

New Career and Enterprise resources for 2016

New
resources
for 2016

WACE Career and Enterprise and Workplace Learning programs

I am actively working towards producing specific resources for WACE Career and Enterprise courses for 2016 with CAE General 11 almost finalised and CAE General12/ATAR 11 well underway.

Available for 2016

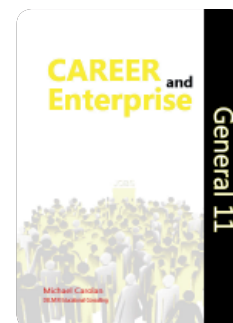
• Career and Enterprise: CAE - General 11

Full colour text/workbook. Approx. 310 pp. Price \$52 (ISBN: 978-1-925172-25-6)

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

Will be going to print later in November. e-version finalised late November. Interim files available.

See website for previews of the entire resource.



• Career and Enterprise: CAE - General 12/ATAR11

Full colour text/workbook. Approx. 320 pp. Price \$55 (ISBN: 978-1-925172-26-3)

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

Will be going to print later in December. e-version finalised January. Interim files available.

See website for previews of Sections 1-5 (Unit 3/Unit 1).



Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** & **Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

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

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

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

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> 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 (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- ** Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- ** Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- ** Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- ** Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- ** Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- ** Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

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

- ** Career and Enterprise General 11
- ** Career and Enterprise General 12/ATAR 11

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

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

WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

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

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

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

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

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CAREER and Enterprise

Career and Enterprise - General 11

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- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: www.blueprint.edu.au

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

General 11

Career and Enterprise: Unit 1

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

Career and Enterprise - General 11 has been specifically developed to support you in your investigations into the world of work and to help enable you to develop into a more enterprising young worker.

In this first unit you will examine the characteristics of being enterprising, start to establish your own career pathway, identify and audit your work skills, develop your career portfolio through your IPP and EPP and investigate a range of workplace issues that are likely to impact on you as part of the workforce.

To make best use of this resource you should:

- ✓ engage 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 pathways choices
- ✓ apply enterprising strategies to your own career pathways development
- ✓ seek out and actively 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, as well as applying what you discover in work-related situations back to what you are learning in the classroom.

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!

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Workplace Issues

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workplace issues

Comments:

Introduction: Workplace Issues

In this section you will focus on the investigation of three broad workplace issues related to job satisfaction and motivation, changing patterns of work and different work environments and labour market trends and young people. You will be expected to develop an understanding of how these workplace issues might impact on your future career pathway development. At the end of the unit you will complete an investigation into key aspects related to one of these workplace issues.

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

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

What about you?

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

1. Demonstrate an understanding of key terminology and concepts through your ongoing completion of a glossary.
2. Actively participate in class discussion.
3. Apply what you have learned to your own career pathway investigations.
4. Complete and submit ongoing activities as directed by your teacher.
5. Complete an assessment task directly related to a workplace issue.
6. Undertake self-assessment at the end of this unit.



Your IPP & EPP: Workplace Issues

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

- ☐ Discuss key factors that influence motivation and job satisfaction.
- ☐ Describe the impact and importance of workplace flexibility.
- ☐ Explain the characteristics and suitability of varied work environments.
- ☐ Outline key labour market issues.
- ☐ Identify key issues impacting on youth employment and unemployment.

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

1. Workplace issues

This section introduces a number of work-related issues that impact on contemporary workers, workplaces and industry in general. These issues are related to:

- ⇒ **job satisfaction and motivation**
- ⇒ **changing patterns of work and different work environments**
- ⇒ **labour market trends and young people.**

Your teacher might ask you to investigate one or more of these areas (or a specific topic within an issue) based on your employment or VET experience or your work placement. You then have to successfully complete an assessment task that investigates this workplace issue. You should actively involve other workplace stakeholders in your research. Conducting an interview is a great way to find out information from knowledgeable people.

One of the hallmarks of enterprising workplaces is their ability to develop work skills in their employees, and then to support employees to use these skills so that they can deal with work-related issues. So this means that you need to start identifying key issues related to workplaces you are interested in. You should then start developing some strategies to deal with these issues.

So consider the common issues that are listed below and throughout this section and think about how you, and stakeholders in workplaces you are familiar with, might deal with each of these workplace issues.



2. Job satisfaction

When building your future career pathway it is important that you are able to derive job satisfaction from what you are doing at work. Remember you are potentially going to be working for about 50 years. That's a long time to be unhappy in what you're doing! So that's why we keep encouraging you to develop a career doing things based on your likes, interests and values.

Many people mistakenly believe that income is the most important determinant in relation to job satisfaction. This may be true for someone who is just starting out working in a casual job, because now they have some income, whereas before they were broke! That's a pretty satisfying outcome.

Employee expectations

Each of these employee expectations influences potential job satisfaction. How important is each to you?

- ⇒ fair and reasonable pay
- ⇒ good working conditions
- ⇒ safe working environment
- ⇒ positive social interaction
- ⇒ freedom from harassment
- ⇒ recognition and reward
- ⇒ opportunity for advancement
- ⇒ career development
- ⇒ security of employment
- ⇒ feeling of contribution
- ⇒ development of self-esteem



Intrinsic motivators

Study after study indicate that over a person's career life cycle they are more likely to seek intrinsic motivators related to the job itself. These intrinsic factors include **satisfiers** such as:

- ✓ recognition and reward
- ✓ opportunity for advancement and career development
- ✓ enjoying a feeling of contributing positively, and
- ✓ developing a feeling of pride, self-respect and self-esteem.

The longer you stay in a job then the more likely it is that these satisfiers will have greater influence on your job satisfaction than factors such as pay and other work-related benefits. However, a good income can help reduce job dissatisfaction (which BTW is not the opposite to job satisfaction!).

Starting out

When you first start to work you are likely to be motivated by money. However, you are also likely to want to show that you are able to do the job and to take pride in your productive efforts. You'd also hope to get positive feedback from your boss and perhaps get the chance for a promotion.

For example, consider the career pathway of an apprentice tradesperson. Of course the pay is going to start off pretty lousy! So why do so many young people still do apprenticeships? Perhaps it's because they know that as they get closer to finishing their training their pay will improve.

Or perhaps they realise that when they make it as a registered tradesperson that the potential to build a career, in a field of work they enjoy doing (with comfortable income as well) is all in front of them!

Motivation and job satisfaction

What motivates people?

What drives people to do things? What causes people to act in certain ways? Why do some students work harder than others? Why do some employees work harder than others? These are tricky questions to answer. People are motivated by different things at work. Some people are motivated by money, income and wealth. Some people are motivated by status, recognition or respect. Some people are motivated by achievement, creativity or personal growth. Some people are motivated by family, personal, spiritual and religious beliefs or social interaction. And some people aren't motivated at all!

Many people, and younger people in particular, often argue that money is the best motivator. You might say that "if you pay me, I'll work." Students have even said to me that if I paid them for producing their assignments they would do all the work and hand it in on time. Is this the answer, just cough up the money to generate a better outcome?

Same pay, different pay-off!

Just reflect on the world around you. Those of you who already have a job work alongside other employees who are often being paid the same rate of pay as you. However, you and they might demonstrate different productivity levels.

So why is it that two workers, with the same level of training and skills, and receiving the same pay, essentially work harder or work less hard than one another?

Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated? And why do some workers just seem to love to work? Are they a special case? They work hard and generally create good outcomes for their employer. Why is that?

Often they are being paid no more than other workers, but yet they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

Career life cycle

A factor to consider might be that many people change over time. What might have motivated a person in their past doesn't always last for ever.

For example, as you age you might become more concerned with other matters, such as your personal lives, your social lives, your car!

You might find that you are happy to do a job, primarily just for the money... for a while. But could you see yourself doing this same job, every day, five a days a week, 48 weeks a year, for the next 50 years?

Job satisfaction and motivation

Organisations need to identify and satisfy the key factors to motivate their workers. And you need to determine the factors likely to motivate you and help you experience job satisfaction over the course of your career.

So is money the only answer, or is the answer something else to do with peoples' values, attitudes and behaviours?

Consider these questions. Why do some people happily give their time and skills to do community service and volunteer work; and for no pay! What factors are motivating them to keep going day after day?

Why are you happy to do one task while your friends are just as unhappy doing the same task - yet this level of happiness may change when the task is different?

What motivates you? What motivates others?

How can you motivate yourself and others? If you can answer most of these questions then you are well on the way to making more informed career pathway choices - for you!



**"I love my job;
and they pay me as well!"**

3. Factors affecting job satisfaction

It's no secret that the world of work is changing. New and emerging patterns and modes of work can be good for society, but these can also impact on the job satisfaction of workers. Four key issues that impact on job satisfaction for all workers, including young workers, are investigated below. As you work through these, consider the relevance of each to your own career.

1. Job security
2. Pay and benefits (remuneration)
3. Opportunity to use skills
4. A safe work environment.

**"What would keep you
satisfied and motivated
at work?"**



Image:
Taavi Toomasson/
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Job security

There no longer is any job for life. Economic conditions, industry restructuring and changing patterns of work can impact on job security. Factors to consider are:

- ⇒ increased casualisation
- ⇒ part-time instead of full-time work
- ⇒ short-term contracts and outsourcing
- ⇒ industry decline and closures of firms
- ⇒ higher youth unemployment
- ⇒ global changes in employment.

You can have the 'best' job in the world, but if you don't know you'll still be employed next year, next month or even next week, then your job satisfaction is likely to be severely at risk.

Pay and benefits

Pay and benefits (remuneration) is a key reason why people work, but not the only motivating factor. Pay and other work-related benefits that might impact are:

- ⇒ income level, wages and salaries
- ⇒ bonuses and incentives
- ⇒ annual, family and long-service leave
- ⇒ superannuation contributions
- ⇒ non-income benefits such as workplace perks, discounts etc..

A fair day's pay for a fair day's work! But younger people are generally paid less (for the same work). Casual work has a higher hourly rate, but is there long-term security in being a casual worker?

Opportunity to use skills

We work for long time. People welcome this opportunity to both develop and use their skills in the workplace. This helps us grow as people. Workers can be more satisfied by:

- ⇒ enhancing industry-specific skills
- ⇒ workplace training and professional development
- ⇒ contributing to industry and society
- ⇒ career advancement and promotion.

A dull job is just that; dull. Will you be happy doing the same thing, with little personal or professional growth, for the next 50 years? I think not! People as workers like to be useful and also to develop and apply their skills.

Safe work environment

Industry and workplaces have made significant safety improvements over the past 20 years, but a safe work environment is still paramount to job satisfaction. Some (of the many) key WHS issues are:

- ⇒ appropriate training
- ⇒ safe work practices
- ⇒ job rotation to reduce repetition
- ⇒ employee involvement and feedback in improving workplace WHS
- ⇒ freedom from harassment and bullying.

Hazard control and risk management drive safer workplaces. Safe workers are happier workers.

Motivating factors

A



- These potential motivating factors are commonly associated with working. Rate each with a score of 1 (not very important) to 5 (very important) for your preferred future career.

⇒ <i>job that I find interesting</i>	_____	⇒ <i>good hours of work</i>	_____
⇒ <i>sense of achievement</i>	_____	⇒ <i>important/useful job to society</i>	_____
⇒ <i>good interpersonal relationships</i>	_____	⇒ <i>opportunity for promotion</i>	_____
⇒ <i>job security</i>	_____	⇒ <i>respect for position</i>	_____
⇒ <i>able to use my initiative</i>	_____	⇒ <i>lack of pressure</i>	_____
⇒ <i>good pay/income</i>	_____	⇒ <i>good holidays</i>	_____
⇒ <i>can use my abilities/skills</i>	_____	⇒ <i>job has good status in society</i>	_____
⇒ <i>able to meet people</i>	_____	⇒ _____	_____
⇒ <i>responsible job</i>	_____	⇒ _____	_____

- Collate and summarise these results for the whole class. Have someone do this on the board and then each person should draw a bar graph in their workbook.
- As a class discuss the results. Look for and outline similarities and differences between gender and age (if relevant).
- List 2 reasons why you are continuing in school. For each of these identify whether it is an example of a positive (proactive motivator) or a negative (reactive motivator).

My reasons for staying in school include...	
i	
ii	

- Consider the main occupation you are interested in pursuing as part of your career pathway. Outline 3 different factors that would motivate you to do that type of work.

3 main motivating factors for me working as a(n) _____ are:	
i	
ii	
iii	

workplace
issues

4. Changing patterns of work

If there is one thing that you can be sure about the future world of work, it's that it will be very different from that of your parents. The structure of society is changing. Society's attitudes towards work are changing. The **labour market** is evolving.

Contemporary workers are expected to be more flexible, to have a greater suite of technological skills, to work safely and to be prepared to embrace and drive innovation. Consider how examples of flexibility, technology, safety and innovation have changed workplaces you are familiar with?

As an employee you might now be expected to work any day of the week, for as little as a 3-hour shift and be notified of this by SMS while sitting at school during Career and Enterprise! Some industries such as hospitality and retail trade, which both employ significant numbers of young people, operate 24-7! Work availability clashes with your 'life' making it harder to achieve a positive work/life balance.

Changing Patterns of Work: Australia

Australia	93/94	2014
⇒ total employment	7.8m	11.5m
⇒ total full-time employment	5.9m	6.9m
⇒ total part-time & casual employment	1.9m	4.6m
⇒ % part-time & casual employees	24%	40%
⇒ % of employed males p/time & casual	10.5%	23.4%
⇒ % of employed females p/time & casual	42.2%	56.2%
⇒ % p/t & casual employees who are female	74.9%	71%
⇒ employees nominally 'casual' ²	23.7%	21.6%
⇒ % of male employees 'casual' ²	18.1%	17.4%
⇒ % of female employees 'casual' ²	30.8%	25.6%
⇒ approx. employees in service industries ³	79%	87%
⇒ approx. employees in manufacturing	14%	8%
⇒ approx. employees in agricult. & mining	7%	5%

¹part-time includes casual employees

²employees without leave entitlements ³ includes construction

Sources: ABS, Work: Australian Social Trends, 4102.0, ABS, 6306.0, May 2014

Key Industry and Employment Trends...

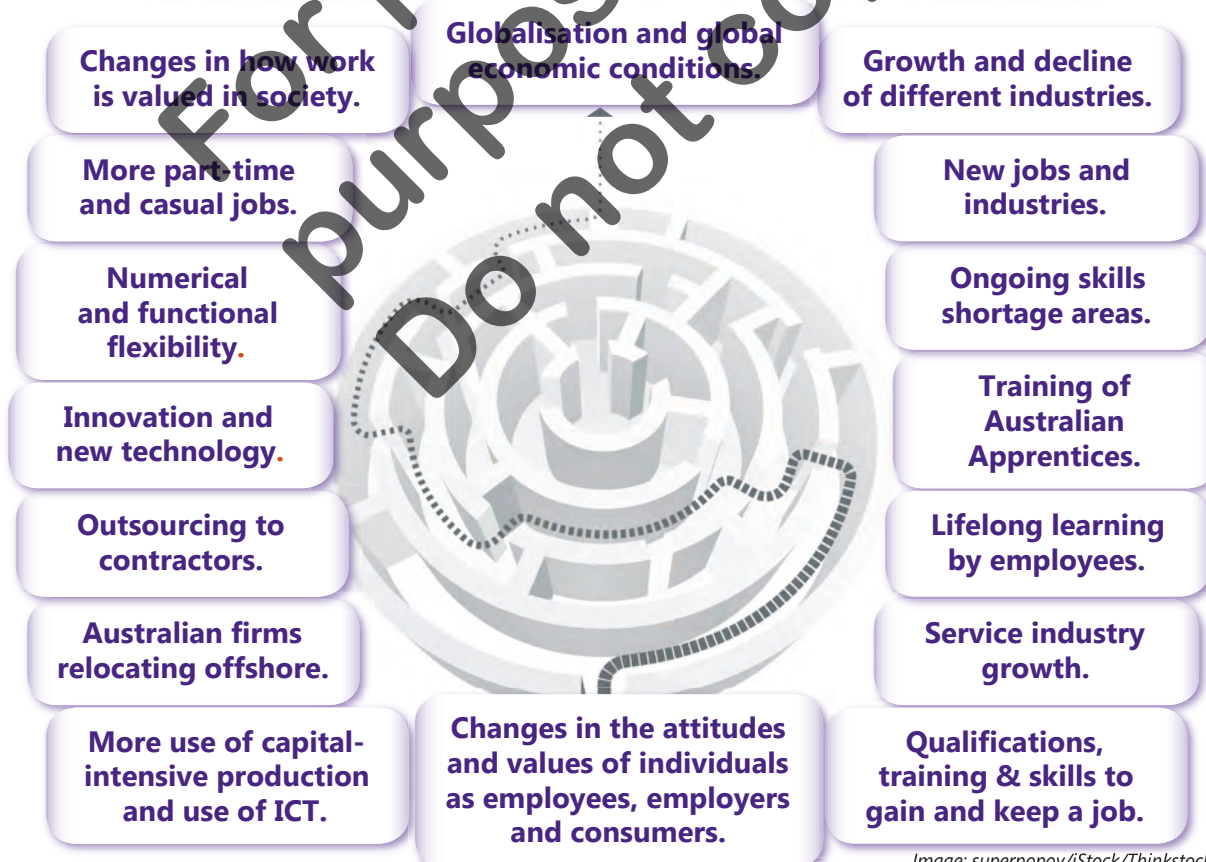


Image: superpopov/iStock/Thinkstock

5. Workplace flexibility

Workplace flexibility is a key force for change impacting on the workplace resulting in the development of enterprising flexible work arrangements.

At the most basic level we can categorise workplace flexibility as being either **numerical flexibility** which refers to when an employee performs their tasks; and **functional flexibility** which refers to what an employee actually does when performing those tasks.

For example, in the Accommodation and Food Services industry employees are expected to work varied hours on different days. So working this rotating roster is an example of numerical flexibility. In addition, an employee that is trained for a variety of responsibilities such as front-of-house, operations, catering and other hospitality functions is a more functionally flexible employee.

Workplace flexibility can also be considered a quality management initiative that aims to get better value from employees.

Workplace flexibility aims to increase employee efficiency through increased availability and **multi-skilling**.

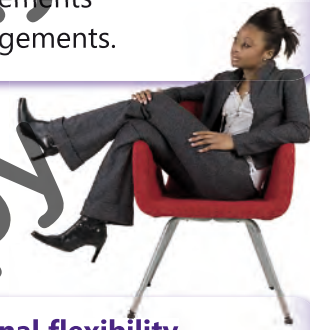
It is expected that all workers will be both more numerically and more functionally flexible. As you develop your career you be increasingly expected to be both numerically flexible (when you are available to work) and functionally flexible (what you can do at work).

You are now expected to have greater technological skills and competencies, better communication skills, the ability to learn faster and to have almost around the clock availability. At 16 or 17! The future world of work requires you to be more flexible. Are you up to that challenge?

Numerical flexibility

Numerical flexibility refers to 'when' an employee carries out their tasks. Numerical flexibility is concerned with flexible workplace arrangements including:

- ⇒ hours of work
- ⇒ weekend work
- ⇒ holiday work
- ⇒ varied start and finish times
- ⇒ overtime
- ⇒ FIFO arrangements
- ⇒ rotating rosters
- ⇒ broken or split shifts
- ⇒ duration of shifts
- ⇒ part-time arrangements
- ⇒ casual working arrangements
- ⇒ on-call arrangements
- ⇒ contract arrangements.



Functional flexibility

Functional flexibility refers to the skills and competencies that employees have in order to effectively carry out their tasks. Functional flexibility is concerned with:

- ⇒ multi-skilling employees to perform a variety of tasks
- ⇒ job rotation of employees through different roles and departments
- ⇒ telecommuting or virtual workplaces to allow employees to work from home
- ⇒ job redesign and redeployment to increase the job complexity
- ⇒ training employees to be higher skilled
- ⇒ re-organising work practices to have employees operating in teams
- ⇒ increasing employee responsibility through job enrichment.

B Workplace flexibility in action



1. After discussing examples of workplace flexibility explain how a worker in a workplace or industry you are familiar with would demonstrate this type of workplace flexibility.
2. Chose 3 more examples of workplace flexibility. Explain how a worker in an occupation or industry you are familiar with would have to demonstrate this type of workplace flexibility.

Workplace flexibility	Occupation/industry explanation
casual work	
multi-skilling	
fly-in-fly-out	
on-call	

6. Work settings

The work environment is constantly changing and evolving and will continue to do so as you develop your career pathway.

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.



How does this work environment grab you?

Image: TongRo Images/
TongRo images/Thinkstock

Varied work settings

Organisations have different objectives and reasons for operating. These objectives will influence a work setting. Consider the varied objectives of Coles (profit), The Salvation Army (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 pathway 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 both as an employee and as a person.

Work setting

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).

How many different work settings have you worked in?

A warehouse work setting can be a dangerous work environment.



Work environment

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).

7. Work environments

A work environment usually refers to the physical characteristics of a work setting as well as the nature of the day-to-day activities that employees undertake. Employees work in varied work settings that have different work environments across all industries. So it is important that you realise that:

- ⇒ **organisations** can have varied **work settings** and **work environments**
- ⇒ a **specific work setting** can have **different work environments**
- ⇒ different **occupations** have **varied work settings and work environments**

You should choose a career pathway based on occupations that place you in a work environment that suits your personality, your values, your skills and your tolerance level! One of the first questions often asked of young job-seekers is, “would you prefer to work indoors or outdoors?” This question, at its most basic level, starts to establish a preferred work environment.

The very nature of certain occupations, workplaces and industries determines the type of work environment that exists. Consider the difference between a retail work environment, a corporate work environment and an industrial work environment.

By undertaking workplace learning you will gain an insight into different types of work environments. So make sure you choose a placement that will give you both a taste of, and an insight into, what might be your preferred type of work environment.

C Work environments



Identify an occupation that might match each of the descriptive terms shown below. Add 2 of your own. Give each job a score out of 10 (highest), that indicates your interest in it. Finally, rank (i.e 1st) and discuss these as a class according to the rating you gave them.

Description	Occupation	My rating (1-10)	My ranking
a clean			
b busy			
c dangerous			
d smelly			
e comfortable			
f tiring			
g friendly			
h outdoors			
i exciting			
k fun			
l boring			
m rewarding			
n lonely			
o			
p			

8. Types of work environments

As the world of work changes so too do key features of work environments.

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. Work environments can be classified in four general categories.

- i. Traditional work spaces** which are generally used by larger 'task-orientated' professional and administrative organisations, manufactures, retailers and static service providers.
- ii. Contemporary work spaces** which are often preferred by more progressive, flexible and 'people-centred' firms in professional and administrative industries and service provision.
- iii. Virtual workplaces** that are increasingly being used by many different industries to enable people to link and work across geographical boundaries using ICT and which also support telecommuting (working from home).
- iv. Mobile work environments** which also feature in many industries and include on-site service provision (e.g. tradespersons, construction and technical workers), mobile sales and marketing professionals, transportation services (of course) as well as contractors and providers of both domestic and industry support services.

You should bear in mind that each of these work environments can present dangers for employees and other work-related stakeholders. Some are explored throughout this topic, but can you think of others?

i. Traditional work spaces

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..

Advantages include:

- ☺ all staff are on-site
- ☺ direct supervision of workers
- ☺ feeling of 'ownership' of space
- ☺ supports regular meetings and training
- ☺ workers know their station.

Some potential dangers include:

- ⇒ can lead to overuse and repetition injuries
- ⇒ facilities can become outdated and unsafe
- ⇒ poor interpersonal relationships leading to stress.

Disadvantages include:

- ☹ high set-up costs
- ☹ high rental costs
- ☹ lack of collegiality
- ☹ outdated and inflexible facilities.



Image:
Felipe Dupouy/
Digital Vision/
Thinkstock

ii. Contemporary work spaces

Often used in progressive organisations utilising 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).

Advantages include:

- 😊 supports face-to-face communication
- 😊 improved physical comfort
- 😊 enhances teamwork and collegiality
- 😊 helps align group values.

Disadvantages include:

- 😞 over-scrutiny
- 😞 lots of noise and distractions
- 😞 lack of privacy and personal space
- 😞 can lead to employees being 'afraid' to speak up.

Some potential dangers may include:

- ⇒ WHS hazards related to open office design
- ⇒ issue with noise and equipment
- ⇒ personal stress and wellbeing.



iii. Virtual workplaces

Usually involves 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.

Advantages include:

- 😊 employee flexibility
- 😊 improved work/life balance
- 😊 family friendly
- 😊 supports remote and global involvement of staff
- 😊 autonomy and job satisfaction.

Some potential dangers may include:

- ⇒ reduced WHS supervision e.g. poor home-based ergonomics
- ⇒ potential overuse injuries from ICT
- ⇒ can increase personal home-based stress.

Disadvantages include:

- 😞 worker isolation
- 😞 reduced work/life balance
- 😞 reduced team involvement
- 😞 high set-up costs



iv. Mobile work environments

These are generally service-oriented work situations which involve an employee working on-site to satisfy a client's needs. 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 and workers in transport continue to work in a mobile environment. Mobile work environments are often closely aligned to virtual workplaces.

Advantages include:

- 😊 employee flexibility
- 😊 supports outsourcing of specialist skills
- 😊 services can be provided at the client's worksite
- 😊 helps develop employee autonomy and responsibility.

Some potential dangers include:

- ➡ WHS issues working on-site in unfamiliar work environments
- ➡ emotional wellbeing issues including work/life balance
- ➡ higher risk of transport accidents by having to spend more time on the road.

Disadvantages include:

- 😞 can impact on work/life balance
- 😞 large investment to set-up and kit-out mobile technical capabilities
- 😞 staff can be hard to pin down.
- 😞 high transport costs (WA is a big state!)



Image: monkeybusiness images/
iStock/Thinkstock

Work environments in action

D

1. Choose 2 of these types of work environments. List 5 words to describe each.
2. Which occupation(s) do you think are being depicted in the images on pp.127-129, and/or suit this type of work environment.
3. Outline what it is about this type of work environment that either suits, or doesn't suit, your own preferred career pathway.
4. In your workbooks add one other image of your own work environment and answer questions 1-3 for that image.

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9. The labour market

As you have learned earlier this unit, the term labour market refers to the demand for, and supply of employment within the economy.

People, as workers exchange their labour (time, skills and expertise) for income from employers (wages or salaries or commissions). This exchange process gives rise to the term 'market'.

There are a number of issues that affect the demand for, and the supply of, labour.

- ⇒ Strength of the economy generally.
- ⇒ Growth and decline of various industries and industry sub-sectors.
- ⇒ Industry restructuring including outsourcing and responses to globalisation.
- ⇒ Geographical influences that limit the supply of available employment.
- ⇒ The cost of labour (including cheaper globalised outsourcing options).
- ⇒ The changing nature of work, including more part-time positions and increased casualisation of the workforce.
- ⇒ Changes in the structure of the workforce including greater female participation rates.
- ⇒ Advancements in technology resulting in redundancies and the emergence of new job classifications.
- ⇒ Skills shortages in industries, occupations and geographical areas.
- ⇒ The emergence of new industry sub-sectors and occupations.
- ⇒ Changing skills-sets that are offered by available workers.
- ⇒ Interstate and global employment opportunities.

As you can see some of these factors can have a positive impact on the labour market while others might have a negative impact. And of course stakeholder perspectives on whether these factors are actually positive or negative might vary depending on whether you are a purchaser of labour (a producer; i.e. lower wages = good!) or a supplier of labour (a worker; i.e. lower wages = bad).

However, one thing is for sure. Changes in the labour market are making it increasingly more difficult for young workers to be able to get a positive start in their career.



Image:gece33/
iStock/Thinkstock

10. Work in society

In our society people undertake different productive activities. Some of these, such as paid employment, are classified as work, while others, such as unpaid domestic duties, are not classified as work.

You might have to mow the lawns every Sunday. This labour is not viewed as productive work, even if you get pocket-money. But if you are unavailable and Jim's Mowing has to come in and do the job then this will be classified as work.

Imagine that you might have to baby-sit for your cousin. You are giving up your time and using your skills. But this effort on your behalf is not classified as productive work. However, if you are a nanny, child-care worker or a family day carer then this would be productive work.

Some estimates have people, generally women, performing up to 50 hours of unpaid family work per week. In addition many hours are contributed by volunteers and other people in helping the community.



Image: Dmitrii Kotin/
iStock/Thinkstock

Employment

According to the Australian Bureau of Statistics (ABS), the official definition of **employment** requires someone aged 15+, to have worked for at least one hour or more per week:

- ✓ in paid employment or
- ✓ for profit, commission or payment in kind or
- ✓ in a family business, even if unpaid.

However, when it comes to the official definition of employment:

- ✗ unpaid voluntary work is not included
- ✗ unpaid domestic duties are not included
- ✗ work for unofficial payment such as pocket money is not included.

Paid work (employment)

People are considered to be employed if they provide their labour in return for:

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

Obviously people are also employed if they are self-employed and own and/or operate a business (owner-operator). And of course paid workers who work for charities are also employed. Both paid and unpaid family members working in a family business are also classified as employed. Are you?

In Australia, as at August 2015, approximately 11.7m people were employed.

(Source: ABS 6202.0)

Unemployment

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 was 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.

Unpaid work

Many people perform 'work' or some other type of productive activity which does not get counted as 'being employed' or as contributing directly to our economy. So is their contribution to our society more valid or less valid?

i. Voluntary work

Some people participate as unpaid voluntary workers and they willingly give up their time and lend their expertise to help their community. According to a 2007 survey, 34% of the adult population volunteered contributing 713 million labour-hours.

ii. Unpaid domestic work

Many people don't actually perform voluntary work for external organisations but instead might be very actively engaged in performing unpaid domestic duties at home or for members of their extended family. Their efforts, 'labour' and their economic contribution and value as a homemaker, parent/carer (or even domestic engineer) are not included in any official definitions of employment.

iii. Caring

Over recent years there has been an increase in people providing care. This is due to an ageing population, increased female participation rate in the workforce and other factors. Besides parent care-givers, the main types of care are:

- ⇒ caring for elderly and frail family members
- ⇒ caring for sick and invalid family members
- ⇒ caring for grandchildren by grandparents.

Unemployment

People are only counted as being unemployed if they are actively seeking work.

- ⇒ In Australia, as at August 2015, 778,000 people were unemployed, i.e. actively seeking work.
- ⇒ The unemployment rate was 6.2%. This is calculated by dividing the number of unemployed people by the labour force (i.e. all those employed and unemployed).
- ⇒ The youth unemployment rate (age 15-24) was 12.9%.

Source: ABS 6202.0

Employment and unemployment

E

1. What is the Australian Bureau of Statistics' official definition of employment?

2. What is the difference between salary and wages, profit, commission and payment in kind? Give an example of an occupation for which each of these 4 types of payment might be used.

3. Why do you think that unpaid family workers working in a family business are included as being employed? Give an example.

4. Respond to the statement: "All employment is work but not all work is employment."

5. If you are not employed does this mean that you are unemployed? Explain.

6. What does a person need to be doing to be counted officially as being unemployed? Go online and find out what this actually involves.



11. Youth employment and unemployment

Australia is facing a growing problem related to youth employment and unemployment. It is generally accepted that it is becoming increasingly difficult for young people to source entry-level positions. This difficulty is leading to:

- ☹ growing **underemployment** which involves young people taking part-time, casual, seasonal and contract work instead of full-time work,
- ☹ higher official **youth unemployment** which means more young-people officially actively seeking work, and
- ☹ more **hidden youth unemployment** which results in greater numbers of young people who have 'given up' actively seeking work; and therefore who no longer show up in the official unemployment figures.

One of the most unfortunate aspects of this problem is that young people get caught in a vicious cycle of having no experience - can't get a job - can't get any experience - can't get a job! And of course this leads to issues related to poverty, lower self-esteem, lack of skills development and many more problems.

So in order to break out of that cycle, young job-seekers need to take a more enterprising approach to career pathway development.



Youth unemployment

Generally, the main factors causing higher levels of youth unemployment in society include:

- ⇒ economic downturns
- ⇒ geographical issues
- ⇒ lack of entry-level jobs
- ⇒ mismatch between skills offered by young people and jobs available
- ⇒ more older people and women in the workforce
- ⇒ lack of vocational training opportunities for young people.

*Image:redstallion/
iStock/Thinkstock*



Labour Market Statistics

Unemployment and qualifications

Unemployment rate for those with:

- ⇒ Bachelor's degree and above, 3.3%
 - ⇒ TAFE diploma or advanced diploma (highest qualification), 3.8%
 - ⇒ Certificate III or IV (highest), 4.7%
 - ⇒ Certificate I or II (highest), 12.9%
 - ⇒ Year 12 only, 6.8%
 - ⇒ Year 11 only, 8.0%
 - ⇒ Year 9 and/or 10 only, 9.1%.
- (Note the year 9-12 figures are likely to be much older people).

Those who have not completed year 12 on average earn:

- ⇒ 42% less than a university graduate
- ⇒ 21% less than those with a TAFE diploma or advanced diploma.

Source: NCVER Student Outcomes, 2013

Employment and VET

For those who have completed VET training and/or apprenticeships and traineeships:

- ⇒ 78% of those completing VET training were employed within 6 months
- ⇒ 85.4% of apprentices and trainees were employed within 6 months (& 92% of trades occupations)
- ⇒ highest (above 80%) were for VET graduates in education, 89.9%, architecture and building, 87.5%, engineering and related technologies, 84.3%, and health 84%
- ⇒ lowest (below 70%) was for VET IT graduates, 54.9%, and creative arts, 61.4%.

Source: NCVER Student Outcomes, 2013

Employment and young people

For young people aged 15-19 (as at April 2015):

- ⇒ 639,300 were employed, 160,000 full-time and 479,300 part-time and casual
 - ⇒ 241,800 of those employed were not attending full-time education
 - ⇒ 251,900 of those aged 15-19 and employed part-time and casual were attending school
 - ⇒ 49,900 were unemployed and not attending full-time education.
- (Note: Does not include those who are 'hidden unemployed'.)

Source: ABS, 6203.0, April 2015

Occupations in skills shortage (as at Dec. 2014)

Australia (& WA if indicated)

- ⇒ child care centre manager (WA)
- ⇒ surveyor (WA)
- ⇒ sonographer (WA)
- ⇒ physiotherapist
- ⇒ midwife
- ⇒ construction estimator
- ⇒ automotive electrician
- ⇒ motor mechanic
- ⇒ sheetmetal trades worker (WA)
- ⇒ metal machinist (first class) (WA)
- ⇒ panelbeater
- ⇒ bricklayer (WA)
- ⇒ plumber
- ⇒ cabinetmaker

Assessed at Australian level only

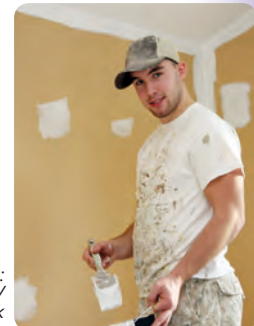
- ⇒ external auditor
- ⇒ valuer
- ⇒ software engineer
- ⇒ construction estimator
- ⇒ stonemason
- ⇒ glazier
- ⇒ solid plasterer
- ⇒ roof tiler
- ⇒ wall and floor tiler
- ⇒ electrical linesworker
- ⇒ baker
- ⇒ pastrycook
- ⇒ butcher or smallgoods maker
- ⇒ arborist
- ⇒ hairdresser

Shortage specific to WA

- ⇒ fitter
- ⇒ fibrous plasterer
- ⇒ enrolled nurse
- ⇒ painting trades worker

Source:
Extracted from
lists available
through:
www.docs.employment.gov.au/documents/skill-shortage-list-australia

Image:
Barbara Helgason/
iStock/Thinkstock



Your challenge

Generally speaking there are three broad factors that influence youth employment.

Cyclical factors: For example, the economy goes through a downturn as a whole, or in a specific regional area, impacting on the availability of jobs for young people.

Structural factors: For example, longer-term industry changes occur, such as industry growth and decline, the need for higher entry-level qualifications or a demand for different skills-sets; which all make it harder for younger people to gain employment.

Personal factors: For example, leaving school without adequate qualifications, lack of post-compulsory training, personal and family issues, attitudinal issues, lack of access to transport, lack of experience and even bias-perception issues related to young people generally.

Out of your control

Now, in regards to these first two sets of cyclical and structural factors, you need to be aware that there isn't anything you can do to alter these. They are 'big picture' problems.

- ☹ The economy won't improve just because you want it to!
- ☹ The mining industry won't start hiring again just because you're now a school-leaver!
- ☹ And McDonald's won't come to town with a swag of new positions for young people just because you need a job!

So in response to these factors, you need to manage the risk they pose on your future career opportunities.

- ☹ The economy in a downturn means fewer jobs, more competition for these scarce positions and that you're likely to have to compete against older, more experienced and more qualified people. Damn!
- ☹ The structure of the economy changing, such as the end of the mining industry boom also means, fewer jobs, more competition, etc..
- ☹ Big problems with industry and business closures in your regional area? Yep, here we go again. Fewer jobs, more competition, etc..

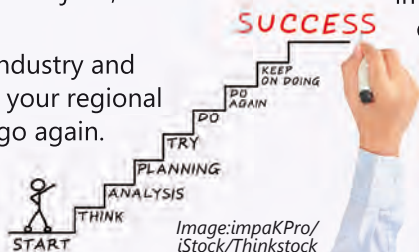


Image:impaKPro/iStock/Thinkstock

Locus of control

So, given those facts, how do you respond? An enterprising approach to career development will enable you to be aware of these economic issues. This will help empower you to proactively plan to try and counter these issues as they relate to your own personal circumstances.

In other words, you have to concentrate on what you can do to give yourself more opportunities and to make yourself more employable. These are the factors within you **locus of control**.

Some factors to consider:

- ⇒ Higher qualifications = lower unemployment!
- ⇒ VET and vocational training = more employable!
- ⇒ More experience (including work placement, volunteer work and self-managed projects) = better applicants!

Being enterprising

So consider these 5 key enterprising behaviours:

- ☺ initiative
- ☺ adaptability
- ☺ problem-solving
- ☺ communication
- ☺ managing and leading.

These are behaviours that you have to develop. And to improve your chances of finding work, you also have to convince potential employers how you have demonstrated these behaviours in the past, and that you can also apply these to work-related situations.

Building resilience

Resilience is about being able to take rejection, seek feedback and use what you have learned to improve your chances next time, and the next time and then the next time! Ok, it's not easy and it can't be done immediately. But if you consider being enterprising and building resilience as a step-by-step process; then you will enhance your employability. In Unit 2 we will investigate more specific strategies to try and help you develop an action plan to do this.

Employment issues and you

F



1. Choose 5 employment/unemployment issues that are likely to impact on you as part of your career pathways development.
2. For each one explain the likely impact on you.
3. Then outline actions that you can do to help minimise any potential problems that might harm your career.

Issue	Likely impact on me	What can I do about this?

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purposes only:
Do not copy

workplace
issues

G Workplace issues: interview



1. Conduct an interview of a workplace stakeholder (such as a supervisor, manager, etc.) in relation to one (or more) work-related issue(s). Formulate questions below and summarise their responses.
2. Use this information to assist you to complete your assessment task.

Interviewee: _____		Position/role: _____	
Workplace: _____		Date/time: _____	
Issue: _____			
Q	A		
Q	A		
Q	A		
Q	A		
Q	A		
Q	A		
Q	A		
Q	A		

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H

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.

[illegible]

AT5 Workplace Issue(s)

Response

For this assessment task you might be required to do varied tasks depending on your school's teaching program. However, it is likely this assessment task will be completed under test conditions.

It is most likely that you will have to respond to a workplace issue or multiple workplace issues by completing some or all of the following types of tasks.

- ☐ True or false questions
- ☐ Multiple choice questions
- ☐ Short answer questions that require a specific direct answer
- ☐ Extended response questions that require a more detailed response
- ☐ Structured questions that include a combination of short and extended answers.

You will be expected to provide examples and evidence from your investigation and experience of work-related situations as well as from your application of key issues to your own career pathways development. You might also have to respond to stimulus material such as a case study, article, graph, table of information or other relevant information.

Your teacher will give you specific information regarding this task so record this below.

Important information about response to workplace
issues

Build your response skills: Multiple choice

Multiple choice tests are a type of problem-solving activity. They usually feature a question, a statement or a scenario. You have to select the most appropriate answer from the options. There are 3 different types of multiple choice questions that you will be tested on.

1. A direct question/statement/ scenario with **only one 'positive' answer** that can be correct.
e.g. Which word best completes this statement.
The notion that people will have to undertake ongoing training and development over the course of their career is most often referred to as lifelong _____.
a. availability
b. enterprise
c. learning
d. motivation
2. A direct question/statement/ scenario with **only one 'negative' answer** that can be correct.
e.g. Which of the following is **not** usually considered a type of interpersonal communication.
a. feedback
b. on-the-job mentoring
c. self-reflection
d. team briefings
3. A direct question/statement/ scenario which might have **multiple correct options**. These could include, 'all of the above', 'none of the above', 'both a & b' and so on.
e.g. Which of the following could be useful strategies to help source job opportunities?
a. Developing your network.
b. Undertaking volunteer work.
c. Working with a career mentor.
d. All of a, b and c.
e. Neither a, b and c.

Build your response skills: Structured questions

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

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

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

- ⇒ list (to name key points)
- ⇒ outline (give a short description) or
- ⇒ explain or discuss (provide a more detailed description or analysis).

For example:

1. What is a résumé? (1 mark)
2. Outline why a job-seeker needs to develop a résumé? (2 marks)
3. List 3 important guidelines that should be followed when developing an entry-level résumé. (3 marks)
4. Identify and explain 4 examples of important information from your own résumé that would assist you to be more likely to be considered for potential work-related opportunities. (4 marks)

Career Management Competencies: Self Assessment Pro-Forma

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

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

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

1. *Journal of the American Medical Association*, 2000; 284: 2692-2696.

Signed: _____ Date: _____