169
11. TAFE Application form	172
12. Course fees	173
5-6. AT2: Planning a Career	176



## Career and Enterprise Foundation: Electives

Throughout the year you are required to undertake three elective units in each of Unit 3 and Unit 4.

The timing of these electives will depend on how your school and your teacher structures your Career and Enterprise program.

### The six electives are:

**E12.1: Work/life Balance**

**E12.2: Financial Management**

**E12.3: Independent Living**

**E12.4: Workplace Issues and Problem-solving**

**E12.5: Workplace Numeracy**

**E12.6: Volunteering/Experiencing Work**

### Timing

It's more likely that you will undertake the electives **Volunteering/Experiencing Work** and **Workplace Numeracy** in Unit 3.

These might also be completed on an ongoing basis over the unit as you can apply the learning you develop as part of your work placements.

In Unit 4 you are likely to complete the electives **Financial Management** and **Independent Living**.

Both these suit more advanced learning scenarios when you are actively planning for next year and beyond.

The electives only give a short and concise introduction to career and enterprise concepts and issues. However, you are invited to apply the knowledge you develop through these electives, where appropriate, to completing the core units.

#### E12.1 Semester 1 or 2 (1.5-2 weeks)

##### 6. Work/life Balance

1. 1 Work/life balance	180
2 Work/life settings	182
3 Workplace flexibility	186
2. 4 Dealing with stress	189
5 Managing work/life choices	190
<b>AT: Work/life balance</b>	<b>192</b>

#### E12.2 Semester 1 or 2 (2 weeks)

##### 7. Financial Management

1. 1 Money matters	194
2 Income	195
3 Financial documents	196
4 Saving	199
2. 5 Income tax	202
6 Personal budgets	206
<b>AT: Financial management</b>	<b>208</b>

#### E12.3 Semester 1 or 2 (2 weeks)

##### 8. Independent Living

1. 1 Living independently	210
2 How independent?	211
3 Living costs	212
4 Getting around	215
2. 5 Accommodation options	218
6 Tenancy agreements	220
<b>AT: Independent living</b>	<b>222</b>

#### E12.4 Semester 1 or 2 (1.5-2 weeks)

##### 9. Workplace Issues: Problem-Solving

1. 1 Workplace issues	224
2 Dealing with workplace issues	225
3 Struggling with CAR	226
2. 4 EO and anti-discrimination	230
5 Working safely	232
6 Correct pay	235
<b>AT: Dealing with workplace issues</b>	<b>236</b>

#### E12.5 Semester 1 or 2 (2 weeks)

##### 10. Workplace Numeracy

1. 1 Workplace numeracy	238
2 Measuring	240
3 Measuring up	242
2. 4 Measuring up	244
5 Measurement in action	249
<b>AT: Workplace numeracy</b>	<b>250</b>

#### E12.6 Semester 1 or 2 (ongoing)

##### 11. Volunteering/Experiencing work

1 Getting out there	252
2 Action time	254
Work-related pro-formas	256
<b>AT: Work in action</b>	<b>262</b>

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available

## Enterprising Career Development

1. Your career .....2
2. Multiple career pathways .....3
3. Career and enterprise .....4
4. Enterprising behaviours .....6
5. Individual Pathways Portfolio ....8

1. Developing Your Pathway: Activities	p.	Due date/ Done?	Comment
A My career pathway	3	<input type="text"/>	<input type="text"/>
B Enterprising behaviours	7	<input type="text"/>	<input type="text"/>
C My IPP & CMCs	9	<input type="text"/>	<input type="text"/>
Individual Pathways Portfolio Audit	10	<input type="text"/>	<input type="text"/>

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available

Comments:

## 1. Your career

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

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

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

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



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

### What is a career?

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

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

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

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

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



e-version master also will be available



Image: cszuda/  
iStock/Thinkstock



## 2. Multiple career pathways

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

Most modern pathways branch off in different directions supported by **lifelong learning**. Many people change occupations and develop different careers throughout their working lives as part of their **career life cycle**.

These changes reflect changes in personal values associated with the stage of one's life. Sometimes a sideways or even a backwards step can advance a person along their career pathway.

### Career development & personal life

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

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

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

Many people develop career pathways in areas that don't suit their interests. This can lead to a person ending up experiencing an unfulfilling work life.

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



Do you agree?

**For preview purposes only  
Do not copy**

Image: Anne Louise Quarfoth/  
iStock/Thinkstock

**My career pathway**

**A**

What is a career pathway?

**Book to be published July 2016**

**e-version master also will be available**

What do you want out of your career? Why so?



### 3. Career and enterprise

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

So how enterprising are you? Well you're studying a subject called Career and Enterprise at this last stage of your secondary schooling. So you are certainly keen on applying enterprising behaviours to successfully develop your future career pathway. Well done. You've made a wise choice!

But just what are **enterprising behaviours** and how can these be identified, developed and applied to enable you to explore and source potential career pathways options?

#### Enterprising behaviours

The idea of being enterprising is not just confined to the business or commercial world.

It used to often be mistakenly thought that a person could only be enterprising if they came up with a new business idea. However, being enterprising is more than business innovation.

Being enterprising is about coming up with better ways of doing things. And enterprising behaviours can be demonstrated, developed and applied in different settings.

This can extend to work skills development, leadership and innovation as part of an enterprise culture.

Enterprising behaviours can be used to help us succeed in all walks of life. Individuals can develop enterprising behaviours throughout their personal, social and community lives.

And that also includes your personal development while still enrolled at secondary school and your professional development in relation to work-related options.



So read through the ways that you can develop and show enterprise in different settings and reflect on how you are enterprising in your own personal, social and community life.

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available

Image:  
Adapted from...  
mark wragg/stock/  
Thinkstock

## i. Enterprise in personal settings

As an individual goes about their day-to-day life they participate in a range of activities that require and develop enterprising behaviours. Some of these activities include:

- ✓ developing personal relationships
- ✓ completing (unpaid) domestic tasks
- ✓ planning and achieving personal goals
- ✓ managing personal finances
- ✓ maintaining health and wellbeing.

## ii. Enterprise in social settings

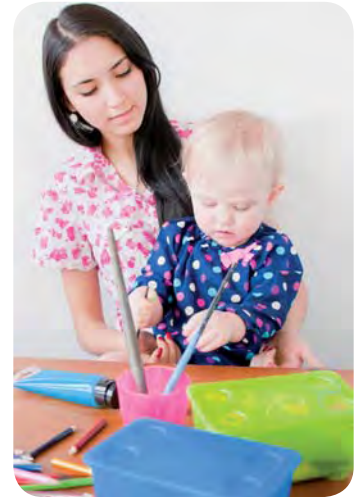
People have a need to seek out others in social situations and grow from these experiences. Social situations can develop enterprising behaviours by:

- ✓ cultivating and maintaining friendships
- ✓ participating in social activities
- ✓ working towards shared or team goals
- ✓ participating in hobbies and interests with others.

## iii. Enterprise in community settings

As individuals we often contribute to everyday community life. Many of our social interactions extend into the community through sporting, family, religious, volunteer and other structured and non-structured activities. Community settings that can develop enterprising behaviours include:

- ✓ local communities as well as the broader community
- ✓ volunteer, welfare and support communities
- ✓ communities formed around a sport, hobby or recreational pursuit
- ✓ social networks including online and virtual communities
- ✓ work-related communities.



Activities such as babysitting build enterprising behaviours and capabilities such as accepting responsibility and communication.

Image: mrovka/iStock/Thinkstock

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

What would you do?



A Career and Enterprise teacher has been asked to develop a challenge for Year 12. They ask students to undertake at least 3 different enterprising activities across personal, social and community settings over the course of the year. The teacher wants students to develop enterprising behaviours to complement their VET studies and work placements. This will enable them to include more activities, skills and competencies as part of their IPP/EPP for their Career Portfolios. This will also build transferable skills and grow their networks.

Your friend says that they have got this covered as they run a market and Etsy enterprise selling retro car hubcap clocks that they make. They are also planning to run a workshop with Year 7s showing them how to use metal tools safely. They are also organising a footy tips contest over the course of the year with the proceeds going to a local animal rescue charity at which they volunteer occasionally. Sounds like a plan - and a pretty good one at that! But what would you do for your challenge?

e-version master also will be available

#### 4. Enterprising behaviours

Enterprise skills are work skills that are needed to become an effective employee. Sometimes you might see different lists of varied enterprise skills.

We can classify enterprise skills into five sets of **enterprising behaviours**. These five sets include a number of interrelated enterprising skills and behaviours.

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

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

Each of these five sets of enterprising behaviours can keep developing and evolving over your **career life cycle**.

And many of these specific enterprising skills and behaviours for each set naturally cross over into one or more of the other sets as complementary enterprising behaviours.

💡 So which of these sound like you?

**Enterprising Behaviours**  
**Career and Enterprise 12 - Foundation**

**Initiative**

Includes but is not limited to:

- ☐ identifying opportunities
- ☐ being proactive
- ☐ creating ideas
- ☐ using new technologies
- ☐ asking questions
- ☐ seeking feedback
- ☐ accepting responsibility

**and working with others.**

**Managing and leading**

Includes but is not limited to:

- ☐ taking charge
- ☐ managing yourself
- ☐ managing others
- ☐ planning and organising
- ☐ managing risk
- ☐ using resources effectively
- ☐ working sustainably
- ☐ reviewing performance

**and working with others.**

**Adaptability**

Includes but is not limited to:

- ☐ being flexible
- ☐ learning new skills
- ☐ developing industry-specific competencies
- ☐ embracing change
- ☐ accepting challenges
- ☐ seeking innovation

**and working with others.**

**Communication**

Includes but is not limited to:

- ☐ building interpersonal skills
- ☐ using ICT devices
- ☐ demonstrating cross-cultural skills
- ☐ developing a professional and technical vocabulary

**and working with others.**

**Problem-solving**

Includes but is not limited to:

- ☐ analysing issues
- ☐ researching information
- ☐ making decisions
- ☐ dealing with change
- ☐ minimising stress
- ☐ resolving conflict

**and working with others.**

**e-version master also will be available**

## Enterprising behaviours

B

enterprising  
career  
development



For each category of enterprising behaviours outline an example of how you have demonstrated this behaviour in a personal or school setting; and also in a work-related/employment or community setting.

Enterprising behaviour	Personal or school setting	Work-related/employment or community setting
Initiative e.g.		
Adaptability e.g.		
Problem-solving e.g.		
Communication e.g.	<p>Career and Enterprise 12 - Foundation</p> <p>For preview purposes only Do not copy</p>	
Managing and leading e.g.		

Book to be published July 2016

e-version master also will be available

Being enterprising: 3 key points!		
i.	ii.	iii.



## 5. Individual Pathways Portfolio

Throughout the year you will undertake specific actions and create resources and documents that will assist in developing your career pathway. At different stages of the year in Career and Enterprise you will be expected (among other things) to:

- ☐ identify and reflect on your key skills, strengths and weaknesses
- ☐ identify and refine your career pathway goals
- ☐ match your skills and competencies to suitable career pathways options
- ☐ develop, refine and update an entry-level résumé
- ☐ maintain print and e-documents in a career portfolio
- ☐ actively engage with contacts to expand your network
- ☐ source potential job opportunities from a variety of sources
- ☐ engage with and utilise the steps in a job application process
- ☐ prepare job application letters
- ☐ participate in a job interview process
- ☐ source and undertake work-related training
- ☐ identify and apply for relevant training options
- ☐ develop an action plan for your career pathway beyond year 12.

You will refine and add to your IPP and EPP as the year progresses.

Your **strategic goal** for the year is that you will be expected to prepare and refine your IPP and EPP as part of your **Career Portfolio** so that you can emerge from Year 12 as an enterprising young job seeker and be better placed to source and gain employment and training opportunities.

### Career management competencies

The 11 Career management competencies are the skills, attitudes and knowledge needed to develop a more suitable career pathway. You should reflect on each of these three areas and the relevant competencies as you complete tasks throughout this year. Record your progress using the pro-forma on p.98.

#### A: Personal management

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

#### B: Learning and work exploration

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

#### C: Career building

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

Source: MCEECDYA, 2010 Australian Blueprint for Career Development.





## Individual Pathways Portfolio Audit

Use this pro-forma to record all the important elements of your IPP and EPP that you need to have completed. Tick whether a hard copy or e-file (or both) are required. Record due dates and dates of completion. Add specific information to each section.

Individual Pathways Portfolio Audit				
Name:	hard copy	e-file	Due date	Date done
<b>A: My résumé</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B: My job-seeking skills</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C: My work-related experience</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d: My network</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e: My supporting documents</b>				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available

## Where are all the jobs?

1. Introduction.....	12	9. Work settings.....	32
2. Markets in action .....	13	10. Goals and values .....	36
3. Entry-level employment.....	16	11. Where am I at? .....	39
4. Employment trends .....	18	12. Career development.....	42
5. Local employment trends .....	20	13. Where am I headed?.....	44
6. Getting assistance.....	24	14. Career influences .....	46
7. Skills shortages .....	26	15. So where are all the jobs? ....	48
8. Workplace technology .....	28	Assessment task.....	50

where are all  
the jobs?

2

Activities: Where are all the jobs?	p.	Due date/Done?	Comment
A To market, to market	15	<input type="text"/>	<input type="text"/>
B Entry-level requirements	16	<input type="text"/>	<input type="text"/>
C Employment and unemployment	17	<input type="text"/>	<input type="text"/>
D Employment trends	21	<input type="text"/>	<input type="text"/>
E Local trends	23	<input type="text"/>	<input type="text"/>
F Getting assistance	25	<input type="text"/>	<input type="text"/>
G Skills shortages	27	<input type="text"/>	<input type="text"/>
H Workplace technology	29	<input type="text"/>	<input type="text"/>
I Changing communication	31	<input type="text"/>	<input type="text"/>
J Work settings	35	<input type="text"/>	<input type="text"/>
K Reasons for working	37	<input type="text"/>	<input type="text"/>
L My work values	38	<input type="text"/>	<input type="text"/>
M Being SAVI	40	<input type="text"/>	<input type="text"/>
N Transferable skills	41	<input type="text"/>	<input type="text"/>
O Career development	42	<input type="text"/>	<input type="text"/>
P Entry-level training	43	<input type="text"/>	<input type="text"/>
Q My goals	44	<input type="text"/>	<input type="text"/>
R Career influences	46-47	<input type="text"/>	<input type="text"/>
S Where are all the jobs?	48	<input type="text"/>	<input type="text"/>
T Glossary	49	<input type="text"/>	<input type="text"/>
AT1 Career Investigation	50-51	<input type="text"/>	<input type="text"/>
Occupation Investigation Summary	52	<input type="text"/>	<input type="text"/>

Comments:

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

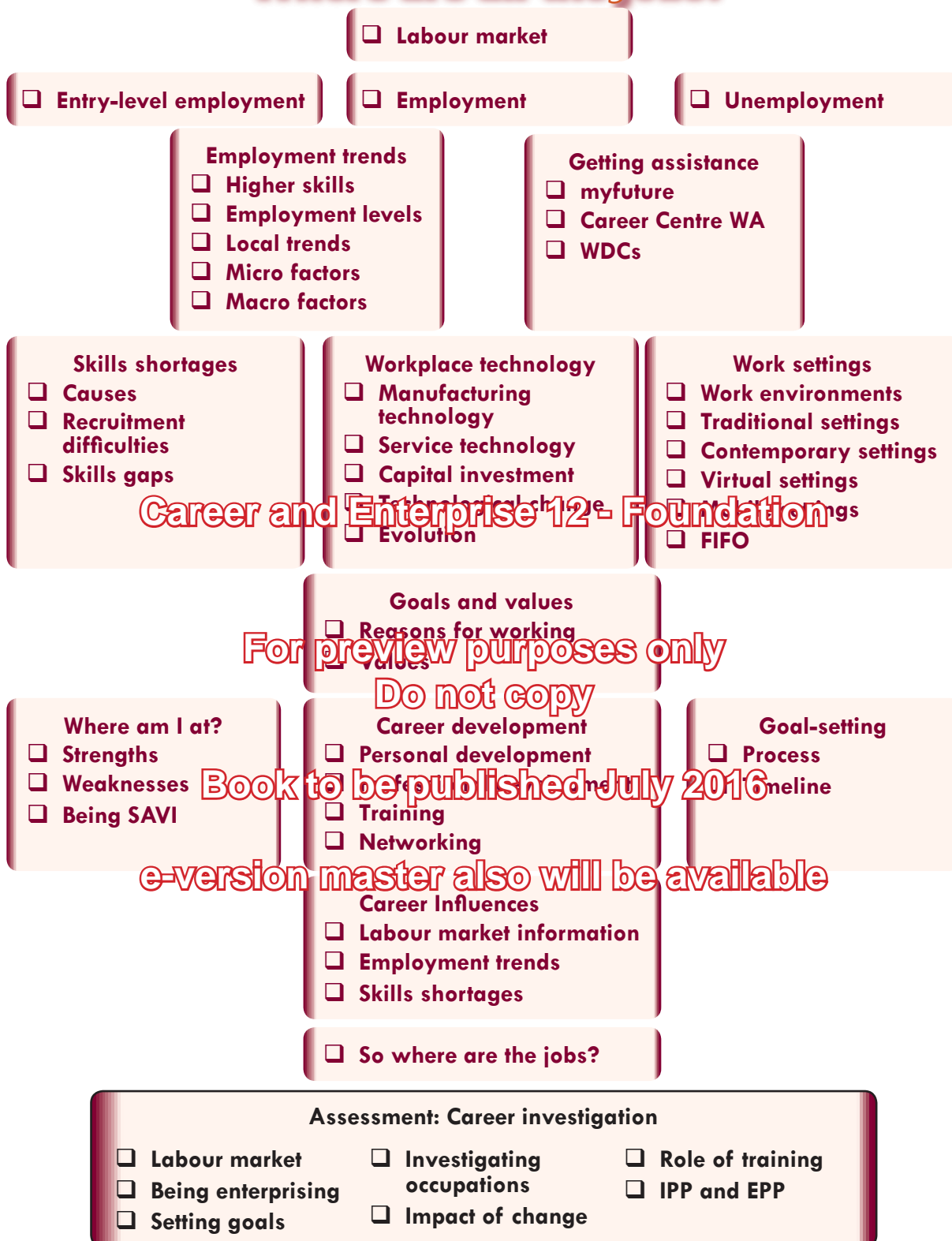
Book to be published July 2016

e-version master also will be available

## 1. Introduction

In this section you will investigate current labour market trends and other factors influencing entry-level employment as well as identifying organisations that can assist you in your career development. You will develop career pathway goals and start to investigate strategies that can assist you to achieve your goals.

### Where are all the jobs?



Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available



## 2. Markets in action

The whole purpose of working is for an **employee** to exchange their labour with an **employer** in return for payment. This exchange of an individual's **labour** (including their time, skills, expertise and experience) in return for **income** (wages and salaries) from a producer takes place in the **labour market**.

A market is any physical, financial or digital trading 'forum' which both relies on and facilitates the exchange of one item for another. You are probably aware of retail markets such as fresh food markets, online markets such as eBay and institutional markets such as the stockmarket (ASX). You also might often hear about the horrors of a rising housing market keeping first-home buyers out!

### Markets: Demand and supply

All markets tend to operate under the laws of supply and demand.

On the **demand** side of a market.

- ⇒ If an item is in high demand then its price (value) is also likely to be higher, i.e. more demand and therefore more valued!
- ⇒ If an item is in low demand then its price (value) is likely to be lower, i.e. less demand and therefore less valued!

On the **supply** side of a market.

- ⇒ If an item has low or restricted supply then its price (value) is likely to be higher, i.e. it is more scarce and therefore more valuable!
- ⇒ If an item is in oversupply or is plentiful then its price (value) is likely to be lower.

So these market forces of supply and demand act to influence prices. As an example, a lack of available housing (lower supply) combined with too many people wanting to buy a house (higher demand) forces house prices up.

Or a growing demand for DVD collections combined with a lack of supply due to seasonality, forces prices up.

And finally an oversupply of people offering to sell their DVD collections on eBay combined with a lack of demand due to people using digital streaming services will see prices fall.



Markets are not just financial  
corporations dominated by men  
in suits!

Image:  
Kamaga/  
:k/Thinkstock

where are all  
the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

## The labour market

The labour market operates on the same principles as any other market. The demand for, and supply of, labour is governed by the **scarcity** of the skills offered (supplied) by job-seekers combined with the demand for those particular skills required by potential employers.

This means, that in theory, employees with well-developed skills-sets are more likely to be 'in-demand' by employers. They are also more likely to earn higher incomes and less likely to experience long periods of unemployment. In other words employers will actively seek and reward higher-skilled, i.e. more valuable, employees.

And alternatively - well you know the drill! Lower-skilled workers may experience reduced demand for their labour. And this is an ongoing problem for entry-level employees such as younger job-seekers. They are also likely to be paid less and may have trouble finding and keeping work. Now that's a problem we want you to avoid!



The diagram below lists some of the key terms associated with the labour market. As you read each of these reflect on how they relate to you and your potential 'value' in the contemporary labour market.

## Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Image:  
kaarsten/  
iStock/Thinkstock

Book to be published July 2016



## To market, to market

A

Ok, you've just had Economics 101 on markets! It is important that you have a solid understanding of economic concepts because the world of work is governed by economic decision-making. Economic issues such as unemployment, wage rates and labour shortages will impact on you throughout your working life. So let's test your understanding and see where you're at!

1. What is a **market**? Give 3 examples of markets that you use.

---



---



---

2. Explain, using an example, the meaning of **supply** in relation to markets.

---



---



---

3. Explain, using an example, the meaning of **demand** in relation to markets.

---



---



---

4. Many students like True or False questions because they have a 50/50 chance of getting the answer correct. So have a go yourself.

- ☐ A job-seeker with more skills is usually more likely to experience higher demand for their skills.
- ☐ An industry that is declining is more likely to provide a higher supply of jobs.

5. So how did you go? Knowing the correct answer is one thing, but we are talking about your future here. So you need to know why that answer is correct. After all, this year you are going to be making life-changing decisions based upon your understanding of the labour market. So we'll do the easy work for you - these next 2 answers are both true. But why so? Discuss these as a class.

- ☐ Young people with VET qualifications are more likely to be employed than their peers without these qualifications!
- ☐ The supply of potentially available jobs will grow as you get older!

where are all  
the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available



### 3. Entry-level employment

When you first start out in your career development you will need specific qualifications and experience to enter certain occupations. These are generally called **entry-level requirements** and can be classified into three different areas.

- i. Personal qualities, attributes, abilities and skills.
- ii. Qualifications, training (such as VET) and experience.
- iii. Minimum school-related entry requirements (such as WACE Year 12).

Some of you might already be doing a VET certificate as part your WACE or Year 12 program. For entry into many trade-related occupations, it is recommended that you undertake a **pre-apprenticeship** to gain entry-level knowledge and skills.

Part-time and casual work can also help younger people get a foothold into an occupation, especially if the work is in a related industry or if it involves tasks that require responsibility. And some occupations such as community services and law enforcement want you to accumulate life skills and maturity.

As your career progresses into more senior, responsible and complex positions, you might indeed be faced with a new set of entry-level requirements demanding new training challenges. Many middle-level managers are sent back to TAFE and uni to undertake financial and accounting training.

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



So discuss some of the potential issues surrounding entry-level employment opportunities with your career advisor or teacher.

**Career and Enterprise 12 - Foundation**

#### B Entry-level requirements



Choose an occupation from the list below. Outline the different requirements typically expected of a new employee. Also outline how you could develop or achieve these entry-level requirements.



Occupation:		
Personal qualities, attributes, abilities and skills.	Qualifications, training and experience.	Minimum school-related entry requirements.
How could I develop or achieve these?	How could I develop or achieve these?	How could I develop or achieve these?



## Employment

People are considered to be officially employed if they provide at least one hour of their labour in return for:

- ⇒ a wage or salary, or
- ⇒ a commission or other form of payment, or
- ⇒ payment-in-kind such as board, free rent or goods and services in return for their labour.

Obviously people are also officially employed if they are self-employed and own and/or operate a business (owner-operator).

Of course paid workers who work for charities are also employed. But unpaid volunteers are not officially counted as employed even though they are 'working'.

Both paid and unpaid family members working in a family business are also classified as employed.

In Australia, as at May 2016, 11.93m people were officially employed.

(Source: ABS 6202.0)

## Unemployment

People are only counted as being officially unemployed if they are actively seeking work. According to the *Australian Bureau of Statistics* (ABS), the official definition of unemployment requires someone aged 15+, who was not employed during the reference week to;

- ⇒ have actively looked for work during the previous four weeks, and
- ⇒ be available to start work in the reference week if a job is available.

As part of this definition it is important to understand that many people who are 'not employed' are not necessarily unemployed. These might include retirees, aged people, invalid people, non-working spouses, high-school and post secondary students and other people not part of the labour force for one reason or another, and who choose not to work, and who therefore are not actively seeking work.

Also you should note that qualification for payments and assistance from *Centrelink* is unrelated to the statistical measurement of employment and unemployment figures.

In Australia, as at May 2016, 720,400 people were unemployed, i.e. actively seeking work. The unemployment rate was 5.7%.

(Source: ABS 6202.0)

where are all the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Employment and unemployment

C

Use the official definitions to describe the difference between employment and unemployment.

Book to be published July 2016

e-version master also will be available

### Discussion

There are some people who will not be counted in either of these definitions. Why is that and who might they be? How might this effect the official statistics for each of these definitions? Where do you fit?





#### 4. Employment trends

In the Australian labour market there are a number of key issues and employment trends that impact on opportunities available for young people entering the workforce.

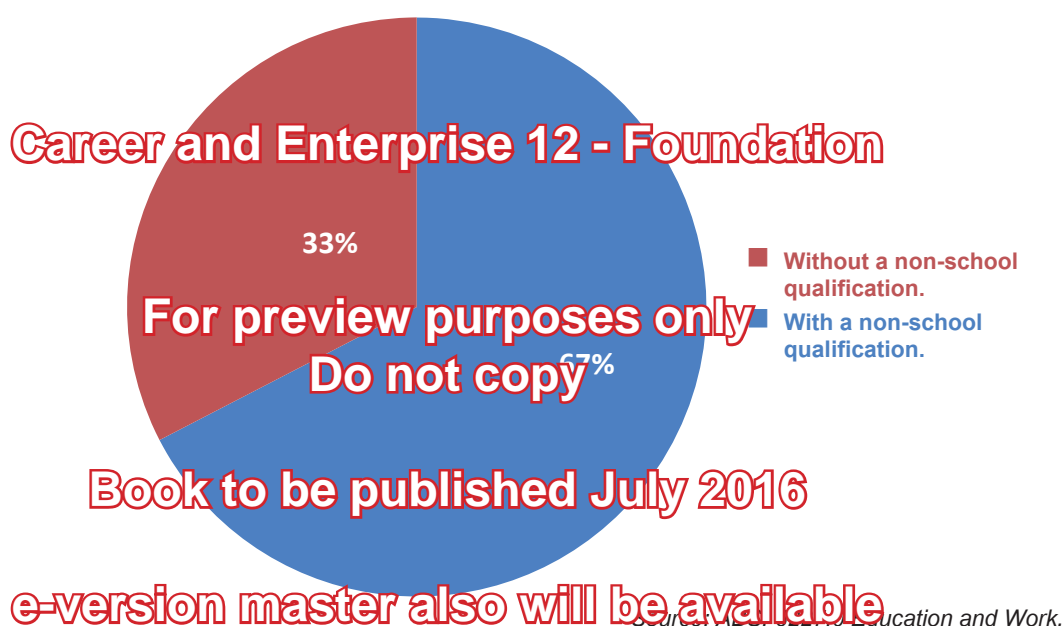
##### i. Higher skills and qualifications enhance employment prospects

Most occupations within the Australian labour market require employees who can demonstrate that they have the skills and qualifications needed to fulfil the roles and responsibilities associated with that occupation. This means that young people who leave school without adequate qualifications are placed at a disadvantage when starting to develop a career pathway.

So one employment trend is that people generally need higher-level skills and qualifications to access entry-level employment. Therefore it is vital that you ensure that you have adequate entry-level skills to help enable you to gain entry-level employment.

And once people make a start in the workforce it follows that those who have non-school (i.e. post-secondary) qualifications such as VET, TAFE and uni are more likely to be employed than those who don't have these qualifications and who only have Year 12 or lower! This is indicated on this pie chart.

#### Total employed - Australia May 2015



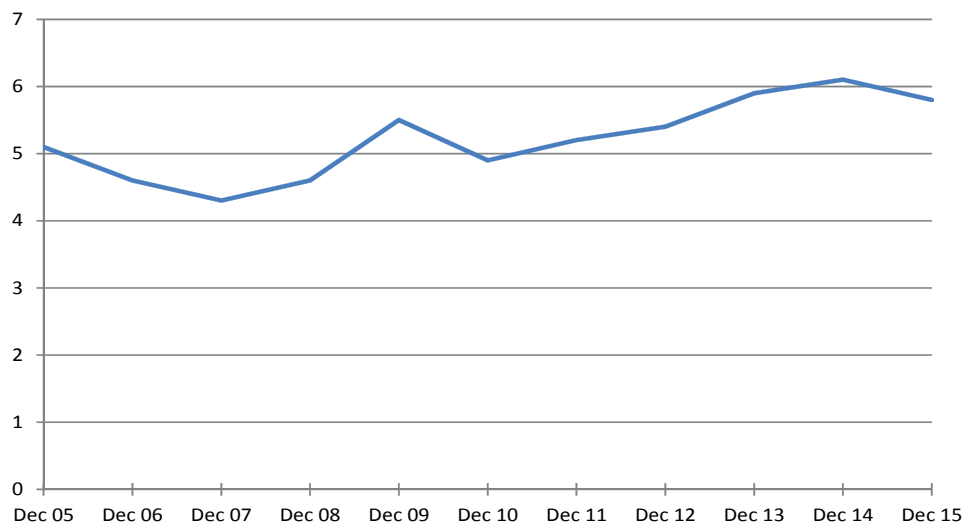
##### ii. Employment levels and unemployment rates show big picture trends

Two key economic terms that you need to understand clearly are **employment** and **unemployment**. Each has a clear and distinct meaning (see p.17) when it comes to measuring official statistics. And these definitions might actually surprise you somewhat!

We can plot key figures on a line graph to see the patterns of different variables over time. The graph opposite shows the official Australian **unemployment rate** at the end of each of the years 2005 to 2015. What do you notice about the trend? And how relevant is this 'macro' Australian figure for your own personal situation?



## Unemployment rate % - Australia 2005-2015



Source: ABS, 6202.0 Labour Force, Australia.

where are all  
the jobs?

### iii. Local and regional trends

Australia, Australian states and particular regional areas might experience different patterns in employment and unemployment.

Some regions within Australia face higher unemployment and youth unemployment rates. One contributor to this problem is a decline in local industries leading to reduced employment opportunities. Another of the main contributors to this problem is when young people exit formal schooling without suitable qualifications.

Local and regional employment shortages can lead to a cycle of unemployment resulting in young job-seekers spending many years out of the workforce. This also results in young people being unable to develop the necessary experience, skills and qualifications that might assist them to develop their career pathway.

So what can you do proactively to deal with industry employment changes?



## Western Australia - Industry employment growth 2012-2015



Source: ABS, Labour Force data, Feb 2016.

## 5. Local employment trends

Recall when we were looking at the labour market - i.e. the demand for and supply of labour within the economy? Factors that influence the labour market impact both on a **macro** scale (i.e. throughout all of Australia or the entire state of WA) and also on a **micro** scale (i.e. on local geographic areas).

**Macro factors** impact on the economy as a whole and can affect employment availability.

**Micro factors**, such as local employment trends arise because of different characteristics influencing both the **demand for jobs** and the **supply of jobs** in particular regional or local areas.

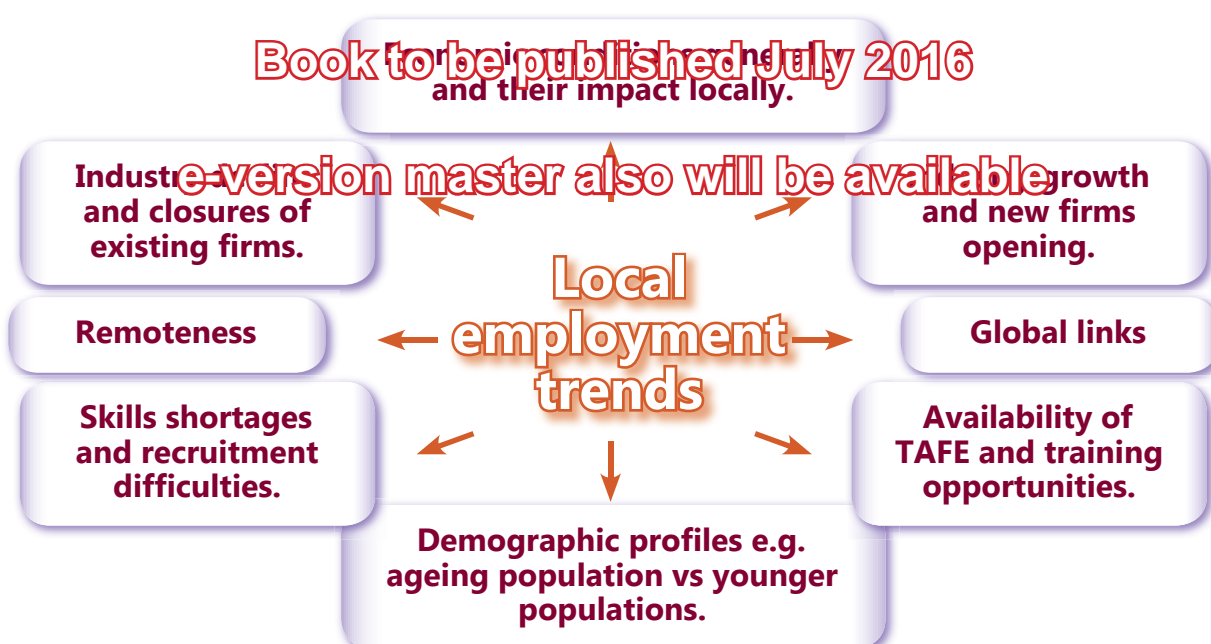
For example, an increase in the number of young people leaving school without Year 12 or VET and TAFE qualifications is likely to lead to an increased demand for lower-level jobs in a particular area. This will lead to a shortage of available positions and is likely to result in higher levels of unemployment in that area: especially youth unemployment! This is not a good local trend.

In addition, if a large local employer, such as a major manufacturer, miner or retailer closes down, this will lead to a reduced supply of available jobs. This means that unemployed local people have to compete harder for fewer available jobs (a lower supply). It also means that those people who lose their jobs because of the closures are also likely to be competing for this reduced supply of available positions.

This makes it even harder for those younger and less-qualified school-leavers. Not only are they competing for fewer jobs, they are also competing against a wider pool of job-seekers, many of whom will have more experience and higher qualifications!



Listed in the diagram are a range of factors that influence local employment trends. As you read each one, have a think about whether they are likely to have more of a positive influence or more of a negative influence, on your own local labour market.



## Employment trends

D

1. What is the difference between a macro factor and a micro factor?

---



---



---



---

2. Micro factors will play a large role in you being able to access entry-level employment. Consider these micro factors that typically impact on young job-seekers in your state. For each one outline how this factor might result in both advantages and disadvantages for your own career pathways development. Do this as well for 2 more local factors that relate to your own circumstances.



Factor	Advantages	Disadvantages	What could I do?
Local industry growth and/or decline.			
Availability of vocational training.			

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available

where are all the jobs?

## So what can you do?

The labour market is competitive, whether you like it or not. Enterprises will most likely interview and hire applicants who offer greater potential benefits for the enterprise. Often these organisations assess and compare job readiness based on an individual's qualifications, attitudes, work skills and experience, as well as other factors.

These are all areas you are going to work on over the course of this year. The aim is for you to emerge from Year 12 as a more enterprising young job-seeker, and with a **Career Portfolio** that demonstrates a range of skills, competencies and experiences that will assist you to become more employable.

Remember the name of this subject. Career and Enterprise.

**Career = What I want?**

**Enterprise = What I will do about this!**



So what can you do about this?

## My Career?



**e-version master also will be available**



**What would you do?**

You're chatting at work with your pal Ronnie who is doing Year 12 at a different school from you and one that doesn't run Career and Enterprise.

Ronnie says, "Look I've got it all sorted for next year. I'm gonna' focus on passing, then we have interviews with the Careers Teacher in term 3 to sort out how to apply for courses or look for jobs. This is good because we don't have to stress about it during the year. Next year I'm gonna' keep working for 6 months to save up and buy a car and then I'm gonna get a job. That's how you do it!"

You have a think this but wonder if Ronnie - although well intentioned - perhaps might be taking the 'easy road' - and a road that may actually go nowhere quite quickly!



## Local trends

E

It is important to be aware of both macro and micro (local) employment trends to get an indication of the overall strength of the economy and any local variations.



1. Listed below are the 8 regional areas for WA. Which do you belong to?

How does the unemployment rate compare to WA's and Australia's?

(Look these up, as well as current rates for all these regions!)



Region	Unemployment % as at	% as at	Unemployment % as at	% as at
Broome	7.1% (June 15)		Kalgoorlie	4.3% (June '15)
Goldfields/ Esperance	5.4% (June 15)		Perth North	6.4% (Oct '15)
Geraldton	6.9% (June 15)		Perth South	5.7% (Oct '15)
Great Southern - Wheatbelt	4.5% (Oct '15)		South West WA	5.8% (Oct '15)
WA			Australia	

2. You can find out more local information for specific *Small Area Labour Markets*. Find out information for your relevant SALM and complete this table. How does this information for your SALM compare to the macro trend?

SALM Career and Enterprise 12 - Foundation			
Year/Quarter	Total Unemployed	Labour Force	Unemployment Rate (%)
2011 ____			
2012 ____			
2013 ____			
2014 ____			
2015 ____			
2016 ____			

Investigation and e-version master also will be available



**Youth unemployment** is higher than average unemployment, generally twice the national average. In some local areas it might even run over 20% or more. This problem is compounded by **underemployment** (not enough hours) and **hidden unemployment** (many young people might not even show up in the official figures).

Find the youth unemployment rate for Australia and WA since 2005. Draw a line graph comparing this rate to the unemployment rate (p.17). How does it compare? Why so?

Try to source youth unemployment figures for your regional area. Comment on what these indicate. Why might underemployment and hidden unemployment hide an even bigger problem for young people than what is shown in the official figures?

where are all  
the jobs?

## 6. Getting assistance

Finding work is hard work - and you are not expected to do it all by yourself. It is important that you realise that there are many organisations and agencies that can assist you to source and secure employment opportunities.

Some of these, such as the Australian Government's *jobactive* program operate nationally. Others, such as the *Career Centre WA* operate in one particular state. Some agencies, such as *jobactive* and Workforce Development Centres have local branches that can help you identify and source local employment opportunities.

There are also other assistance methods you can take advantage of. You will investigate some of these, such as **networking**, in more detail in Section 3.

But for now, at this early stage of the unit, you should be aware of three main sources of assistance and how these agencies they can help.



Image:  
Kalawin/  
iStock/  
Thinkstock

### **myfuture**

**"myfuture is your career information and exploration service."**

*myfuture* is an extensive web portal that really should act as your first stop in your career pathways investigations.

- ⇒ Once you sign up you have access to information about occupations, industry, courses and educational institutions and many other information sources.
- ⇒ You can develop a career profile which asks you to complete a number of quizzes about such things as work skills, knowledge, work conditions, entrepreneurship and much more. These can help guide your decision-making.
- ⇒ Most students Australia-wide use *myfuture* to search for information and opportunities related to career pathways development. So you should definitely be signed up by now.

[www.myfuture.edu.au](http://www.myfuture.edu.au)



### **Career Centre WA**

**"Building the Western Australian workforce by increasing participation."**

Services, resources and information (apart from their great website information) includes:

- ⇒ career planning advice and tips
- ⇒ education and training guidance
- ⇒ job search and finding work strategies
- ⇒ occupational profiles, explorer and videos
- ⇒ career connecting
- ⇒ phone, email or live chat support.

[www.careercentre.dtwd.wa.gov.au](http://www.careercentre.dtwd.wa.gov.au)

[www.dtwd.wa.gov.au/employeesandstudents/workforcedevelopmentcentres/Pages/default.aspx](http://www.dtwd.wa.gov.au/employeesandstudents/workforcedevelopmentcentres/Pages/default.aspx)



### **Workforce Development Centres**

**"It is the right of any age and at any point throughout their lives to make informed educational, training and occupational choices."**

There are 10 main WDC's across WA at 28 local sites that offer:

- ⇒ one-to-one career support
- ⇒ personalised career guidance sessions
- ⇒ development of career action plans
- ⇒ employability skills development workshops
- ⇒ school-based career development activities
- ⇒ career support through the Aboriginal Workforce Development Centre.

## Getting assistance

F

You are required to research each of these examples that can provide you with career development assistance. Use the table to guide your research and outline key points for each of the questions. Your teacher might get you to work in pairs and you should report back to the class.



where are all  
the jobs?

Question	myfuture	Career Centre WA	Workforce Development Centres
What is it?			
What does it do? and/or What services are provided?			
What specific information or services can help me?			
What are some key contact details?			
What should I do next to help my career pathway?			

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available

## Extension

Research and outline some other agencies or portals that could assist you. These might be specific local support agencies. In your workbooks complete a table like the one above for those that are relevant to you. Share with the class.



## 7. Skills shortages

One of the key factors to consider when planning your future pathway is to consider jobs that are experiencing a skills shortage. Skills shortages arise because of a mismatch between the occupations in **demand** within the labour market and the skills offered (**supply**) by potential workers. Skills shortages provide opportunities for the future. Young people who are aware of future skills shortages may be best placed to train for entry into these occupations. Australian industry is experiencing skills shortages in many areas and in some cases has had to 'import' skilled workers to fill vacancies.

### Skill shortage causes

#### i. Poor industry image

Workers (including young job-seekers) do not value some occupations (and industries) and see them as too hard, too dirty or too 'old school'. Therefore it is hard to attract workers to fill these jobs. Sometimes regional or rural locations can lead to recruitment difficulties.

#### ii. Occupational wastage

Employees no longer work in the areas in which they are trained and qualified. This is particularly evident in areas such as nursing, and in trades where employees have moved on to management positions as part of their career progression.

#### iii. Fewer training opportunities

Our economy is not training as many young people as those who move on to other occupations or into retirement. Over time there has been a decline in young people entering or undertaking Australian Apprenticeships. As a result some occupations experience skills shortages, such as metals and engineering trades.

#### iv. New technologies

Many current employees are not undertaking lifelong learning and retraining to keep up-to-date with technological innovation. This means that employers are often 'stuck with' employees who are unable to keep pace with the changing demands of the workplace; or that they can't source workers who have up-to-date training.



One thing is sure, a lot of money, time and expertise is now being allocated to attracting young people to these occupations and industries; perhaps you could consider these as a pathway?

### Which is which?

**Skills shortages** occur when employers cannot fill vacancies for particular jobs mainly due to a lack of skilled and experienced workers for specialised occupations. For example, there is a growing shortage of trained and experienced workers in metals and engineering trades such as welding and fitting and turning.

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

**Skills gaps** occur when existing employees don't have the specialised skills, qualifications or experience to satisfy employers' emerging skills needs for an occupation.



Image: runzelkorn/  
iStock/Thinkstock

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available



## Skills shortages - Australia 2015

### Australia

- ⇒ Airconditioning and refrigeration mechanic
- ⇒ Arborist
- ⇒ Audiologist
- ⇒ Automotive electrician
- ⇒ Bricklayer
- ⇒ Butcher or smallgoods maker
- ⇒ Cabinetmaker
- ⇒ Chef
- ⇒ Construction estimator
- ⇒ Fibrous plasterer
- ⇒ Glazier
- ⇒ Hairdresser
- ⇒ Locksmith
- ⇒ Medical diagnostic radiographer

- ⇒ Metal machinist (1st class)
- ⇒ Midwife
- ⇒ Motor mechanic
- ⇒ Optometrist
- ⇒ Painting trades worker
- ⇒ Panelbeater
- ⇒ Pastrycook
- ⇒ Physiotherapist
- ⇒ Quantity surveyor
- ⇒ Roof tiler
- ⇒ Sheetmetal trades worker
- ⇒ Solid plasterer
- ⇒ Sonographer
- ⇒ Stonemason
- ⇒ Surveyor
- ⇒ Vehicle painter
- ⇒ Wall and floor tiler

### WA specific

- ⇒ Surveyor
- ⇒ Sonographer
- ⇒ Hospital and retail pharmacist
- ⇒ Physiotherapist
- ⇒ Motor mechanic
- ⇒ Panelbeater
- ⇒ Vehicle painter
- ⇒ Plumber
- ⇒ Butcher or smallgoods maker
- ⇒ Cabinetmaker

Source:  
Department of Employment  
[www.docs.employment.gov.au/node/31447](http://www.docs.employment.gov.au/node/31447)



where are all the jobs?

## Skills shortages

G

1. What is a skills shortage?

Career and Enterprise 12 - Foundation



For preview purposes only

Do not copy

2. Are there any occupations in skill shortage listed above that relate to your own career pathway, or do you have any other career prospects?

Book to be published July 2016

e-version master also will be available

### Investigation

You can find out more information about employment prospects through the **Job Outlook (portal)** and the **Australian Jobs (PDF)**. Find out employment growth, prospects, unemployment levels and job openings for occupations in which you are interested (use the pro-forma on p.52).

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)





## 8. Workplace technology

Technology is any tool used by humans to make a task less effortful or 'easier'. Technology refers to tools, equipment, machinery, communication networks and devices, data-processing machines (computers), transport and any other relevant piece of equipment.

### Manufacturing technology

Manufacturing technologies are used directly to produce and manufacture goods. These include tools, equipment and machinery and all other items used by employees to effectively carry out the production process.

Manufacturing technology also includes sophisticated infrastructure and ICT systems such as those that drive large-scale production and mining.

### Service technology

Service technologies are used to support organisations that produce services; as either direct service technology (i.e. cash registers for retailers), or indirect service technology (i.e. telephone systems for retailers).

Service technology is also used by manufacturers to support production of goods; such as their office ICT systems or maintenance services and so on.

### Capital investment

Technology represents a capital investment because an organisation has invested some of its money (capital) into buying this technology. So we can say that using technology is more of a **capital-intensive** method of production. The aim of using this new technology is to increase efficiency, improve accuracy, save time and improve safety.

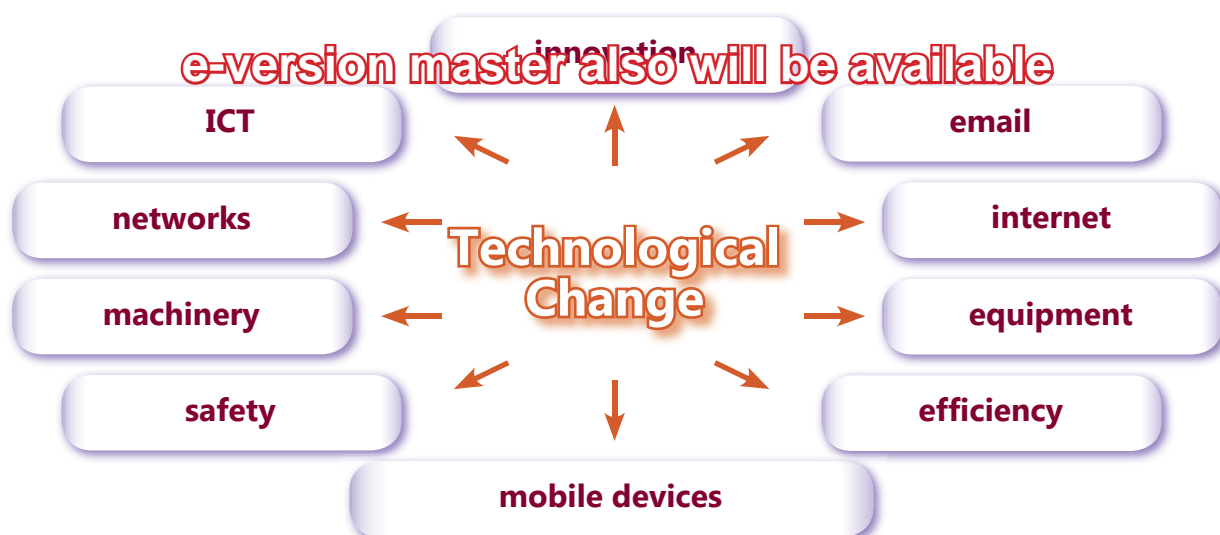


Image:  
Rawpixel Ltd/  
iStock/Thinkstock

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016



## Technological change

The evolution of technology has impacted drastically on the workplace. When technology was first introduced into our working lives the idea was to make life easier for people and reduce their working hours and boost their leisure time. However, as we move through the 21st century the impact on people is that they are working longer and longer hours. Many workers are essentially '**on call**' due to ICT communication devices. This has threatened **work/life balance**. (Refer Section 6.)

More and more work practices are becoming capital-intensive and replacing employees who previously performed labour-intensive, lower-skilled jobs.

Technology has increased speed and efficiency of global transport, communication, trade and commerce. This has meant better all-round economic prosperity, indirectly creating job opportunities throughout successful industries. It has also meant that employees have had to adapt from manual processes to **B2B**, **eCommerce** and data management processes. This requires new skills and re-training. But it has also lead to **redundancies**.

Technology has replaced many service workers in retail, banking, hospitality and other industries where electronic transactions and communications are used. Use of ICT and eCommerce is also replacing many lower-level clerical and service workers with organisations outsourcing customer service and data management to global call-centres and information processing centres.

ICT, programs, sophisticated databases, computer networks and app and tablet-based ordering and payment portals for the consumer market have replaced many local clerical, service and building jobs, putting some workers at risk of becoming remaining employees.

The global shift towards computer-controlled manufacturing has meant that many workers must learn how to control the systems that control these manual processes. In essence they become **technicians** and **technicians**.

Accompanying this has been a **shift** of Australian manufacturing as local companies either **outsource** manufacturing supply and production from global producers, or alternatively close and move production **offshore**.

where are all the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

Workplace technology

H

Briefly describe the skills and knowledge you need to develop these skills?




---

---

---

---

---

---

---

e-version master also will be available

## Evolution

You are part of the generation commonly referred to as **digital natives**. This means that you have grown up with digital devices and eCommunication as a natural part of your everyday lives. But of course it wasn't always so!

Improved access to information and workplace communication are key elements in developing effective workplaces. However, service has not necessarily improved as a result of this. Three key technological changes that have impacted on workplaces in the last 20-30 years have been the use of the internet, communication via email and the growth in the sophistication and use of mobile devices.

### Workplace change: Use of Internet

#### Then (mid 1990s)

- ⇒ Barely existed - basic web information sites only.
- ⇒ Very little eCommerce and a lack of trust and security in the web.
- ⇒ Large organisations used B2B platforms.
- ⇒ No social media.

#### Then (mid 2000s)

- ⇒ Sites and portals became more complex.
- ⇒ Broadband allowed exchange of large data.
- ⇒ B2B and online ordering grew.
- ⇒ Sales and eCommerce portals emerged.

#### Now

- ⇒ Instant global presence.
- ⇒ Nearly all enterprises have web portals.
- ⇒ Complex sites and eCommerce platforms.
- ⇒ Sales and marketing through social media.
- ⇒ Remote work served by the cloud and 'synching'.

## Career and Enterprise 12 - Foundation

### Workplace change: Use of email

#### Then (mid 1990s)

- ⇒ Basic text-only emails.
- ⇒ Slow servers.
- ⇒ Few businesses or people used email.
- ⇒ A novelty outside hobbyists and big enterprises.

#### Then (mid 2000s)

- ⇒ Overuse of emails, especially in business communication.
- ⇒ Growth in spam.
- ⇒ Ability to attach larger files.
- ⇒ Over-communication occurred a lot, work/life imbalance issues.

#### Now

- ⇒ Predominant form of business communication, less so for individuals.
- ⇒ Creates a formal or 'legal document'.
- ⇒ Supports global communication.

## e-version master also will be available

### Workplace change: Use of mobile devices

#### Then (mid 1990s)

- ⇒ Analogue network - for calls only.
- ⇒ Selective ownership (relatively high \$).
- ⇒ Used by mobile workers e.g. sales, tradies.
- ⇒ People carried 'bricks'.

#### Then (mid 2000s)

- ⇒ Texting dominated (replacing short emails).
- ⇒ The rise (and fall) of the Blackberry.
- ⇒ First-wave 'smart' phones; mobile commerce grew.
- ⇒ Work/life imbalance.

#### Now

- ⇒ The I-era, phones and tablets and apps.
- ⇒ Mobile and global commerce available to 'anyone'!
- ⇒ Complex back-end systems.
- ⇒ Overcommunication and work/life imbalance.



## Changing communication



Listed opposite are some basic summaries of how workplace communication technologies have changed in the last 20 years. However, the true extent of changes is much more complex than this.

1. Choose an industry in which you are interested. Explain how the use of modern communication technologies is/was important for day-to-day tasks. You might need to research and/or interview someone from this industry.
2. Briefly explain whether this technology is overused or underused nowadays.

where are all the jobs?

Industry:		
Use of Internet	Use of email	Use of mobile devices
20 years ago: How was it used/ how important was it?	20 years ago: How was it used/ how important was it?	20 years ago: How was it used/ how important was it?
10 years ago: How was it used/ how important was it?	10 years ago: How was it used/ how important was it?	10 years ago: How was it used/ how important was it?
Now: How is it used/ how important is it?	Now: How is it used/ how important is it?	Now: How is it used/ how important is it?
Now: Is it overused or underused? Explain.	Now: Is it overused or underused? Explain.	Now: Is it overused or underused? Explain.

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available



## 9. Work settings

Your preferred occupation and career pathway might see you work in a particular work setting. A work setting (and its associated) work environment reflects the types of goods or services that an organisation produces. Work settings and work environments also reflect the characteristics of the industry an organisation is part of.

A **work setting** is usually defined as the particular workplace in which a worker is employed including the organisation (e.g. IGA), location (e.g. Albany), and specific department or employee function (e.g. deli).

A **work environment** is usually defined as the physical characteristics of a work setting, as well as the nature of the day-to-day activities that employees undertake. In very simplistic terms: finance, admin, retail and various service work environments (i.e. 'white-collar') or manufacturing, technical, industrial, mining, construction and agriculture (i.e. 'blue-collar').



A warehouse work setting can be a dangerous work environment.

### Varied work settings

Organisations have different objectives and reasons for operating. These objectives will influence a work setting. Consider the varied objectives of Rio Tinto (profit), Red Cross (community service) and your school.

Most people, when they're young, work in businesses that are operated to try and make a profit. However, as you get older, your career might lead you into different work settings. These could include not-for-profit and community service enterprises.

The goals and objectives of organisations vary in different work settings. These will strongly influence their culture and work environment. Therefore, you need to ensure that you are building a career that will provide you with the things you value from your career. You should also consider whether the work setting and its work environment complements your personal and social competencies and will allow you to develop your skills and knowledge.

### Types of work settings

As the work environment changes, so do the work settings. Traditionally a worker went to work, clocked on, took their place at a static work station and did their work until knock-off time. But things are markedly different now!

Organisations are increasingly using flexible, open plan work environments, supported by ICT and mobile and adaptable equipment. There has been a huge rise in the use of virtual workplaces enabling global connections and helping to promote family-friendly work arrangements. In addition, the growth in on-site service provision has led to a growing army of mobile employees who bring their skills, expertise and equipment directly to their clients. These changes have implications for entry-level employees, reducing traditional opportunities and requiring young job-seekers to be more enterprising.

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available



## i. Traditional work settings

- ⇒ Traditional work settings are generally used by larger 'task-orientated' professional and administrative organisations, manufactures, retailers and static service providers.
- ⇒ Workers typically perform work tasks at a designated workspace such as a desk, customer-service area or industrial work station.
- ⇒ Traditional spaces often feature office cubicles, checkouts, static machinery, etc..
- ⇒ Traditional work settings impact on entry-level employment by requiring workers to be able to adapt to an existing work structure.
- ⇒ Traditionally these workplaces employed a large proportion of entry-level employees.
- ⇒ But as the incidence of these types of workplaces declines, so too do the opportunities for young entry-level workers.



Image:  
Felipe Dupouy/  
Digital Vision/  
Thinkstock

where are all  
the jobs?

@twick/tweet?

@ Open 'cool' workspaces are good because you can mix with colleagues and chat. Which also makes it hard to get work done!

## Career and Enterprise 12 - Foundation

For preview purposes only

## ii. Contemporary work settings

- ⇒ Contemporary work settings are often preferred by more progressive, flexible and 'people-centred' firms in professional, administrative and service industries.
- ⇒ They often use open-plan areas, shared workspaces and facilities (hot-desking) supported by flexible and mobile equipment.
- ⇒ Contemporary spaces can include breakout and relaxation areas enabling workers to do 'non-desk' tasks in more comfortable surroundings.
- ⇒ Service-oriented layouts can be made to be flexible and adaptable to suit client and customer needs (e.g. in healthcare, education and some retail settings).
- ⇒ Contemporary work settings impact on entry-level employment by requiring workers to have well-developed people skills, adaptability and flexibility.
- ⇒ Over time the growth in these workplaces could provide more opportunities for entry-level employees.
- ⇒ However, these firms usually favour more qualified workers with proven teams-based experience.



Book to be published July 2016

e-version master also will be available

### iii. Virtual workplaces

- ⇒ Virtual workplaces are increasingly being used by many different industries to enable people to link and work across geographical boundaries using ICT and to support tele-commuting (working from home).
- ⇒ These work settings usually involve professional staff working from home using ICT. Virtual workplaces often rely heavily on cloud-based applications and the supply of suitable ICT devices.
- ⇒ Those working in virtual workplaces can also include contractors and consultants providing specialised outsourced tasks. Experts and specialists can also service many areas remotely.
- ⇒ Virtual workplaces impact on entry-level employment by requiring employees to have well-developed ICT skills, as well as initiative and self-management.
- ⇒ Virtual workplaces also encourage job-seekers to consider a portfolio career whereby they offer specialist services as a contractor; or operate as a cottage enterprise such as craft-based products or online retailing.
- ⇒ In these situations, virtual workplaces tend to favour more experienced and qualified employees.



## Career and Enterprise 12 - Foundation

### iv. Mobile work settings and environments

- ⇒ Mobile work environments feature in many industries and include on-site service provision (e.g. tradespersons, construction and technical workers), mobile sales, transportation services as well as contractors and providers of both domestic and industry support services.
- ⇒ These are generally service-oriented work situations which involve an employee working on-site to satisfy a client's needs. Mobile work environments are often closely aligned to virtual workplaces.
- ⇒ Examples might include specialist professional services including ICT, engineering, construction, technical services and many other skilled areas.
- ⇒ Personal service examples include mobile food vans, home health care and home-based domestic services.
- ⇒ Of course sale reps, couriers and workers in transport continue to work in a mobile environment.
- ⇒ Mobile work environments impact on entry-level employment by requiring workers, especially those in trades occupations, to be flexible, willing to travel, to have relevant vehicle licenses and be able to accept responsibility by managing themselves.



Image: monkeybusiness images/iStock/Thinkstock

## FIFO

FIFO (fly-in/fly-out) essentially means that workers are flown in to work in remote areas rather than relocate to live there. FIFO and DIDO avoid the need (and costs) of having to create permanent housing and other supporting infrastructure for communities of workers.

FIFO workers are flown in and then rostered on for extended days, such as an eight days on/six days off shift. They are usually expected to work long shifts. Working remotely in mining and construction has created a growing army of FIFO workers (but not without personal and societal costs). Some estimates put the Western Australian FIFO workforce at over 50,000 at its peak. However, as mining and associated construction industries have begun to shrink this has reduced the call on FIFO workers.

where are all  
the jobs?

## Work settings

J

Which work settings are you most likely to be encounter as an entry-level employee? Choose 2 and complete the tasks in the table for each of these.



Work setting	1.	2.
Occupation & industry:		
Key features/tasks associated with this work setting.	<p><b>Career and Enterprise 12 - Foundation</b></p> <p><b>For preview purposes only</b></p> <p><b>Do not copy</b></p> <p><b>Book to be published July 2016</b></p> <p><b>e-version master also will be available</b></p>	
Outline enterprising behaviours you are likely to need. (p.6)		

## Discussion

FIFO workers face considerable pressures on their personal and emotional wellbeing and on their work/life balance. Research and discuss some of these issues and also the steps that have been taken to support FIFO workers. Would you welcome the chance to be a FIFO or DIDO worker? Why/why not?





## 10. Goals and values

So why work? There are many different reasons why people work.

You may expect to get various benefits from working and these **expectations** as an employee will influence your choice of work and career.

People are more likely to seek and undertake work that satisfies their **values**. Choosing a suitable occupation may help your expectations of work be fulfilled.

So what do you want or expect to gain from working - or in other words, what are your **work goals**?

You should also bear in mind that many people change occupations and develop different careers throughout their working lives. These changes reflect changes in personal goals and values associated with the stage of one's **career life cycle**.

Will your values change over time as you grow, gain experience and qualifications and build a future lifestyle for yourself full of adult responsibilities? Do you think you will have the same goals when you start a family as you do now?

Listed below are some of the main reasons why people work. Which of these expectations from work reflect your goals at this stage of your own career development? And how might education and training help you to satisfy some of these reasons for working?



Image: Rido Franz / iStock/Thinkstock

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016



e-version master also will be available

## Reasons for working

K

1. Choose 5 reasons for working from the diagram (or include your own) that match your own career pathways expectations. Explain why each is an important reason for you.
2. Do you think this reason might change over the course of your career life cycle? Why so/why not?



where are all the jobs?

Reason	Explanation for me.	Is this likely to change?
i.		
ii.		
iii.		
iv.		
v.		

Career and Enterprise 12 - Foundation

For preview purposes only

## Values

Values can be referred to as the things that we see as important in our lives. Values are often the guiding principles upon which we make our decisions.

When you are planning your career you should take into account those things that you value. You also need to remember that these things you value as important now might change over time; want kids anyone? So you have to be careful not to make a hasty decision that might seem right at this present moment, but which might not suit you later in your life.

People are more likely to seek and undertake work that satisfies their values and which reflects their attitude towards work. Choosing a suitable occupation may help your expectations of work be fulfilled. As a result you have to choose and pursue education and training opportunities that align with your reasons for working and with your values.



So what do you want or expect to get from working?

@twick/tweet?

@ Why work, when you can play on with the olde's cash? #CAEF12

1.59 PM Mar 12 via instagram from ThaiPartyTime



## L My work values



Choose 4 of these values that best match your own and complete the table using examples related to your possible career pathways opportunities. Add 2 more values of your own.

- |                                                                             |                                                                           |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> "I value having a really high standard of living." | <input type="checkbox"/> "I value certainty."                             |
| <input type="checkbox"/> "I value freedom."                                 | <input type="checkbox"/> "I value social contact and meeting new people." |
| <input type="checkbox"/> "I value spirituality."                            | <input type="checkbox"/> "I value the opportunity to make decisions."     |
| <input type="checkbox"/> "I value my friends over anything else."           | <input type="checkbox"/> "I value helping myself as number one!"          |
| <input type="checkbox"/> "I value having a lot of leisure time."            | <input type="checkbox"/> "I value excitement and glamour."                |
| <input type="checkbox"/> "I value my health & fitness foremost."            | <input type="checkbox"/> "I value helping the community as vital."        |
| <input type="checkbox"/> "I value my family over anything else."            | <input type="checkbox"/> "I value the opportunity to be creative."        |
| <input type="checkbox"/> "I value being my own boss."                       |                                                                           |

Work value	How might I achieve this through my career choices?	Possible career opportunity to satisfy this value?
"I value my health & fitness foremost."	<i>If doing mostly manual and practical tasks, and using and building my physical skills, I will maintain my health throughout my career.</i>	<i>By working as a <b>fitness instructor</b> I will have to keep in shape and be involved in personal fitness as I will be a role-model for my clients.</i>
Career and Enterprise 12 - Foundation		
For preview purposes only		
Do not copy		
Book to be published July 2016		
e-version master also will be available		

## 11. Where am I at?

You already have personality traits, personal behaviours and attributes that will influence your employability. You are also going to hopefully build your skills and experience this year and beyond through education and training. One of the keys to mapping your future career pathway and developing as an enterprising person is to recognise your own strengths and weaknesses. The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and **on-the-job** and **off-the-job training** so as to overcome your weaknesses.

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

Some of you have taken some steps to develop your career and are now actively planning towards your working life after completing Year 12. Others of you are still investigating potential opportunities and exploring career options that might suit. Good stuff, keep going!

Enterprising young people are:

- ✓ able to clearly identify their strengths
- ✓ honest and open about identifying current weaknesses
- ✓ willing to recognise their skills gaps
- ✓ proactive in seeking advice, feedback and support
- ✓ keen to improve and become more employable.

So that is what we need to focus on at this stage - Be enterprising!

Image:  
Stockbyte/  
Stockbyte/  
Thinkstock



Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

### Strengths

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

### Weaknesses

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

e-version master also will be available

## Being SAVI

As you start to plan and manage your career pathway it is important that you focus on investigating the types of education and training opportunities that might best help you to achieve your career pathway goals.

One way to support this investigation is to focus on your **skills**, your **attributes** (abilities and aptitudes), your **values** and your **interests**. (An extension of **TACKS** from last year.)

By undertaking an honest self-assessment in these four areas you can start to identify potential industry and occupational interests that align with your future career pathways development. Then you can choose training opportunities to help you achieve your goals. So as you can see, this is all about being pathways **SAVI** - skills, attributes, values and interests!



Image: Halfpoint/  
iStock/Thinkstock

### M Being SAVI



How SAVI are you? Complete 3 examples related to you for each of the four SAVI categories. (Your teacher might lead this activity. Some examples have been given as a guide.)

#### Career and Enterprise 12 - Foundation

**Skills**  
So what can you do?

e.g. *I am able to dismantle and reassemble car engines.*



**Attributes**  
So what are your strengths?

e.g. *I am very reliable, I rarely ever miss school or work.*



For preview purposes only

Do not copy

Book to be published July 2016

#### e-version master also will be available

**Values**

What is important to you?

e.g. *I value the importance of meeting people from different cultures.*



**Interests**

What are you into?

e.g. *I'm into keeping myself physically fit and emotionally well.*



## Transferable skills

N



**Personal competencies** reflect your inner self and are demonstrated through tasks that you have a natural ability for. **Social competencies** describe your skills in dealing with people and social situations. **Transferable skills** are all those personal and social competencies that you have developed in your everyday personal, educational and social lives that you can transfer to the workplace.

Complete the table to describe your personal and social competencies and how you could transfer these (or have) to work-related situations.

Personal competencies that I have developed include:	I can transfer these personal competencies for workplace situations such as:
i.	
ii.	
iii.	
iv.	

Career and Enterprise 12 - Foundation

Social competencies that I have developed include:	I can transfer these social competencies for workplace situations such as:
i.	
ii.	
iii.	
iv.	

### Reflection

What are your most obvious weaknesses at the moment that might hold you back from achieving your pathways goals? What can you do about addressing these?

where are all the jobs?



## 12. Career development

Career development is an ongoing process. You have the opportunity to document your career development in your IPP and EPP. You can create your own career opportunities through each of these four developmental categories.

- 1. Personal development:** Activities you do to build your personal skills and competencies which can also be transferred to work-related situations.
- 2. Professional development:** Skills-development and training that will enhance your personal and social competencies and help you to build a portfolio of work skills.
- 3. Training:** Formal training courses as well as informal instruction and guidance that can help you develop skills, work-related competencies and qualifications.
- 4. Networking:** Using your personal, social and professional contacts to help source and create potential job career pathway opportunities.

### O Career development



Answer each of the questions in the table related to the 4 career development categories.

<p><b>Personal development</b> Ask yourself: "What can I do to make me a better person?" and "How can I apply these in my career?"</p>	<p><b>Professional development:</b> Ask yourself: "What can I do and learn to develop my personal and social competencies?" and "How can I use these to my potential career?"</p>
<p><b>Training</b> Ask yourself: "What training opportunities can I access while still at school?" and "What other qualifications will make me potentially more employable?"</p>	<p><b>Networking</b> Ask yourself: "What can I do to build my professional network?" and "How can I use my personal and social contacts to create career opportunities?"</p>



## Education and training

### Skill-up

Effective training is essential for developing a skilled workforce. Employees of all levels must be able to perform their job tasks effectively. Well-trained employees with effective work skills are much more likely to:

- ✓ improve quality levels throughout an organisation
- ✓ work more safely at work tasks
- ✓ boost customer and client satisfaction
- ✓ be more employable
- ✓ enjoy their job more.

Well-trained employees are usually multi-skilled and able to perform a variety of work tasks. This functional flexibility results in a more enterprising culture. It is essential that you are willing to undertake training and lifelong learning as part of your career development to become more enterprising.

### Formal and informal training

All training and workplace learning can be classified as either formal or informal training.

**Formal training** is training that leads to official certification and qualifications such as Australian Apprenticeships, TAFE and VET.

**Informal training** is training and workplace learning that usually occurs on-the-job through supervision, mentoring, assistance, demonstration, advice and support.

### On-the-job or off-the-job?

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

**On-the-job training** and workplace learning usually happens at an employee's worksite and might be built into the day-to-day tasks that the employee has to perform.

e.g. An office assistant might be expected to use the 'help' or an online tutorial to work out key functions of word-processing software. Alternatively they may be instructed by a more knowledgeable staff-member.

An apprentice plumber might be shown how to use different tools by their supervisor as they perform more complex tasks.

**Off-the-job training** and workplace learning usually happens away from the worksite and may involve study for a formal qualification.

e.g. The office assistant might undertake a short course in the use of Excel. Alternatively they may be undertaking a TAFE certificate in a related field such as Business Administration.

The apprentice plumber will have to go to TAFE or an RTO (i.e. 'trade school') to complete parts of their apprenticeship training.

where are all the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

Image: monkeybusiness images/iStock/Thinkstock



e-version master also will be available

Find out the details of any entry-level training you will need to undertake to enter your preferred occupation(s) using: [www.myfuture.edu.au](http://www.myfuture.edu.au)



P

---



---



---



---



---

### 13. Where am I headed?

One of the most important ways to live a happy and healthy life is to match your personal **values** with your career goals. Some people develop **career pathways** in areas that don't suit their interests and their values and end up experiencing an unfulfilling work life. In order to establish and achieve a successful career pathway you should set goals to help guide your decision-making. It is important that you choose work that will best lead to the fulfilment of your personal **goals**.



Image:  
almagami/  
iStock/Thinkstock

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

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives.



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

- ✓ "Where do I see myself at the end of the year?"
- ✓ "Where do I see myself in 2-3 years time, when I am 18-20?"
- ✓ "Where do I see myself in 5-9 years time, when I am in my mid 20's?"

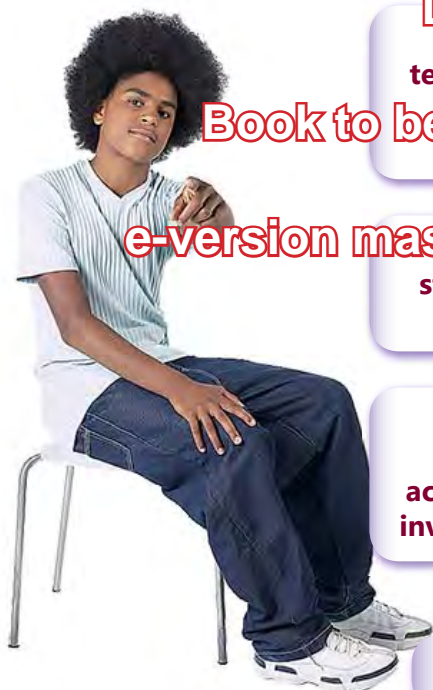
**Career and Enterprise 12 - Foundation**

**For preview purposes only**

**Do not copy**

**Book to be published July 2016**

**e-version master also will be available**



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

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

**3. Find out how to still 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. Make short-term sacrifices to achieve a longer-term investment in yourself.**

**6. Plan and use your time efficiently.**

**7. Ask for help and get advice when needed.**



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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

iv. What I think I will be doing in 6 years?

\_\_\_\_\_

v. What I think I will be doing in 15 years?

\_\_\_\_\_

2. Use the words below to complete this passage.

When planning a \_\_\_\_\_ it is important to take into account one's \_\_\_\_\_.

These are the things that are important and they will \_\_\_\_\_ a person's

choice of \_\_\_\_\_ by \_\_\_\_\_

while others aim to achieve a sense of job \_\_\_\_\_.

Over the course of their lives people go through different stages of their career

\_\_\_\_\_ and \_\_\_\_\_ influence their

\_\_\_\_\_ from which they aim to influence their personal

\_\_\_\_\_ and might see them aim to achieve a better \_\_\_\_\_ balance.

Over the course of their lives people go through different stages of their career

\_\_\_\_\_ at a range of tasks. One thing is for sure, just like all

workers \_\_\_\_\_ establish

a suitable \_\_\_\_\_ for yourself.

- |                                       |                                    |                                     |                                       |                                    |
|---------------------------------------|------------------------------------|-------------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> career       | <input type="checkbox"/> goals     | <input type="checkbox"/> learning   | <input type="checkbox"/> pathway      | <input type="checkbox"/> values    |
| <input type="checkbox"/> competent    | <input type="checkbox"/> income    | <input type="checkbox"/> life cycle | <input type="checkbox"/> satisfaction | <input type="checkbox"/> work/life |
| <input type="checkbox"/> expectations | <input type="checkbox"/> influence | <input type="checkbox"/> motivated  | <input type="checkbox"/> skills       |                                    |

Check out:

Go online and find some links to biographies of famous people.

Research someone successful and find out how they achieved their goals.

Summarise how they achieved their goals and then give a short presentation to the class.



## 14. Career influences

So what are you going to do? You may have been asked that question before. Planning your life is really just about making a series of **decisions**. And of course planning your life is also about acting on those decisions so as to enable you to better achieve your goals.

But making decisions is hard. One of the reasons for this is because we all have to take **responsibility** for our decisions. What if you make the wrong decision? Will that set you back in developing your career pathway?

Throughout this first section you have been encouraged to embrace an enterprising approach to developing your career pathway.

This requires you to show **initiative** by being a **proactive** decision-maker who is able to accept responsibility for your own decision-making.

Therefore you should be aware of how your goals, values and pathways plans might be influenced by various external factors.

You have a chance to consider and reflect on three key external factors in the following activity.



Image:  
belginesen/  
iStock/  
Thinkstock

### R Career influences



Complete the tables for these external factors that might impact on and influence you goals, values and pathways plans.

#### Career and Enterprise 12 - Foundation 1. Labour market information

What is this?

**Labour market information** refers to current and historical statistics and trends that describe what is happening locally, geographically and nationally with regards to trends in employment, unemployment, industry change, training opportunities and other information.

Why is it important?

Being aware of the latest **labour market information** helps you to make more informed decisions. Information about industry growth and decline, job availability in local areas and occupations in demand will guide your career pathway decision-making.

So, how could my knowledge of the **labour market** influence...

My goals?	My values?	My pathways plans?
In response, what should I do?	In response, what should I do?	In response, what should I do?



## 2. Employment trends

What is this?

**Employment trends** are reflected in labour market information and provide job-seekers with information about general, specific and local trends that might impact on career pathways decision-making

Why is it important?

Being aware of **trends** in unemployment levels, unemployment rates including youth rates, local employment trends, industry and occupational trends, vocational training, work hours, work arrangements and other trends can help guide your career pathway decision-making.

So, how could my knowledge **of employment trends** influence...

My goals?	My values?	My pathways plans?
In response, what should I do?	In response, what should I do?	In response, what should I do?

## Career and Enterprise 12 - Foundation

### 3. Skills shortages

What is this?

**Skills shortages** occur when employers cannot attract sufficient skilled workers to fill vacancies for a particular occupation either nationally, or in a local area. It can also involve recruitment difficulties (often related to location), or skills gaps (too few trained workers).

Why is it important?

An awareness of **skills shortages** can assist you to plan your future career and undertake training to fill vacancies in industries and occupations where employers show a clear need for more workers. This awareness gives you an insight into the changing structure of the economy, industry and the labour market.

So, how will my knowledge of skills shortages influence...

My goals?	My values?	My pathways plans?
In response, what should I do?	In response, what should I do?	In response, what should I do?

e-version master also will be available



## 15. So where are all the jobs?

Throughout this section you have been identifying and analysing where you are placed, as an **entry-level job-seeker** within the contemporary **labour market**. Part of this has included you reflecting on your strengths, weaknesses, skills, abilities, values and interests; and matching these to potential career development opportunities.

In Section 3 you will explore practical strategies that will assist you to be better able to gain a job. However, right now towards the end of term 1, it is important that you are aware of some of the key locations of job advertisements. This knowledge will help you to gain an insight into the types of occupations that might suit you. It will also show you both where and how these advertisements are likely to be found.

By doing this you will be able to develop, target and refine your **IPP** and **EPP** so as to boost your chances of securing entry-level employment or training once you have successfully completed Year 12.

### S Where are all the jobs?



Go online and search for your preferred entry-level job(s) using each of these job sources. Find examples of agencies and newspapers relevant to you. Make a list of some of the features of these sites for young job-seekers. Save and/or print the key jobs you find and report back to the class. Use your workbooks for more space.



Online job portal: <a href="http://www.seek.com.au">www.seek.com.au</a>	Online job portal: <a href="http://www.adzuna.com.au">www.adzuna.com.au</a>
<p><b>Career and Enterprise 12 - Foundation</b></p> <p><b>For preview purposes only</b></p> <p><b>Do not copy</b></p>	
Aust Gov't portal: <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a>	WA Gov't portal: <a href="http://www.jobs.wa.gov.au">www.jobs.wa.gov.au</a>
<p><b>Book to be published July 2016</b></p> <p><b>e-version master also will be available</b></p>	
Agencies:	Newspapers:

## Glossary: Where are all the jobs?

T

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

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

Word/term	Definition	Example/information/resource
labour market		
employment trends		
skills shortages		
personal goals		
personal values		
work settings		
individual pathways plan		

where are all the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only  
Do not copy

Book to be published July 2016

e-version master also will be available

## AT1 Career Investigation



### Investigation

For this task you are required to complete a report into the labour market, being enterprising, setting career goals and investigating and sourcing job opportunities.

Using a report format negotiated with your teacher, complete each of the following tasks. For each task you must use examples related to your own career pathways development.

#### Part A: Being enterprising

- What is the **labour market**?
- How might **labour market trends** impact on **your career pathway**? Use statistics.
- How can a **young person be more enterprising** in relation to their career pathways development?
- Discuss examples of how **you have been more enterprising** in order to develop your career pathway.
- Identify a clear and concise **career pathway goal** and outline the **steps** that you will need to take so as to **achieve** this **goal**.

#### Part B: Sourcing work

- Use the **myfuture** website to complete an **Occupational Investigation Summary** for an occupation in which you are interested. (Pro-forma on p.52)
- Identify and describe how **3 organisations** or **agencies** can **assist you to find employment**.
- Outline how **workplace changes** might influence or **impact** on potential **job opportunities** for your career pathway.
- Outline the **type of training** you will need to undertake in order to achieve your **career pathways goal**.
- Maintain and update your **Individual Career Plan** as required by your teacher.



#### Note:

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

e-version master also will be available

## Assessment Task 1 - Career Investigation Report

Name:

Tasks	Re-quired	Due by	Done	Teacher
-------	-----------	--------	------	---------

### Part A: Being enterprising

⇒ Negotiate a suitable report format.

i Define the labour market.

ii Discuss labour market trends using statistics.

iii Describe how young people can be more enterprising.

iv Discuss examples of you being more enterprising.

v Identify your career pathway goal.

Outline career goal achievement steps.

⇒ Present draft to your teacher for checking.

### Part B: Sourcing work

i Complete an Occupational Investigation Summary.

ii Describe how agencies can assist young job-seekers.

iii Outline impact of workplace changes on job opportunities.

iv Outline training needed to achieve career goal.

v Maintain and update your Individual Pathway Plan.

⇒ Present draft to your teacher for checking.

### Preparing your report

⇒ Finalise your information and incorporate feedback

⇒ Prepare/submit final written report in suitable format.

⇒ Give presentation report to the class (if required).



Additional information:

where are all  
the jobs?

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available



## Occupation Investigation Summary

(Use [www.myfuture.edu.au](http://www.myfuture.edu.au) (and/or) Job Outlook [www.joboutlook.gov.au](http://www.joboutlook.gov.au) to complete the following occupational summary.)



### Correct Occupation Title (& any alternative names):

⇒

### Summary Description:

⇒

### 5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

### Specialisations (if applicable):

⇒

⇒

⇒

### Personal Requirements:

⇒

⇒

⇒

⇒

⇒

### Education & Training Required:

⇒

### Course Entry Requirements:

⇒

### Employment Opportunities:

⇒

### Additional Information:

⇒

### Contacts (for your state):

⇒

### Related Occupations:

⇒

⇒

### Use Job Outlook to find out the following info.

Total  
Employment

When? \_\_\_\_\_

Employment  
Growth (5 yrs)

To When? \_\_\_\_\_

Unemployment  
Rate

Year? \_\_\_\_\_

Weekly Earnings

Year? \_\_\_\_\_

Projected Job  
Growth

To when? \_\_\_\_\_

% Full-time

When? \_\_\_\_\_

Main Industry

When? \_\_\_\_\_

Average Age

When? \_\_\_\_\_

% Male/Female

When? \_\_\_\_\_

Career and Enterprise 12 - Foundation

For preview purposes only

Do not copy

Book to be published July 2016

e-version master also will be available