

# Career and Enterprise - General 11

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## WACE Career and Enterprise and Workplace Learning programs

In late 2014 I was contacted by a number of WA schools who ordered various existing resources to help support their **Career and Enterprise** and **Workplace Learning** programs. Given the great feedback and advice from these teachers I have reviewed the new WA curriculum for Career and Enterprise and am actively working towards producing specific resources for WACE Career and Enterprise courses for 2016.

### Available for 2016

#### ⇒ Career and Enterprise: CAE - General 11

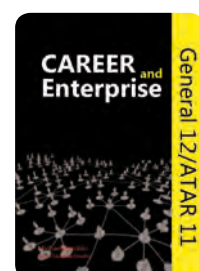
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- Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

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- Full colour text/workbook. Approx. 290-320 pp. Price approx: \$55. (ISBN: 978-1-925172-26-3)
- Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

### email list

Would you be interested in these new resources for 2016? I would like to add you to the email list so I can keep you up to date on the progress of these resources and to let you know when new samples are available. So please email me at [michael@delivereducation.com.au](mailto:michael@delivereducation.com.au)



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Career and Enterprise - General 11

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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.

## Order form: Current from Term 4, 2015 (Note: All prices are GST inc.)

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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
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## Book intro

Welcome to your studies of Career and Enterprise.

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## Being Enterprising

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D My personal competencies	9	<input type="text"/>	
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F My transferable skills	11	<input type="text"/>	
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Comments:



## Introduction

In this first section you will be introduced to the idea that you will need to be enterprising in order to enable you to take the initiative to develop your future career pathway.

At this beginning stage of Career and Enterprise you will be introduced to a wide range of career development concepts and terminology. The aim is for you to become familiar with these concepts, and then apply them to your studies and career pathway investigations as the year progresses.

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

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

## What about you?

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

1. Demonstration of an understanding of key terminology and concepts through your ongoing completion of a glossary.
2. Active participation in class discussion.
3. Application of what you have learned to your own career pathway investigations.
4. Completion and submission of ongoing activities as directed by your teacher.
5. Completion of an investigation report related to your own Individual Pathways Portfolio.
6. Undertaking self-assessment at the end of this unit.



### Your IPP & EPP: Being Enterprising

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

- ☐ Identify and reflect on your enterprising behaviours and work-related skills.
- ☐ Identify your personal and social competencies and transferable skills.
- ☐ Identify your key skills, attributes, values and interests.
- ☐ Outline effective self-management techniques to deal with career pathways issues.
- ☐ Using goal-setting and decision-making to begin planning your career pathway.

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

## 1. Personal enterprise

In order to develop career competencies it is important that you are personally enterprising. Some of the things that you can do to help make you more personally enterprising include:

- ✓ developing supportive family, personal and social relationships
- ✓ proactively managing your personal affairs such as your finances
- ✓ participating in personal, social and recreational activities and hobbies
- ✓ being a positive member and leader within your school and/or local community
- ✓ contributing to your community by active participation and volunteering
- ✓ taking responsibility for managing your own career pathway
- ✓ building your skills and qualifications through education and training
- ✓ completing work experience and workplace learning placements
- ✓ working in part-time or casual jobs to build skills, experience and networks.

Notice how these are all 'ings'. That involves you doing! So which of these could you tick off?



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## 2. Career competencies

The 2010 *Australian Blueprint for Career Development* identifies recommended skills, attitudes and knowledge that all people need to have so as to enable them to develop a more suitable career pathway.

Indeed your subject, Career and Enterprise has been developed to closely align with these career management competencies contained in the 'blueprint'. The eleven inter-related competencies are grouped into three key areas:

### A. Personal management

### B. Learning and work exploration and

### C. Career building.

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

### A: Personal management

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

### B: Learning and work exploration

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

### C: Career building

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

Source: Australian Blueprint for Career Development, ???

## A Me being enterprising



1. So how enterprising are you? Give real examples from your own experiences for each of these 5 different settings. (Consider the career management competencies to help.)

### Being enterprising

i. I have been enterprising in a personal situation by...

ii. I have been enterprising in a social situation by...

iii. I have been enterprising in a community situation by...

iv. I have been enterprising in a school/education situation by...

v. I have been enterprising in a work-related situation by...

2. Produce an image or graphic of you being enterprising. Briefly explain both the setting of the image and how you are (or were) being enterprising.

## 3. Enterprising behaviours

Enterprising behaviours are work-related skills that are needed for a person to become an effective employee. Sometimes you might see different lists of varied capabilities or skills that make up these enterprising behaviours. Most of these main skills have been classified below in five interrelated sets of enterprising behaviours.

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

You need to remember that the lists of skills in each of these five sets of enterprising behaviours are not exhaustive. By their very nature each of these sets of can keep developing and evolving. Also, many of the specific enterprising skills and behaviours will naturally cross over into one or more of the other sets. So which of these sound like you?



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## Enterprising Behaviours

### Initiative

Includes but is not limited to:

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

### Adaptability

Includes but is not limited to:

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

### Problem-solving

Includes but is not limited to:

- ⇒ analysing issues
  - ⇒ making decisions
  - ⇒ dealing with change
  - ⇒ resolving conflict
- 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.**

### Managing and leading

Includes but is not limited to:

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

## B Enterprising behaviours



For each set of enterprising behaviours outline 2 examples of how you have demonstrated these skills in a personal setting or school setting, and in a work/employment setting.

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



## 4. Work-Related Skills

### Personal qualities, attributes and abilities

All workers need a basic set of generic abilities so as to function as an employee. These generic abilities are closely related to your personal and social competencies and therefore will help form the basis of your work-related skills. Key generic abilities include literacy and numeracy skills as well as other personal qualities and attributes, especially those shown in this diagram.



### Employability skills

It is expected that all workers in all work settings should be able to demonstrate eight common employability skills as part of their day-to-day work activities. You can see how many of these employability skills also relate to the personal qualities and abilities shown above.

People need to develop employability skills so that they become more productive employees for their organisation. Being more productive makes you more employable and will help you build a better career pathway.

### Employability skills

- ⇒ Communication
- ⇒ Adaptability
- ⇒ Problem-solving
- ⇒ Planning and organising
- ⇒ Managing and leading
- ⇒ Learning
- ⇒ Technological
- ⇒ Initiative (and enterprise skills)

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**Workers use employability skills in combination such as technological skills, learning and problem-solving.**

### Industry-specific skills

Industry-specific skills (competencies) are certain skills that an individual must demonstrate for a particular occupation within an industry.

Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations. Industry-specific skills are developed through on-the-job and off-the-job vocational training.



**C Work-related skills**

1. Analyse these work-related images. What type of job might they be doing?
2. Outline how the employee is demonstrating an employability skill.
3. Explain how this employability skill might also be an industry-specific skill.
4. Add an image of your own and complete Q1-3 for this.



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Hemera/Thinkstock



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## 5. Personal competencies

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

You can turn your **aptitudes** into useful workplace abilities by developing skills and competencies through training.

"Gregor is doing a VET course in IT and might study computing at TAFE or uni."

Personal competencies also reflect your personality. Different personality strengths suit different careers. You need to plan your career pathway to complement your **personality strengths** and **weaknesses**.

So what are you good at?

### Key personal competencies

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



"I'm very good at following instructions."

### My personal competencies

D

Complete this table by describing examples related to your own personal competencies.



Tasks that I seem to have a natural aptitude for include:	I can turn these aptitudes into workplace abilities by:
1.	
2.	
3.	
4.	

### 6. Social competencies

Social competencies describe your skills in dealing with people and social situations. Your personality, your experiences and your involvement and participation in social events will develop your social competencies. Your understanding of different people and different cultures is also important.

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



"People say that I'm very easy to get along with."

#### Key social competencies

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

### E My social competencies



Complete this table by describing examples related to your own social competencies.

Social competencies that I have developed include:	I can use these social competencies in workplace situations such as:
1.	
2.	
3.	
4.	

## 7. Transferable skills

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

### Generic knowledge and skills

So you have seen how all jobs require employees to have a set of **personal qualities**. Workers need these skills to function as effective employees. Occupations also require minimum acceptable standards for literacy, numeracy, punctuality, communication, following instructions and other skills. However, the standard expected of potential workers might vary depending on the occupation or the industry.

At this stage of your career you might not have a lot of information to put on your résumé or to talk about in a job interview. So it is important to recognise all those transferable skills you might have developed. You can build your transferable skills into work-related skills by performing work-related tasks while still in a school setting. You can then explore how these skills can be transferable to a workplace situation through your work experience or work placement. These skills can help assist you to gain entry-level employment opportunities in industries.

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



**You can transfer skills that you might normally take for granted. If you have experience working outdoors you will have a lot of transferable skills for other jobs. You are also likely to have well-developed physical fitness and manual skills.**

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### My transferable skills

F

1. List 4 transferable skills you have already developed (or could develop).
2. Explain how you further develop these transferable skills to assist your career.



Transferable skills	How I should develop these for my career.
1.	
2.	
3.	
4.	



## 8. Looking inward

As you start to plan and manage your career pathway it is important that you focus on investigating the types of occupations that might best suit you. One way to support this investigation is to focus on your **skills**, your **attributes** (abilities and aptitudes), your **values** and your **interests**.

By undertaking an honest assessment of your preferences in these four areas you can start to identify potential industry and occupational interests that might suit your future career pathways development.

So as you can see, this is all about being pathways **SAVI** - skills, attributes, values and interests!



**Tina has always been good with children and has attributes such as patience and good communication. She values personal interaction and is interested in child welfare. She hopes to study child-care or pre-school education.**

### G 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.) Being SAVI is also explored further in Section 2, pp.40-47.

#### 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.*



#### 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.*



## My work-related skills

H

Describe one example of how you have demonstrated each of these work-related skills, in a personal setting, a school setting and in a work/employment setting.



Work-related skills	Personal setting	School setting	Work/employment setting
communication			
adaptability			
problem-solving			
planning and organising			
managing and leading			
learning			
technological			
initiative (and enterprise skills)			

being  
enterprising

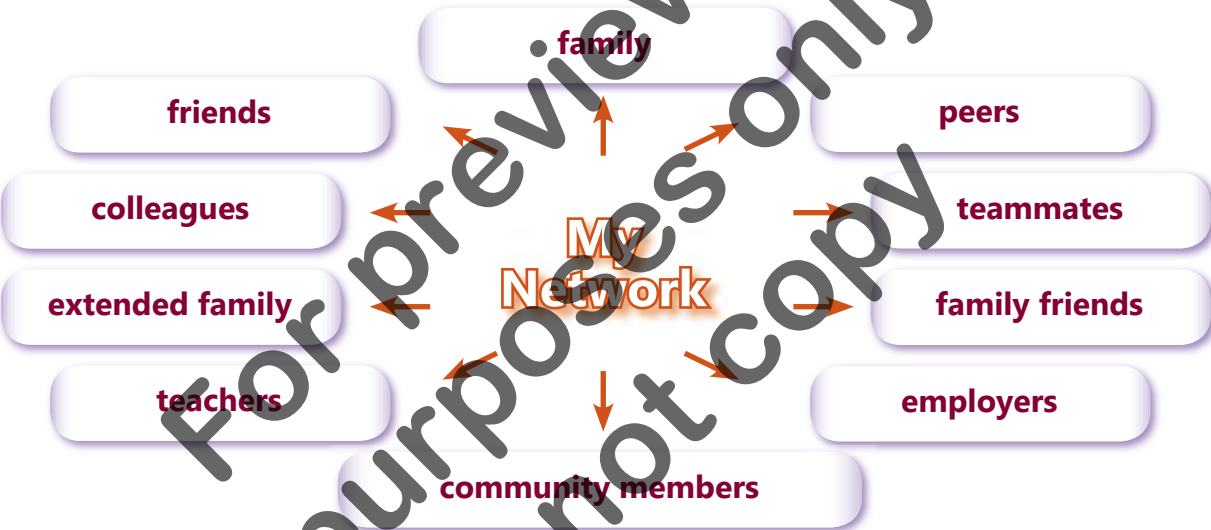


9. Looking outward

At this stage of your career pathways development is important that you realise they your are not expected to do everything on your own. There are many people, organisations and institutions that can help you. Young people find that they can make more informed career decisions if they get help and assistance from a career **mentor**. Also, many people will advise you that having a well-developed **network** of friends, family and other associates can offer you a head start in sourcing potential job opportunities.



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I Looking outward



Choose 4 of the network categories above and for each one list the contact details of a person who could be part of career development network.

1	2
3	4

## 10. Labour market

The labour market is the official term used to describe the exchange of an individual's labour (including their time, skills, expertise and experience) in return for income (wages and salaries) from a producer.

The Australian **labour market** has a number of key issues that impact on opportunities available for young people entering the workforce. 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.

It is vital that you ensure that you have adequate **entry-level skills** so as to help enable you to gain entry-level employment.

Australia, and particular regional areas within Australia, face high **youth unemployment** rates. One of the main contributors to this problem is when young people exit formal schooling without suitable qualifications. This 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.

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 organisation. Often these organisations assess and compare job readiness based on an individual's qualifications, attitudes, work-related skills, experience as well as other factors.

You will explore labour market issues in more depth in Section 5.



Many young people get their entry into the labour market through part-time and casual retail and hospitality jobs. What about you?

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### Key labour market issues

- ⇒ Australia's unemployment rate was 6.2% as at August 2015.
- ⇒ WA's unemployment rate was 6.1% as at August 2015.
- ⇒ The youth unemployment rate for those aged 15-24 was 12.9% as at August 2015.
- ⇒ The WA unemployment rate for those aged 15-24 was 11.5 % as at August 2015.
- ⇒ The Australian unemployment rate (for those aged 15-19) was 17.1% as at August 2015.

Source: ABS, 6202.0

## J Labour market

Remember how before predictive text you used to send shorten your text messages? Translate each of these statements about the labour market.

1. As a class discuss how each of these might impact on your future career pathway.

i. ntry lvl sklz r a key t yr suCz.

---

ii. Der z mo yuf unmplyMnt thn gnrl unemploynt.

---

iii. unskld yung PPL cn gt n a cycl of Unemploynt.

---

iv. WAs Unemploynt rAt is sltly lwr thn Oz's.

---

v. d LbR mRkt z vRy cmPtve n jb-sEkrs rqRe mo sklz

---

vi. MployEz r mo likLy 2 b hiR skld rAthe dn lowR skld.

---

vii. Unmployd ppl r lkLE 2 b unMployD for < tMe.

---

2. After discussing these labour market issues, outline 5 actions you should undertake so as to create better opportunities for your own career pathway



1	
2	
3	
4	
5	

## 11. Initiative

In order to successfully develop and manage your career pathway you're going to have to demonstrate initiative. After all, it is your own career pathway. So what steps are you prepared to take, and what actions will you initiate to help build the best career pathway; for you?

The term **initiative** refers to being able to take **proactive** steps to achieve your goals.

Initiative is one of the key character traits required by employees as part of an enterprise culture. Employers often say that they are looking for job applicants who can demonstrate initiative. However, sometimes demonstrating initiative is easier said than done. But there are common strategies that you can implement that will help grow your initiative over the next two years.

- ✓ Be proactive rather than being reactive.
- ✓ Carefully plan your goals and objectives; make sure that these are realistic.
- ✓ Make sensible decisions that will help enable you to achieve your goals.
- ✓ Wherever possible, try to turn pressures into opportunities.
- ✓ Take responsibility for your actions.
- ✓ Undertake a process of self-assessment and reflection; and seek feedback and review so as to implement learning improvement strategies.
- ✓ Manage career development risks.
- ✓ Undertake lifelong learning including appropriate work-related training and personal and professional development.
- ✓ And perhaps the most important strategy is to get suitable advice, ask questions and then take steps to incorporate what you have learned into the development of your career pathway.



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badmanproduction/  
iStock/Thinkstock

### Are you ready?

Of course we don't expect you to be able to implement all of those strategies straight away. However, your studies of Career and Enterprise, as well as your application of what you have learned to your own personal and work-related situations, will help you to develop various enterprising behaviours that will give you more initiative.

As part of your career pathways development you need to be able to demonstrate initiative in relation to **self-management**, **risk management** as well as your own **training and development**.



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kaarsten/  
iStock/  
Thinkstock

**It's your future, so what are you going to make of it?**



### Self-management

Self-management involves the development of personal and social competencies, such as being punctual and communicating with people from diverse cultures. If you show initiative and develop your self-management skills then they can be more easily transferred to work-related situations.

#### Personal situations

- ⇒ Maintaining physical and emotional health and wellbeing.
- ⇒ Developing transferable personal and social competencies.
- ⇒ Completing personal development activities within timeframes.
- ⇒ Contributing to your local or broader community.

#### Work-related situations

- ⇒ Being punctual and reliable.
- ⇒ Communicating effectively with work-related stakeholders.
- ⇒ Developing appropriate work-related skills.
- ⇒ Seeking review and feedback in order to improve.

### Risk management

Everything one does in life comes with an element of risk. Risk management requires you to take the initiative to ensure that you minimise potential negative consequences associated with your choices. This might involve working safely in a work-related situation; or making appropriate personal sacrifices in order to achieve your career goals.

#### Personal situations

- ⇒ Determining suitable and realistic goals.
- ⇒ Developing resilience to overcome setbacks.
- ⇒ Making sacrifices to build your future.
- ⇒ Maintaining a positive work/life balance.

#### Work-related situations

- ⇒ Performing work tasks safely.
- ⇒ Suggesting improvement strategies to supervisors.
- ⇒ Supporting a culture free from bullying and harassment.
- ⇒ Taking on responsibility to develop your career.

### Training and development

Training and development underpins lifelong learning. You need to use initiative to improve your skills portfolio while still at school, such as by doing a VET course; or by volunteering for training opportunities in the workplace, such as first-aid training.

#### Personal situations

- ⇒ Completing school based educational tasks and qualifications.
- ⇒ Building personal competencies through sport, recreational, hobby and community activities.
- ⇒ Learning new information and exposing yourself to new ideas.
- ⇒ Participation in personal growth and development programs.

#### Work-related situations

- ⇒ Completing work placement opportunities as well as volunteer and community support placements.
- ⇒ Undertaking work-related training and vocational training courses.
- ⇒ Participating in on-the-job training through coaching and mentoring.
- ⇒ Building your skills portfolio by completing specific courses and qualifications.

## Managing yourself

K



being  
enterprising

Complete the questions in the table using examples from your own experiences.

1. Outline both a personal and a work-related example where you have shown initiative and **managed yourself** effectively.

Personal example

Work-related example

2. Outline both a personal and a work-related example where you have shown initiative by **managing risk** effectively.

Personal example

Work-related example

3. Outline both a personal and a work-related example where you have shown initiative by undertaking **training and development** related to your career pathway.

Personal example

Work-related example

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## 12. Innovation

According to the Australian Bureau of Statistics (ABS) innovation is:

“The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes.” ABS, Innovation in Australian Business, (8158.0)

New goods or services or new processes may involve:

1. the development of new technology (e.g. tablet devices),
2. an adaptation of existing technology to a new use (e.g. eCommerce), or
3. may be non-technological in nature (e.g. a change in work practices or managerial change; or changes in marketing methods).

The term innovation usually refers to coming up with new ways of doing something better. Innovation doesn't only refer to something that is new or some type of new technology. New isn't always better. In order to be innovative, something must be better; usually significantly better. Sometimes innovation relates to using some existing technology in a new or better way.

At times people demonstrate innovation by developing new enterprises and starting their own business. Many small and micro enterprises exist to service a niche market in an innovative way. And many large organisations, such as firms in the Australian mining industry, are world-leaders in developing innovative processes that then get adopted globally.



Image:  
rafael\_olechowski/  
iStock/Thinkstock

### New products

Where would our lives be without new products? Innovation drives the development of new products. Many of these are developed as business products that then get adopted by consumers. Examples include:

- ⇒ personal computers (Olivetti, 1964)
- ⇒ handheld mobile phones (Motorola, 1973) and even
- ⇒ the utility (Australian-designed by Lewis Brandt at Ford in 1933)!

Perhaps you have an idea for an innovative new product?

### New enterprises

Innovation also results in the launch of new enterprises. We know about innovative large global giants such as Apple and Mc Donald's (that started small of course!). However, many people run innovative niche enterprises as their career. Key areas include:

- ⇒ niche retail and hospitality services
- ⇒ proactive social and community service enterprises
- ⇒ specialised trades and professional services

About 10% of people will go on to own and run a small enterprise. Might you?



### 13. Goal-setting

#### Where do you see yourself?

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.



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almagami/  
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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 17-19?"
- ✓ "Where do I see myself in 6-9 years time, when I am in my mid-20s?"

#### Goal-Setting Process



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

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

**3. Aim high but 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.**

## My goals

M



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

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

---

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

---

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

---

iv. What will I be doing in 6 years?

---

v. What will I be doing in 15 years?

---

2. Use the 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 career. Some people are \_\_\_\_\_ by earning a high \_\_\_\_\_  
while others aim to achieve a sense of job \_\_\_\_\_.

Over the course of their lives people go through different stages of their career  
\_\_\_\_\_. A person's values will change and this will influence their  
\_\_\_\_\_ from work. This is also likely to influence their personal  
\_\_\_\_\_ and might see them aim to achieve a better \_\_\_\_\_ balance.

Over the course of their career a person will develop many \_\_\_\_\_ and  
become \_\_\_\_\_ at a range of tasks. One thing is for sure, just like all  
workers you need to undertake lifelong \_\_\_\_\_ so as to better 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:

Sites such as: [www.usucceedinlife.com/famous-people](http://www.usucceedinlife.com/famous-people)



...have 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. Making decisions

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 introductory section you have been encouraged to embrace an enterprising approach to start developing your career pathway. This requires you to show initiative by being a proactive decision-maker.

After all, it's your future? So again, what are you going to do about it?

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gece33/  
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### Decision-making processes

One way to help you become better at making decisions is to use a standard decision-making process. A decision-making process is a series of steps that can guide how you think about achieving your goals and processes. A decision-making process can also assist you to deal with potential problems that might occur when facing important decisions.

The PADS decision-making process is one of many processes that you can apply to your day-to-day decision-making. Got a decision to make? Use the PADS process!

1. Identify the **p**roblem
2. Investigate **a**lternatives
3. Make a **d**ecision
4. Evaluate the **s**olution

### P A D S = PADS decision-making

PADS is an ongoing process which can support you to constantly refine your goals and improve your career competencies. So let's see how it works by discussing this example opposite.

#### 1. Identify the problem

*"I really don't know what type of career I want to develop?"*

#### 2. Investigate alternatives

*"I want to help people. So at this stage I am looking at potential jobs in community services, education, retail or health-care settings."*

#### 3. Make a decision

*"After meeting with my Careers Counsellor I am going to focus on community services occupations and try for a work placement next term."*

#### 4. Evaluate the solution

*"I will assess to see if I can do the work tasks, whether I enjoy my placement, if I am comfortable in that environment and whether potential training suits my career goals?"*



## PADS decision-making

N



being  
enterprising

1. Use the PADS decision-making model to assist you to make some decisions about the types of career pathways options you might investigate over the next few months.

<p><b>1. Identify the Problem</b> (Try and list this career pathway problem in 1 or 2 short sentences.)</p>
<p><b>2. Investigate Alternatives</b> (List 3-4 potential or alternative career pathway courses of action.)</p>
<p><b>3. Make a Decision</b> (Decide the most appropriate decision for this stage of your pathway; briefly explain why.)</p>
<p><b>4. Evaluate the Solution</b> (Come up with at least 3 ways that you can use to assess whether you made a suitable decision at this stage of your career pathway.)</p>

2. Later on you will be introduced to the decision-making models of SWOT, p.?? and PMI p.82. Go online and find out about these models. What do the letters stand for?

<b>SWOT</b>	<b>PMI</b>



## Summary: Being enterprising

In order to develop career competencies it is important that you are personally enterprising. The eleven **career management competencies** are grouped into three key areas:

- 1: **Personal management**
- 2: **Learning and work exploration**
- 3: **Career building.**

You should reflect on each of these three areas and the relevant competencies as you complete tasks throughout this year. You can complete an audit pro-forma on how you are going in each of these and your teacher can also give a e-copy for your EPP.

**Enterprising behaviours** are **work-related skills** that are needed for a person to become an effective employee. These can be grouped into five interrelated sets of enterprising behaviours which all also include working with others.

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

All workers need a basic set of **generic abilities** so as to function as an employee. These generic abilities are closely related to your personal and social competencies which can be **transferred** to work-related situations. **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.

As you start to plan and manage your **career pathway** it is important that you focus on investigating the types of occupations that might best suit you. One way to support this investigation

is to focus on **being SAVI**: your skills, your attributes (abilities and aptitudes), your values and your interests.

A well-developed **network** of friends, family and other associates can offer you a head start in sourcing potential job opportunities. You should find a **career mentor** to assist you. Start by making an appointment with your Careers Counsellor.

The Australian **labour market** presents issues that impact on opportunities available for young people entering the workforce. Some of these issues influence both **employment levels** and **unemployment rates**. You need to identify issues that might potentially impact on you.

**Initiative** is one of the key character traits required by employees as part of an enterprise culture. You have to take ownership of your career pathway. So therefore try to be **proactive** rather than being reactive. Do this by showing initiative in relation to **self-management, risk management** and **training and development**. **Innovation** is the process of introducing new or improved goods or services and/or processes. Innovation will impact on your career pathways development opportunities.

Using a **goal-setting** process assists you to achieve a longer-term goal by breaking this goal down into a series of smaller, shorter-term, and more achievable steps. The **PADS decision-making** process is a processes that you can apply to your day-to-day decision-making to help you achieve your goals.

Well, now it's up to you to get started!

○

1. List these and provide a definition for each.

3. Your teacher might add some other key words/terms for you to complete.

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## AT1 Being Enterprising

### Investigation

For this task you are required to complete a report into what it means for a young person to be enterprising in relation to their career development.

Tasks required:

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: Enterprise and me

- i. Outline the concept of **being enterprising** including **enterprise behaviours**.
- ii. Discuss how personal enterprise can help develop your **personal** and **social competencies**.
- iii. Outline how your **personal** and **social competencies** can be **transferred** to **work-related situations**.
- iv. Discuss how **networking** can help you develop your career pathway.
- v. Explain how **initiative** can help you develop your career pathway.
- vi. Identify a clear and concise **career pathway goal** and outline the **steps** for you to **achieve** this **goal**.

#### Part B: Career management competencies

- i. Choose at least 1 **Career management competency** from each of the 3 areas of
  - ⇒ **Personal management**
  - ⇒ **Learning and work exploration**
  - ⇒ **Career building**.

Explain how this **Career management competency** relates to your own **career pathways** development.

- ii. Outline, using **examples**, of what **you have done**, or what you **could do** to manage your career pathway so as to **develop** this **Career management competency**.

#### Note:

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

*Other tasks and important information*

## Assessment Task 1 - Investigation Report: Being Enterprising

Name:

Tasks	Re- quired	Due by	Done	Teacher
<b>Part A: Enterprise and me</b>				
⇒ Negotiate a suitable report format.	✓			
i Outline being enterprising and enterprise behaviours.	✓			
ii Discuss your personal and social competencies.	✓			
iii Outline transferring personal and social competencies.	✓			
iv Discuss networking and your career pathway.	✓			
v Explain initiative and your your career pathway.	✓			
vi Identify career pathway goal and achievement steps.	✓			
⇒ Present draft to your teacher for checking.				
<b>Part B: Career management competencies</b>				
i CMC 1 and you.	✓			
ii CMC 2 and you.	✓			
iii CMC 3 and you.	✓			
i CMC 1 and your development.	✓			
ii CMC 2 and your development.	✓			
iii CMC 3 and your development.	✓			
⇒ Present draft to your teacher for checking.				
<b>Stage 3: Preparing your report</b>				
⇒ Finalise your information and incorporate feedback				
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Give presentation report to the class (if required).				

Additional information:



### Self Assessment Pro-Forma

Which work-related skills did I develop during this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I perform best at during this unit?

- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I most enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_

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

- \_\_\_\_\_
- \_\_\_\_\_

Which areas should I focus on improving?

- \_\_\_\_\_
- \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_