

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

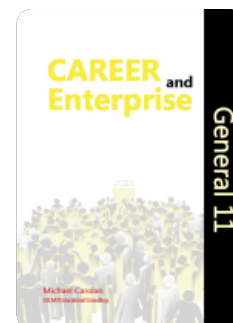
- **Career and Enterprise: CAE - General 11**

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

DELIVER Educational Consulting

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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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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 2

Welcome to the second stage of your studies of Career and Enterprise.

As you have experienced, this resource, Career and Enterprise - General 11 has been developed to support you in becoming a more enterprising young worker as part of your career pathways development.

In this second unit you will examine how to apply your own enterprising behaviours, investigate career pathway options, add to and refine your career portfolio through your IPP and EPP, investigate a range of issues that influence workplace effectiveness and complete a WHS induction program while investigating the requirements of being a safe young worker.

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 you can take advantage of what you are learning to enhance your own career pathways choices
- ✓ apply and modify enterprising strategies to enhance your own career pathways development
- ✓ continue to participate in varied workplace learning, volunteer and community placements
- ✓ build your generic work skills and industry-specific skills through ongoing training and workplace learning
- ✓ apply what you are learning in the classroom to work-related situations, as well as using your work-related experiences to complete school-based tasks.

Once again you should seek advice, support, feedback and help from people from your career network. So now that you are well into your journey, let's work together to get the most out of your experiences.

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Comments:

Introduction: Developing Enterprise

In this first section of Unit 2 you will explore the idea that being enterprising will help enable you to show initiative to develop your future career pathway.

At this second stage of Career and Enterprise you will be introduced to a range of career development strategies, concepts and terminology. The aim is for you to become familiar with these and 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 recognising and applying enterprising actions.
- ✓ **Learning to learn** by analysing varied learning styles.
- ✓ **Career development and management** by applying different learning styles to appropriate career pathway choices.
- ✓ **Work skills** by analysing the relationship between learning styles and work tasks.
- ✓ Understanding of **the nature of work** by participating in and reflecting on work-related situations.
- ✓ **Gaining and keeping work** by matching your skills, attributes, values and interests to career pathway choices.

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 investigation and action plan assessment task related to your career pathways development.



Your IPP & EPP: Developing Enterprise

Tasks you will be required to complete as part of your IPP and EPP include the following.

- ☐ Discuss examples of your demonstration of enterprising behaviours.
- ☐ Analyse and determine your preferred learning learning styles.
- ☐ Apply your preferred learning style to career pathway choices.
- ☐ Reflect on your work-related experiences.
- ☐ Investigate required skills, abilities, values and interests for an occupation.
- ☐ Audit to determine your work-related attitude.
- ☐ Undertake a SWOT Analysis related to your career pathway development.

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

1. Applying enterprising behaviours

Now it's time to really get serious! OK, that might sound a bit drastic. So let's put it another way. In essence, your Career and Enterprise studies in unit 1 were aimed at exposing you to a range of proactive career development activities to help you to realise your future goals. Consider unit 1 as focusing on helping you to find out, "What could I do to achieve my goals?"

In this second unit the focus will move towards enabling you to take advantage of what you have learned so far.

This will involve helping to empower you to take on greater responsibility for your own career pathway choices. Your teachers, your networks, this resource and other resources will coalesce to guide you in adopting proactive strategies. After all, it's your career.

Now as a more enterprising young person it's time to ask, "How can I achieve my goals?"

So consider some of enterprising career development actions you undertook throughout unit 1, and how you could perhaps develop an even more proactive action plan for unit 2.



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Complete this table by describing examples related to you being enterprising.

Examples of me being enterprising throughout unit 1.	How these contributed positively to my career pathways development.
1.	
2.	
3.	
4.	

Me being enterprising

A



2. Learning to learn

The notion of learning to learning is a key part of career pathways development. Essentially this involves you being more able to proactively identify potential career development opportunities, as well as developing a suite of skills to enable you to take advantage of learning and training opportunities.

In order to build your career you are expected to actively undertake lifelong learning as part of your personal and professional development. If you take proactive steps and becoming better at learning to learn, then you are more likely to be motivated, to experience career progression and to enjoy greater job satisfaction.

The key elements that can enhance your ability to learn are:

1. understanding your preferred learning styles
2. being interested and motivated
3. building your knowledge-base (what) and your skills-sets (how)
4. adopting an attitude that accepts that the more learning you do, the better you will become at learning.

There are many ways that we can learn and be trained to develop work-related skills and competencies. Combinations of these suit various people, different tasks and varied circumstances. Many of these are shown below. Which of these suit you? And can you think of any others?



Vocational training utilises a mix of learning and training methods as part of lifelong learning.

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Learning & Training

What do you think are the best ways for youngsters to learn?

watching	doing	reading
following		listening
modelling		talking
practising		asking
demonstrating		discussing
designing		reflecting
researching	evaluating	analysing

Image: Peter Mooy/iStock/Thinkstock

3. Learning styles

Yes, of course we all have different skills and abilities. Do you recall reflecting on these when you explored being SAVI? A person's skills and abilities develop in line with their preferred learning styles. Learning styles are also closely related to those eight multiple intelligences you studied in unit 1.

One common way to classify learning styles is by using three basic categories (based on Neil Fleming's, VAK model).

1. **Visual learners:** They tend to learn best by reading information and instructions (visual-linguistic), and diagrams and plans (visual-spatial).
2. **Auditory learners:** They tend to learn best by hearing, discussing and listening to information, instructions, sounds and rhythm.
3. **Tactile learners:** They tend to prefer to learn by physically doing, modelling or repeating an action.

All people demonstrate a higher level of proficiency in some learning styles. Consequently, they may be less strong in others. However, we all have some ability in each of these three basic areas and make use of each of these three basic styles. But when faced with a new or challenging task, a person tends to favour one method over the others.

What is interesting is that some occupations do naturally suit different learning styles. This occurs due to the very nature of the tasks an employee is expected to perform.

Learning styles

B

Before you go on to investigate the characteristics of each learning style in detail, suggest which of these 3 basic learning styles you prefer. Outline examples from work-related situations to support this. Also briefly explain which is your least preferred style and why.



<i>I think I would say that I'm likely to be more of a _____ learner.</i>
<i>One example to support this is:</i>
<i>Another example to support this is:</i>
<i>A final example to support this is:</i>
<i>And I can say that the _____ learning style really doesn't suit me because....</i>

4. Visual learners

These people tend to have well-developed observational skills and abilities with written information (visual-linguistic) or images (visual-spatial).

Characteristics include:

- ☺ quiet and reflective
- ☺ strong analytical skills
- ☺ able to interpret meaning from images and written words
- ☺ prefer reading instructions and manuals or memorise concepts as pictures or graphics
- ☺ likely to draw diagrams and plans; or lists and concept maps.

However, they:

- ☹ can become distracted when hearing information
- ☹ might seem distant and non-communicative
- ☹ might not understand how other people can't follow visual or written instructions
- ☹ can have trouble following verbal instructions.

More suited for occupations in fields such as:

- ✓ accounting, finance and business (analysing numbers, patterns and information)
- ✓ technical and scientific (researching and applying visual and written information)
- ✓ ICT & multimedia (developing systems and using programming and coding)
- ✓ construction, mining and trades (working with equipment and materials)
- ✓ visual arts and design (by being able to draw, create and design) or writing and editing.

Some other possibilities include:

- ✓ emergency services, such a police officer paying visual attention to peoples' actions
- ✓ medical, such as physiotherapist visually assessing a patient's movement
- ✓ agriculture, such as a farmer surveying their land, crops, stock and the weather.

They might often say:

- ⇒ "Just show me!"
- ⇒ "Look here!"
- ⇒ "Let's take a look at this."
- ⇒ "Did you see what happened to so and so?"
- ⇒ "I can't see what's happening!"

Self-growth potential that can enhance a career:

- ⇒ reading and writing for pleasure and information
- ⇒ drawing, art, and design
- ⇒ information management and consulting pathways
- ⇒ personal relationships built on analysing and solving-problems
- ⇒ building personal and professional networks through written communication.

Watch out for:

- ⇒ clashes with verbal learners; "be quiet and read the instructions!"
- ⇒ relying on written communication which eliminates tone, personal and cultural context
- ⇒ autonomy can grow into self-reliance; leading to too much analysing (by them) and not enough face-to-face communicating (with others)!



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Visual learners

C



developing
enterprise

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **visual learners**.

2. Explain 2 negatives that might be associated with people who are predominantly **visual learners**.

3. Identify and explain how **visual learning** might suit 3 different occupations.

4. How closely does the description of **visual learners** match you? Give evidence to support your response.

5. Choose an occupation you are interested in. Explain how **visual learning** would be most appropriate for 3 different day-to-day tasks associated with that occupation.

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5. Auditory learners

These people tend to have well-developed listening skills as well as a high level of interpersonal skills.

Characteristics include:

- ☺ talkative and communicative
- ☺ strong interpersonal skills
- ☺ able to interpret meaning from tone
- ☺ prefer step-by-step or sequential instructions
- ☺ talk themselves through a process or problem
- ☺ likely to ask questions.

However, they:

- ☹ can be easily distracted by noise
- ☹ might often think aloud and be noisy themselves
- ☹ might not understand how other people can't follow verbal instructions
- ☹ can have trouble following written instructions.

More suited for occupations in fields such as:

- ✓ sales, commerce and marketing (face-to-face communication with customers/clients)
- ✓ education, public relations and media (public speaking and influencing)
- ✓ health and community services (helping clients and being empathetic)
- ✓ personal services (building relationships with customers and clients)
- ✓ performing arts and music (by being confident and able to express themselves).

Some other possibilities include:

- ✓ technical and trades, such as a mechanic listening for patterns in engine sounds
- ✓ business services, such as a call-centre workers dealing with clients on the phone
- ✓ small business owners, who rely on face-to-face contact with customers/clients.

They might often say:

- ⇒ "Just tell me!"
- ⇒ "Pay attention!"
- ⇒ "Let's talk about this."
- ⇒ "Did you hear what happened to so and so?"
- ⇒ "It's too quiet in here!" (which of course it no longer is!)

Self-growth potential that can enhance a career:

- ⇒ languages and translation
- ⇒ acting, singing and music
- ⇒ personal care, support and counselling (learning empathy)
- ⇒ management and leadership pathways
- ⇒ personal relationships built on talking and listening
- ⇒ building personal and professional networks through interpersonal contact.

Watch out for:

- ⇒ clashes with visual learners; "don't show me, just tell me!"
- ⇒ boredom, making noise and being distracted when not on-task
- ⇒ self-confidence can grow into arrogance; leading to too much talking (by them) and not enough listening (to others)!



Auditory learners

D



developing
enterprise

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **auditory learners**.

2. Explain 2 negatives that might be associated with people who are predominantly **auditory learners**.

3. Identify and explain how **auditory learning** might suit 3 different occupations.

4. How closely does the description of **auditory learners** match you? Give evidence to support your response.

5. Choose an occupation you are interested in. Explain how **auditory learning** would be most appropriate for 3 different day-to-day tasks associated with that occupation.

6. Kinaesthetic learners

These people tend to have well-developed physical skills and abilities as well as a high level of tactility.

Characteristics include:

- ☺ physically active
- ☺ well-developed hand-eye coordination and/or muscle memory
- ☺ able to interpret meaning from watching, doing and modelling
- ☺ prefer acting out or demonstrating a process
- ☺ memorise concepts through physical repetition and recall
- ☺ likely to handle and manipulate objects.

However, they:

- ☹ can become distracted by having to sit still
- ☹ might often seem overly expressive and demonstrative
- ☹ be physically impatient when dealing with visual or verbal learners
- ☹ can have trouble following written and non-physical verbal instructions.

More suited for occupations in fields such as:

- ✓ sport, recreation and outdoors (using their bodies to complete tasks)
- ✓ sales and marketing (demonstrating features to customers/clients)
- ✓ health and community services (helping clients with physical issues)
- ✓ trades and manual tasks (working physically to solve problems and complete tasks)
- ✓ performing arts and dance (by being physically able to express themselves).

Some other possibilities include:

- ✓ childhood education, such as a childcare worker looking after a class of toddlers
- ✓ medical, such as doctor or nurse physically assessing a patient's symptoms
- ✓ creative trades and services, such as a hairdresser cutting and styling for a client.

They might often say:

- ⇒ "We need a hands-on approach!"
- ⇒ "Watch me!"
- ⇒ "Look, I'll show you how to do this."
- ⇒ "Can you show me what happened to so and so?"
- ⇒ "I can't feel what's happening!"

Self-growth potential that can enhance a career:

- ⇒ recreation, sports participation, outdoor activities and physical fitness
- ⇒ acting, dancing, circus arts and performance
- ⇒ cooking, crafting, sculpting, modelling and other hands-on activities
- ⇒ building, repairing and fixing things
- ⇒ personal relationships built on shared participation in physical activities
- ⇒ building personal and professional networks through active participation.

Watch out for:

- ⇒ clashes from other learners and being told; "Why can't you just sit still!"
- ⇒ relying on touch which can cause personal offence and cultural issues
- ⇒ physicality can grow into over-expression leading to too much 'performing' (by them) and not enough communicating (with others)!



Kinaesthetic learners

E



developing
enterprise

1. Outline what you believe to be the 3 most important characteristics of people who are predominantly **kinaesthetic learners**.

2. Explain 2 negatives that might be associated with people who are predominantly **kinaesthetic learners**.

3. Identify and explain how **kinaesthetic learning** might suit 3 different occupations.

4. How closely does the description of **kinaesthetic learners** match you? Give evidence to support your response.

5. Choose an occupation you are interested in. Explain how **kinaesthetic learning** would be most appropriate for 3 different day-to-day tasks associated with that occupation.

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7. Your learning style

So what about you? Which of these basic three learning styles best matches you?

Do you see yourself more as a visual learner? If so, then perhaps you might be suited to occupations that involve analysing information (visual-linguistic) or using images and creating designs (visual-spatial) skills such as copywriting, financial administration or ICT and multimedia development and design.

Perhaps you sound more like an auditory learner? If this is the case, then you might consider occupations that involve a lot of talking and face-to-face communication such as sales, customer and client support roles or those that focus on sound such as audio engineering.

And if you feel that you might be more of a kinaesthetic learner then perhaps you should consider occupations that require you to make best use of your physical attributes in sport and recreation, skilled trades, manual work and labouring as well as client care and nursing work.

It is important to make clear that there are other learning style classification sub-types that refer to a preferred mode of learning. These may include solitary learners (good at individual problem-solving and tasks) and social learners (good at group problem-solving and tasks).

Complementary learning styles

The reality is that we are all able to utilise different learning styles when needed. It's just that we tend to usually rely on a dominant preferred style.

For example, your teacher is likely to be strong in both visual and auditory learning and will use both these techniques as part of their teaching style. However, when communicating a particularly complex topic they might prefer to either write clear notes about it, or provide a clear explanation for it. And of course some types of teaching rely heavily on kinaesthetic learning such as VET and trades teaching.

An occupation such as a chef has to switch between all three types almost instantaneously. They might learn and memorise a new recipe from a written card. They will physically make the dish and then demonstrate the recipe technique to others, usually by giving a walk-through with verbal instructions. Of course they're likely to assess the food first by smelling, and then by tasting. They will also evaluate the finished meal for its visual appeal. When cooking they may watch progress carefully, listen (for frying and boiling sounds) and touch (to assess heat and whether something is cooked through). They might give verbal instructions to a sous chef from a written meal ticket and constantly check food ingredient quality by touching and squeezing.

Many other occupations also emphasise a different learning style depending on the specific task involved as well as the skill-level and experience of the stakeholders involved.

Image: Photodisc/
Photodisc/Thinkstock



Cooking requires not only kinaesthetic learning but also auditory and visual learning. But perhaps this guy also needs to check the safety manual.

My learning style

F



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1. Now that you have investigated these learning styles which style(s) do you think might be related to you? And what about styles you are not! Outline examples from work-related situations to support this. As a class, discuss if you have changed your mind from the activity on p.149.

I would now say that I'm likely to be more of a _____ learner.
One example to support this is:
Another example to support this is:
A final example to support this is:
And I can say that the _____ learning style really doesn't suit me because....

There are a lot of online surveys on learning styles. Some are OK and can help give you an insight into your preferred styles. Others are a bit lame and transparent e.g. 'Do you prefer reading about cars, talking about cars or fixing cars'?

2. Go online and search for VAK learning style surveys. Do 3 different survey(s) and summarise your findings below. Do these findings support how you might describe yourself. Why/Why not?



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8. Learning styles in the workplace

When you are in work-related situations it can be very useful to be able to assess a person's preferred learning style. Some reasons are outlined below.

- ✓ You need to be aware of which style(s) that you personally are more likely to rely on and which styles will help you learn and develop more effectively.
- ✓ You need to know which style your boss or supervisor is likely to use, particularly when instructing you on tasks with which you are unfamiliar.
- ✓ Your colleagues and workmates might preference other styles from you, which will influence how they communicate and how well you will function as a team.
- ✓ Customers and clients might also favour different styles, and an awareness of these might enable you to provide better service and help you solve their problems.
- ✓ Cross-cultural differences see some types or groups of people preference different styles and communicate differently.
- ✓ Different styles suit varied work tasks and therefore call for more suitable communication methods.
- ✓ By being self-aware you will be able to identify areas in which you are stronger and utilise these, as well as areas in which you are weaker; this means you will need to take steps to self-improve.

So the key benefit of understanding learning styles is to help you determine the most appropriate style and type of communication to use; both for you, and for when dealing with other work-related stakeholders. Because essentially, the effectiveness of all work-related tasks relies on good communication.

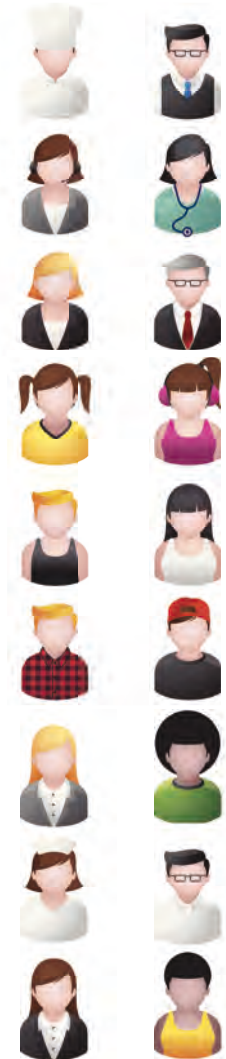


Image: puruan/iStock/Thinkstock

G Learning styles in action



Choose 2 of the reasons outlined above and for each of these explain how you might use your knowledge of learning styles to improve a work-related situation.

i.	ii.

Which style?

H

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In pairs read through each of these work-related scenarios. Now of course you can't know a person's learning style just by looking at them, but after a little bit of observing, interaction and communication you can gather information to make an assumption. e.g.

- ⇒ If they handle things a lot, or are very young, possibly more kinaesthetic,
- ⇒ If they are reading information instructions or looking at images, possibly visual,
- ⇒ If they are talkative or approach you directly, possibly auditory.

1. Which learning style do you think would most likely suit each of these situations?
2. How would you communicate with the person to help them? What techniques would you use?

i. You are working in a mobile phone store and an elderly customer comes in and says that they want an iPhone but they have never used one before.

ii. A colleague texts you and says that they have got a flat tyre on their delivery van but they don't know how to fix it.

iii. You work in a very busy take-away chicken shop and your boss asks you to develop a short, hands-on safety training session for 3 new 15-year old casual workers who you will be supervising when they start next week.

iv. A customer with very little English comes into your hotel and you have to communicate with them about what they want.

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9. Styles and being SAVI

Back in unit 1 you were introduced to the concept of **being SAVI**. An important part of determining how learning styles relate to your career is a consideration of those four categories of being SAVI.

So how do each of these four categories relate to your preferred learning style(s) and how can you make use of this awareness to make better informed career pathway decisions?

Consider your **skills**. Reading, writing, listening, conversing, drawing, designing and so on.

What about your **attributes**? Those things that you are naturally good at are a real reflection of your preferred learning styles. So can you dance, draw, cook, chat, sing, craft, run, ride, fix and so on? And how can you apply these to work-related situations?

And then there are your **values**. What is important to you? Will your career need to deliver personal security, community involvement, social interaction, conscientiousness, self-motivation, spiritual fulfilment or even social justice?

And finally consider your **interests**. What do you actually enjoy doing - what makes you happy and motivated? You should be investigating ways to ensure that your career dovetails with your interests.

So to put these four together, you will continue to develop work-related **skills** as an extension of your natural **attributes**. You should seek work-related opportunities that allow you to pursue your **interests**. And of course you need to be comfortable that you are performing work that you **value** and which helps contribute to your self-esteem. That is being SAVI!

Action plan

Now is the time to work on refining and developing an action plan to enable you to better achieve your goals. In trying to determine the types of occupations that might suit you it is of course important to consider your preferred **learning styles** and **being SAVI**. But you should also consider other work-related aspects including knowledge area, tasks, activities and job and work environments

Varied occupations call on specific **knowledge areas**. Do you know about mechanical systems, or about sales and marketing, or about design?

Work **tasks** are performed by workers on a day-to-day basis. Do you really like preparing spreadsheets, or climbing roofs, or reversing an articulated lorry?

Activities are undertaken as part of an occupation.

Can you repair electronic equipment, or work with the public, or analyse data and information?

And then there's your preferred **job** and **work environment**. Will you welcome the chance to work with others, or to work outside, or to work in regional or remote communities?



Image: nPine/nPine/Thinkstock

How did you feel?

I


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Recall your most recent, or most relevant work placement or work-related role. Your teacher is going to give you 2 minutes to complete each of these 8 sections.

The idea is for you to write down responses based on what first comes into your head, without thinking too much about these. By doing it this way you are more likely to report true reflections that most illustrate the experiences that you liked, disliked, enjoyed, etc. from working. This is a type of memory brainstorming.

Work setting:		My role:	
Consider these...	e.g. from a newsagency work placement	Examples from my own work-related experience(s).	
1. Which work tasks did you most enjoy doing.	Working on registers. Helping customers. Recording stock.	i	ii
		iii	
2. Which work tasks did you not really enjoy doing?	Watching for theft. Cleaning the toilets. Opening and filing the mail.	i	ii
		iii	
3. What made you feel happy at work?	Customers smiling at me. My register balancing. Boss teaching me.	i	ii
		iii	
4. What made you feel good about yourself?	Earning my money. Customers asking about my studies and career. Boss congratulating me on my progress.	i	ii
		iii	
5. What things at work made you feel frustrated?	Rude customers. Not knowing how to answer questions. Having to ask how to do things.	i	ii
		iii	
6. What things at work made you feel scared or anxious?	Long queues. Mucking up the change. People loitering in shop. Whether to answer phone or serve customer.	i	ii
		iii	
7. What things did you most enjoy learning?	How to use register. How to record new stock. How to order from suppliers.	i	ii
		iii	
8. Other	1-hour lunch break was too long. Boss said he'll train me in lotto if I come back. I like small retail!	i	ii
		iii	

J SAVI + in action



Complete this table for an occupation using the information drawn from:

www.joboutlook.gov.au



Select an Occupation, select Skills; (and then choose categories from the drop down list.)

Occupation:	
Skills: These are the work-related competencies needed to perform tasks effectively.	
Top 6: % importance	Top 6: Description
•	•
•	•
•	•
•	•
•	•
•	•
Abilities (attributes): Your own personal talents that you apply to the job tasks.	
Top 6: % importance	Top 6: Description
•	•
•	•
•	•
•	•
•	•
•	•
Values: Factors that have the potential to influence your level of satisfaction in this job.	
Top 6: % importance	Top 6: Description
•	•
•	•
•	•
•	•
•	•
•	•

Interests: The relationship between this job and one of six interest area 'types'.

Top 6: % importance

-
-
-
-
-
-

Top 6: Description

-
-
-
-
-
-

This information also has other categories such as *knowledge area*, *job environment*, *activity*, and *tasks*. For *tasks*, the information might include tasks for a general job category, such as *precision metal trades*, that encompasses the occupation *locksmith*. So not all the tasks might be relevant for a specific occupation. Complete the table below for these other categories.

Knowledge:

-
-
-

Activity:

-
-
-

Job environment:

-
-
-

Tasks: Some of the main tasks include:

-
-
-
-
-
-

10. Accepting responsibility

An important aspect of taking control over the decisions you make is your willingness and preparedness to accept responsibility for your actions. As an enterprising employee, accepting responsibility involves:

- ☐ correctly doing job tasks and activities, such as working safely
- ☐ working cooperatively with supervisors, colleagues and other work-related stakeholders, and
- ☐ working to the best of your abilities to help achieve your employer's goals.

Accepting responsibility also relates to you taking control over your career pathway decisions. As an enterprising job-seeker accepting responsibility involves:

- ☐ acquiring skills and experience through training, work placement, volunteer work and other work-related situations
- ☐ seeking career advice, assistance and feedback, and acting on this to make better informed career pathway decisions, and
- ☐ building your IPP, EPP and career networks so that you are able to access potential career pathways opportunities.

So what do you think? Have you reached the stage whereby you could tick each of these six 'boxes'?

Attitude

A key influence on whether you are prepared and willing to accept responsibility is your attitude to work. Employers consistently report that they are looking for young workers with the 'right' attitude'. But determining what just constitutes the right attitude is not easy! However, I'm sure you'll agree that it can be very clear when someone has the 'wrong' attitude. Not you of course, someone else! These next three pages offer varied activities and information that will help you to explore, assess and reflect on aspects of your personal and **work-related attitudes**.



K Attitudes



In your own words, describe what you think demonstrates the 'right' work-related attitude and the 'wrong' work-related attitude. Answer from the point of a view of what an employer might be looking for.

<p><i>As an employer I am looking for a potential employee with the right attitude as shown by:</i></p>	<p><i>As an employer I will avoid a potential employee with the wrong attitude as shown by:</i></p>

1. Study the list of 😊 & ☹️ words . For each rank yourself out of 5 (5 = very high.)
Calculate your 😊 total ____ and average ____ and ☹️ total ____ and average ____.

😊 considerate ____	😊 patient ____	☹️ disorganised ____	☹️ selfish ____
😊 courteous ____	😊 punctual ____	☹️ impatient ____	☹️ tardy ____
😊 enthusiastic ____	😊 reliable ____	☹️ intolerant ____	☹️ unhelpful ____
😊 helpful ____	😊 responsible ____	☹️ irresponsible ____	☹️ uninterested ____
😊 inquisitive ____	😊 tolerant ____	☹️ lazy ____	☹️ unreliable ____
😊 organised ____	😊 trustworthy ____	☹️ rude ____	☹️ untrustworthy ____

2. Choose an occupation and briefly describe how it would require 3 of these 😊 attitudes from its employees.

Occupation:
1.
2.
3.

3. Look at the ☹️ list. These sound bad! Match the ☹️ word with its 😊 word. Are there any ☹️ areas that you need to improve on? Why so?

3 ☹️ areas (attitudes) that I need to improve, and the reasons why, are...
1.
2.
3.

4. Imagine you have a job interview. Write a statement for each of 3 different positive attitudes that describe you. (You could add to the list. And don't just say it, prove it!)

3 😊 attitudes that describe me, and <u>an</u> example of each is..
1.
2.
3.

M Attitude to work survey



Complete this work attitude survey. Remember this is only a guide to your feelings and is not the law! Collate and discuss the results as a class.

Do you work to live or live to work?

Score each statement from 1 to 5 (i.e.: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.)

1. I can't wait to leave school and get into the workforce.
2. I have trouble functioning in the morning or on Mondays.
3. For me working is a necessary evil to support my standard of living.
4. It is my personal relationships that define who I am as a person.
5. I would rather build a happy family than try to be rich.
6. I would rather be in a high-paying job I dislike than a low-paying job I like.
7. Respect comes from who you are as a person rather than what job you do.
8. I am hoping to develop a career where I will be respected.
9. At the start of my career, my personal relationships will be more important than my job..
10. I don't mind working 70 hours or seven days a week; as long as I get paid well.
11. I need a one-hour lunch break at least!
12. If a co-worker isn't up to speed then they should get out of my way.
13. My career will introduce me to new and different people, cultures and experiences.
14. I want a job which I can leave behind at the end of the day.
15. Work stops me from being bored.
16. I want to know that at the end of the day I've made a small difference in someone's life.
17. If I had a choice I would rather build a family than a career.
18. I want to retire as early as possible.
19. I need new challenges from work every day.
20. I find it hard to focus on things I'm not interested in.
21. My job will open doors to success.
22. I'd rather do or try almost any job than do nothing.
23. I'm willing to invest another 4-5 years or more in training and/or study for my future.
24. If something is too hard then it's not worth doing.

Key to scoring:

- a. Add up the scores you gave the statements numbered 1,6,8,10,12,13,15,16,19,21,22,23 .

This is your 'W' Score:

This '**Live to work**' rating indicates your attitude to work by showing how much you are committed to working, your balance of values between your work life and personal life and your commitment and willingness to sacrifice towards building a meaningful career - at this stage of your life.

- b. Add up the scores you gave the statements numbered 2,3,4,5,7,9,11,14,17,18,20,24 .

This is your 'L' Score:

This '**Work to live**' rating indicates your attitude to work by showing how much more important you judge your personal and social life, the balance of values between personal and working life and your willingness to place personal and social life above a career - at this stage of your life.

- c. Subtract the lower score from the higher score. Label the result with the appropriate 'W' or 'L'

Your 'Live to work' or 'Work to live' score.

The size of this final score indicates what seems more important - at this stage of your life. There is no correct score, however a huge difference either way suggests an imbalance in your work/life attitude which may need re-considering.

Attitude, responsibility and self-management

Self-management

One element of self-management that you can accept responsibility for is your attitude to work. You might have heard of someone being described as having either a 'good attitude' or perhaps a 'bad attitude'. But what does this actually mean? Consider these common statements. Are they exemplars of a good or a bad attitude?

- ⇒ The world owes me a living.
- ⇒ Working cooperatively is vital for workplace success.
- ⇒ Pay me and I'll work.
- ⇒ Each day at work is a learning experience.
- ⇒ Working here is just a job, until I find something better.
- ⇒ All I need is a start in my career, then I'll shine.
- ⇒ I want this so bad.
- ⇒ I'll get there, but it's gonna' take a while.
- ⇒ It's not fair.
- ⇒ There are no jobs.
- ⇒ I can't find a job at the moment.

In the end you are fully responsible for your own attitude. Attitudes often reflect personalities. Pessimistic or critical people might have more of a 'closed' attitude. Optimistic or flexible people might have more of an 'open' attitude.

Sometimes attitudes can reflect socio-cultural or generational differences. e.g. "Gen Y are all slackers." "Baby boomers stuffed up the country!" But what about Gen Z?

It might seem that the cards are always stacked against you, but if that is the case then how would any young person ever get employed? In reality those that do get employed are usually the ones who communicate a positive attitude.

Modifying your attitude

No-one can change your attitude for you. Your attitude is your responsibility. However, there are steps that you can take to turn your attitude around.

Modifying your attitude is about developing a proactive

approach to achieving your goals. Sure there will be road blocks in the way. But consider how you could respond to these roadblocks.

- ☹ No-one will give you a start? - Get more skills and try again.
- ☹ Don't hear back about an application? - It's not personal you know, they're just too busy!
- ☹ Have an interview but someone else gets the job? - Perhaps they were better suited for this role.

Accepting responsibility for your own attitude is about removing blame from the job-seeking equation. Job Opportunities = system + skills + experience + timing!

1. You can't change the system. So you have to learn how to work within the system.
2. If you don't have the right skills. Then skill up so that next time you are a step closer.
3. No experience. Then get some. Volunteer. Join a community group. Initiate a school-based personal development activity or enterprise.
4. Timing. Are you ready? Are they ready for you? Is the economy ready? Plan and organise yourself so that you can access job opportunities when they do occur.

Some key terms to consider that will help you to develop a more positive attitude include:

- ✓ acceptance
- ✓ tolerance
- ✓ initiative
- ✓ flexibility and
- ✓ resilience.

A really effective approach is to adjust your thinking and communication. Don't think and say why you **need a job**. Think and say why you **want that job**. What is it about that job that will help you to achieve and fulfil some of your goals?

And finally you have to be able to communicate to a potential employer why they might choose you. What is it about you that makes you stand out? And don't use cliches such as I'm a hard worker, a team player and like meeting people. Sell your skills-based strengths and how you will grow into a position.



Image: Brian Wancho/iStock/Thinkstock

N Attitude: Action plan



1. Research and discuss the meaning of these 5 terms. Describe how each might apply to you in work-related situations. Then outline how you could demonstrate each positive attitude as part of your career pathways development. (Use action statements).

e.g. Acceptance: *I accepted responsibility for using the nailgun safely and precisely when I was working in my construction placement. I accept that the mining boom appears to be over and that I will need to investigate other job opportunities in more stable industries.*

Positive attitude	In work-related situations	As part of your career pathway
Acceptance		
Tolerance		
Initiative		
Flexibility		
Resilience		

2. Rewrite each of these statements to reflect a more open and positive attitude to work.

a. *Pay me and I'll work.*

b. *Working here is just a job, until I find something better.*

c. *I want this so bad.*

d. *It's not fair.*

e. *There are no jobs.*

3. In 25 words or less and using 3 key positive terms, summarise your attitude to work.

11. SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems and make decisions. A SWOT allows you to take a snapshot of both your **internal situation** and your **external situation**.

In order to undertake a SWOT Analysis you need to have:

- ⇒ a focus question, (e.g. how can I improve my school results?) or
- ⇒ a goal you are trying to achieve, (e.g. how can I get more industry experience?) or
- ⇒ a problem you are trying to overcome, (e.g. how can I save more money?).



After you have identified your focus question, goal or problem you then analyse the strengths and weaknesses related to your internal position. These are the factors that you are responsible for controlling.

You also have to analyse potential opportunities or threats related to your external position. You cannot directly control these external factors but you can take responsibility for how you respond to them.

Strengths and weaknesses - Internal

As part of a SWOT Analysis you must at first analyse your internal position. So consider your strengths and weaknesses by performing a personal audit of your skills and competencies.

A SWOT allows you to stop and reflect on you and your situation. This internal analysis is very useful for problems associated with planning your career, setting goals or when just trying to deal with difficulties in life.

A realistic assessment of your internal strengths and weaknesses can show you just what you need to develop in order to make improvements.

Strengths

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

Weaknesses

- ☹ What are you not so good at?
- ☹ Consider all those things that you are yet to achieve in order to develop your IPP more.
- ☹ Focus on areas and skills you should improve and develop including more training, experience and appropriate qualifications.
- ☹ Career development is an ongoing process, so get feedback, support and advice to help deal with these.
- ☹ Form partnerships and teams to make up for your weak points.

Opportunities and threats - External

The final part of a SWOT Analysis is to analyse your external position. Consider potential opportunities and threats. To do this you will need to identify and analyse any situations that might impact on you in the foreseeable future.

As part of the SWOT, recognise potential forces for change and use these to plan to create better outcomes and opportunities. Analyse threats from trends and changes that are occurring in the outside world which might impact on your career development goals.

Try to turn pressures into opportunities by responding proactively rather than reactively. This requires accepting responsibility, self-management and a positive work-related attitude.



Opportunities

- ☺ What potential good things might occur?
- ☺ What broader social and commercial trends and changes are emerging?
- ☺ Can your network help you source career opportunities?
- ☺ How can you take advantage of what is likely to happen?
- ☺ Are positive changes happening in your industry, or in your local geographical area?

Threats

- ☹ What potential negatives might impact on you?
- ☹ What broader social and commercial trends and changes are emerging?
- ☹ Is your network shrinking?
- ☹ What external roadblocks could potentially prevent you from achieving your goals?
- ☹ Are negative changes happening in your industry, or in your local geographical area?

SWOT



Here are some common factors impacting on career pathway development for young people. Discuss and identify if they are most likely examples of strengths, weaknesses, opportunities or threats. Do any relate to you?

i. The WA mining boom seems to be on the wane.	ii. Students who have completed VET courses are more likely to gain employment.
iii. A new IGA is coming to my town.	iv. WA is experiencing skills shortages in trades such as bricklaying and plastering.
v. Your choice	

SWOT Analysis in action

P

Complete a SWOT Analysis for an immediate career development issue or problem you are facing (e.g. not having enough industry-specific experience).



developing
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SWOT Analysis	
Issue/problem:	Date:
Strengths	Weaknesses
Opportunities	Threats

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Summary: Developing Enterprise

As a **proactive** enterprising young person it's time to ask, "How can I achieve my goals?" Your teachers, your networks, this and other resources will help guide you to achieve your **career pathway goals**.

Lifelong learning involves you being more able to proactively identify potential career development opportunities and developing a suite of skills to enable you to take advantage of **learning** and **training opportunities** as part of your personal and professional development. Your ability to learn is enhanced by factors such as: understanding your **preferred learning styles**, being interested and motivated, building your **knowledge-base** and **skills-sets** and adopting a **positive attitude** towards learning.

A person's skills and abilities develop in line with their preferred learning styles. Learning styles are also closely related to eight **multiple intelligences**. Neil Fleming's VAK model identifies 3 major types of learning styles.

- ⇒ **Visual learners:** They tend to learn best by reading information and instructions (visual-linguistic), and diagrams and plans (visual-spatial).
- ⇒ **Auditory learners:** They tend to learn best by hearing, discussing and listening to information, instructions, sounds and rhythm.
- ⇒ **Tactile learners:** They tend to prefer to learn by physically doing, modelling or repeating an action.

All people demonstrate a higher level of proficiency in some learning styles than others. However, we all have some ability in each of these three areas and make use of each these styles. Some occupations do naturally suit different learning styles due to the nature of the **tasks** an employee is expected to perform. We are all able to utilise different

learning styles when needed but we tend to usually rely on a dominant style.

Understanding learning styles can help you determine the most appropriate style and type of **communication** to use when dealing with **work-related stakeholders**. Learning styles relate to your career in those four categories of **being SAVI**. You should also consider other work-related aspects including knowledge area, tasks, activities and job and **work environments**.

As an enterprising employee **accepting responsibility** involves: correctly doing job tasks and activities, working cooperatively with work-related stakeholders and working to the best of your abilities to achieve goals. Accepting responsibility also relates to you taking control for **career pathway decisions** such as: acquiring skills and experience, seeking career advice and assistance and building your IPP, EPP and career network. Accepting responsibility is driven by your **attitude** to work. Employers are looking for enterprising young workers who demonstrate a positive attitude.

A **SWOT Analysis** can help you analyse problems and make better informed decisions. In order to undertake a SWOT Analysis you need to have a **focus question** and **goal** you are trying to achieve or a problem you are trying to overcome. Use a SWOT to identify your focus question, goal or problem and then analyse **strengths** and **weaknesses** related to your **internal** position. These are the factors that you are responsible for controlling. You then have to analyse potential **opportunities** or **threats** related to your **external** position. You cannot directly control these external factors but you can take **responsibility** for how you respond to these factors.

Q

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]

AT1 Developing Enterprise

Investigation and Action Plan

For this task you are required to complete an investigation report into your own career pathways development. You are then required to devise an action plan for success referring to the career management competencies

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: Investigation: Developing enterprise

- i. Describe how you have **been enterprising** as part of your **career pathways development**. Use examples to support this.
- ii. Identify and explain your preferred **learning style(s)**. Discuss how having an **understanding** of **your preferred learning style(s)** can help you when **making career pathways choices**.
- iii. Identify and discuss the **types of career pathways choices** that might suit **your preferred learning styles**.
- iv. Explain steps you might need to take to **develop work skills** needed for your career pathway for your **non-preferred learning styles**.
- v. Discuss why it is important for you to take **responsibility** for your **work-related attitude**. What can you do to both **develop** and **project a positive work-related attitude**?
- vi. Complete a **SWOT Analysis** related to **your current progress** in relation to your **career pathways development**.

Part B: Action Plan: Career management competencies

- i. Choose **2 Career management competencies** from each of the 3 areas of:
 - ⇒ **Personal management**
 - ⇒ **Learning and work exploration**
 - ⇒ **Career building**

Explain how each of these **Career management competencies** relates to your own **career pathways** development. (Remember that they do crossover one another.)

- ii. Summarise, using **examples**, of what you **plan to do** as part of action plan to develop and manage your career pathway for the remainder of the year.

Note:

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

Other tasks and important information

Assessment Task 1 - Investigation and Action Plan: Developing Enterprise

Name: _____

Tasks	Re- quired	Due by	Done	Teacher
Part A: Enterprise and me				
⇒ Negotiate a suitable report format.	✓			
i Describe being enterprising using examples.	✓			
ii Explain preferred learning styles.	✓			
iii Discuss preferred learning styles and career choices.	✓			
iv Explain how to improve in other learning styles.	✓			
v Discuss your work-related attitude.	✓			
vi Complete SWOT Analysis re: pathways development	✓			
⇒ Present draft to your teacher for checking.				
Part B: Career management competencies				
i CMC 1 and your career pathways development.	✓			
ii CMC 2 and your career pathways development	✓			
iii CMC 3 and your career pathways development	✓			
i CMC 4 and your career pathways development	✓			
ii CMC 5 and your career pathways development	✓			
iii CMC 6 and your career pathways development	✓			
⇒ Present draft to your teacher for checking.				
Preparing your report				
⇒ Finalise your information and incorporate feedback				
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Give presentation report to the class (if required).				

Additional information:

Self Assessment Pro-Forma

Which work 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?

→ _____

→ _____

How did I demonstrate career management competencies?

→ _____

→ _____

→ _____

→ _____

Which areas should I focus on improving?

→ _____

→ _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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purposes only:
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