

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

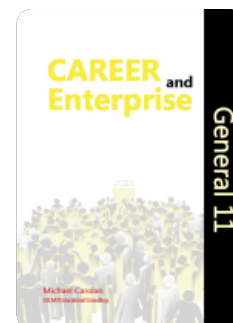
- **Career and Enterprise: CAE - General 11**

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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- 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 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: Career Investigation

In this section you will actively explore occupational opportunities and cluster areas that might be suited to your own future career pathway.

You will investigate varied occupations and occupational levels that exist within the Australian commercial world and complete the Mini GOALscorer career pathways identifications survey. You are expected to match your suitability to varied occupational clusters while developing a self-management and self-promotion action plan.

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

- ✓ **Entrepreneurial behaviours** by refining and managing your own career pathway.
- ✓ **Learning to learn** by discussing the ongoing impact of workplace evolution and training options on career development.
- ✓ **Career development and management** by developing a self-management strategy and applying self-promotion strategies.
- ✓ **Work skills** by analysing the work requirements of different occupations.
- ✓ Understanding of **the nature of work** by investigating the characteristics of different occupations.
- ✓ **Gaining and keeping work** by matching your interest areas to occupations and participating in work-related situations.

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 a career investigation as an assessment task related to your own Individual Pathways Portfolio.
6. Undertake self-assessment at the end of this unit.



Your IPP & EPP: Career Investigation

Tasks you will be required to complete for your IPP and EPP include the following.

- ☐ Identify training options to enhance your career development opportunities.
- ☐ Investigate entry-level requirements for career pathway choices.
- ☐ Complete the Mini GOALscorer career pathways survey and reflect on the results.
- ☐ Research key labour market statistics for occupations in which you are interested.
- ☐ Undertake a self-management audit.
- ☐ Apply self-promotion strategies.
- ☐ Complete a career investigation.

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

1. Entry-level requirements

Everybody needs to start somewhere so it is important to know about the minimum entry standards needed for a particular occupation. By qualifying for an occupation you can then build a career pathway within in an industry, or across different industries.

Entry-level requirements can be classified into three different areas:

- i. personal qualities, attributes and abilities
- ii. qualifications, training and experience, and
- iii. minimum school-related entry requirements.

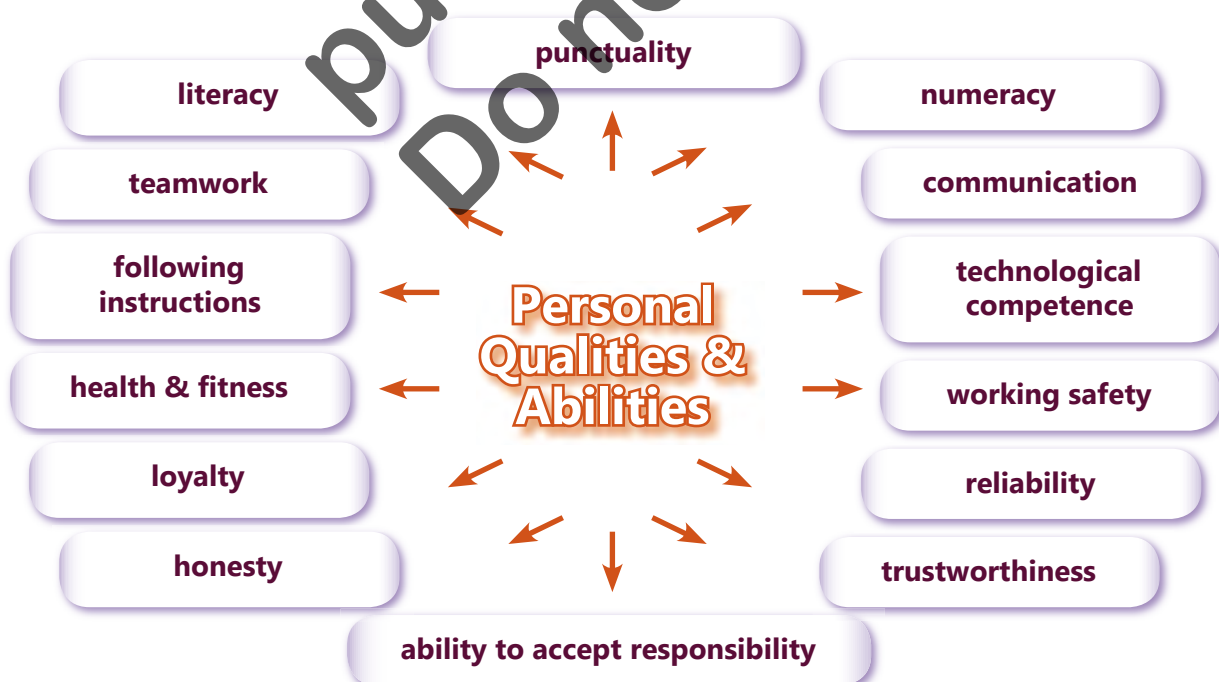
i. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** so as to function as an effective entry-level employee. These generic skills are closely related to your personal and social competencies and form the basis of your work-related skills. These include generic skills such as literacy and numeracy as well as other personal qualities and skills that reflect a **positive attitude** such as loyalty, reliability and those others shown in the diagram below.

All occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions, among others. You need to develop these generic skills through schooling, workplace learning, volunteering and other activities.

However, some occupations may require different standards for some of these skills. Consider the numeracy required of a labourer, versus an electrician versus an engineer. And what about the fitness levels expected of a bank worker, compared to that of an arborist or even a police officer?

You can check out the personal requirements section for each occupation as part of www.myfuture.edu.au.



ii. Qualifications, training and experience

Entry into nearly all occupations requires workers to have undergone some type of further study or training option. This might involve:



- ⇒ training for generic knowledge and skills such as school-based education and work-readiness programs, or
- ⇒ training for industry-specific competencies and skills such as apprenticeships and traineeships, VET, TAFE and specialised training, or
- ⇒ training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.



A Training options



Choose an occupation in which you are interested and outline 3 potential training/ experience options that can assist you to become more employable in this occupation.

Occupation:		
1.	2.	3.

iii. Minimum school-related entry requirements

Most jobs these days prefer students to have completed year 12, or perhaps a relevant vocational training course in association with year 11.

Many professional and para-professional occupations require the completion of a university or higher level TAFE course as minimum entry.

Entry into these courses can depend on the successful completion of Year 12; along with a minimum **ATAR score** that is determined by the demand for and supply of places in that course; as well as a minimum study score in particular **pre-requisite** subjects such as maths or science subjects as well as a minimum study score in other subjects such as English.

Other courses require you to undertake an **interview**, **audition** or to present a **folio**. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience.

The best place to find out more about these entry-level requirements is through your Careers Counsellor and your state tertiary selection organisation, TISC, at:

www.tisc.edu.au .



Aiming for WAAPA?
You're going to have to audition!



career
investigation

Getting in

B

Choose an occupation in which you are interested and list some of the personal qualities, attributes and abilities, qualifications, training and experience and minimum school-related entry requirements that you think would be required for that occupation.



Occupation:		
Personal qualities, etc.	Qualifications, training/experience	School-related entry requirements

2. Occupational levels

Although you are more likely to enter the workforce in an entry-level position you will experience career growth and progression as part of lifelong learning. In Australia, occupations are grouped into eight different categories that relate both to the type of occupation and also the seniority, responsibility and qualifications related to that occupation.

For example, many young workers might commence their career in a **sales** or **service** role in retail or hospitality. Others might start as an apprentice tradesperson or a **trades** assistant after completing vocational studies. TAFE qualifications can lead to **para-professional** jobs whereas university qualifications are usually required for **professional** occupations.

It is also important to realise that nearly all occupations across all industries can provide scope for talented and enterprising workers to move into management roles based on demonstrated skills, suitable experience, extra qualifications and management and leadership qualities.

Entry to Occupational Levels

Managers

- ⇒ Usually requires completion of higher-level TAFE or university qualifications; as well as extensive industry-related experience.
- ⇒ Includes management-level occupations across all industries such as retail manager, ICT manager, finance manager, restaurant manager, childcare manager and many others.
- ⇒ Many people build a career pathway into management as they gain experience.



Professionals

- ⇒ Usually require completion of a university degree or even higher, post-graduate studies.
- ⇒ Includes occupations such as accountants, lawyers, architects, doctors, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- ⇒ Most professional occupations require some type of accreditation and ongoing skills updating in order to be able to work in that field.

Technicians and trades workers

- ⇒ Technicians in ICT, engineering, construction and other industries may need to complete higher TAFE qualifications beyond certificate 3 level and work in support roles alongside professionals and managers.
- ⇒ Tradespersons require the completion of a competency-based Australian Apprenticeship normally lasting 4 years. This combines extensive formal on-the-job and off-the-job training. Many tradespersons also undertake further training for specific skills and areas, such as a plumber undertaking training in gasfitting.
- ⇒ Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.



Community and personal service workers

- ⇒ Usually requires completion of higher TAFE qualifications above certificate 3 level.
- ⇒ These are often specialised service occupations that support professionals and managers. e.g. Enrolled nurses, carers or waitpersons usually work in roles to support higher occupational levels.
- ⇒ Many hospitality and community service occupations can also be entered by undertaking a competency-based Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining formal on-the-job and off-the-job training.



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Clerical and administrative workers

- ⇒ Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies. However, many younger workers might have completed a 'traineeship'.
- ⇒ These may include occupational roles referred to as para-professional which normally 'support' a professional.
- ⇒ These include accounts assistants, legal officers, payroll clerks, admin workers and other occupations dealing with information.



Image: Pixland/Pixland/Thinkstock

Sales workers

- ⇒ These usually require completion of a specific industry or skills-related training course, on-the-job training or specific TAFE certificate level courses.
- ⇒ Sales workers include cashiers, customer service officers, sales reps, real estate workers and so on.
- ⇒ However, the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies.
- ⇒ Many of these positions are part-time or casual.



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Machinery operators and drivers

- ⇒ These usually require completion of a specific industry or skills-related training course or licensing course.
- ⇒ These include truck drivers, forklift drivers, machinery operators and other similar occupations.
- ⇒ The chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies or pre-employment programs.



Labourers

- ⇒ These usually require completion of a specific industry or skills-related training course or licensing course.
- ⇒ Labourers include process workers, manual workers, cleaners and other manual and practical support workers.
- ⇒ Getting into these occupations can be improved by completing TAFE or VET certificates, pre-employment programs or 'pre-apprenticeships'.

C Entry requirements



1. Consider the occupations in the table below and for each one find out the minimum entry level qualifications and/or skills required. Also describe the requirements needed to undertake or be accepted into any required further study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 3 more occupations that you are interested in pursuing.

(Use My Future, Job Guide, TISC and Mini GOALscorer.)



Occupation	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	4 Year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.	Primary school principal	Probably 15+ years experience, further studies (Masters) in education and/or management.
real-estate salesperson				
cashier				
motor mechanic				
fire-fighter				

3. Australian Apprenticeships

One of the most effective modes of entry-level training into skilled trades, community and personal services, sales and clerical and administration pathways is through the completion of an Australian Apprenticeship.

Australian Apprenticeships involve a combination of **on-the-job** and **off-the-job competency-based** training (CBT). Traditional 'trades' apprenticeships usually take about 4 years to complete whereas 'traineeships' usually take between 12-18 months.

Australian Apprenticeships are an ideal way to combine work and study and complement TAFE studies as a pathways option. A trainee is exposed to both the practical and theoretical aspects of their occupation.

More and more WA students are undertaking VET programs and/or part-time, school-based Australian Apprenticeships or traineeships while still at school to get a head-start on their careers. Are you?

Australian Apprenticeships are available in more than 500 occupations across many industries. For more information contact an Australian Apprenticeships Centre.

Australian Apprenticeships

- ⇒ agriculture, horticulture and related industries
- ⇒ automotive
- ⇒ building and construction
- ⇒ business services
- ⇒ finance services
- ⇒ food
- ⇒ hairdressing
- ⇒ community services and health
- ⇒ information technology
- ⇒ light manufacturing
- ⇒ local government
- ⇒ metals & engineering
- ⇒ printing
- ⇒ process manufacturing
- ⇒ property services
- ⇒ public services
- ⇒ retail
- ⇒ seafood
- ⇒ sport and recreation
- ⇒ telecommunications
- ⇒ tourism
- ⇒ transport and distribution
- ⇒ utilities and energy



**"We started as apprentices,
now we run our own
enterprises!"**

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Australian Apprenticeships

D

1. Research Australian Apprenticeships at: www.australianapprenticeships.gov.au
2. Prepare a summary report in your workbooks based on your investigations. Topics/key issues that you can summarise include:
 - ⇒ steps to becoming an Australian Apprentice
 - ⇒ who does what?
 - ⇒ group training
 - ⇒ Australian School-based Apprenticeships
 - ⇒ financial information
 - ⇒ employer incentives
 - ⇒ living away from home allowance
 - ⇒ employment conditions
 - ⇒ national skills needs list
 - ⇒ Australian Apprenticeships Centre.



4. Mini GOALScorer

One of the best ways to investigate potential career options is by completing a career pathways identification survey. There are many different suitable surveys and your school might use a paper or digital version with you.

It is important to note that although these are very useful, the surveys can only ever be a guide to your future. The main idea is for you to gain some insight into the types of **interest areas** that might suit you, as well as which occupational clusters and/or industries might suit these interest areas.

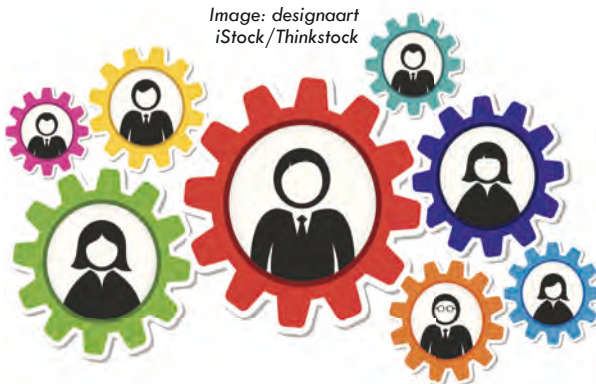
The Mini GOALScorer is designed to give you an introductory profile of some potential interest areas to help you plan your career pathways investigation. Mini GOALScorer then matches occupational clusters to relevant interest areas. However, the characteristics of these interest areas are not set in concrete and can also crossover one another. For example, there is a very strong crossover between:

- ⇒ *Technical and Engineering* and *Practical and Manual* for trades occupations; and
- ⇒ *Helping and Community Service* with *Influencing and Personal Contact* for community service occupations; and
- ⇒ *Figures and Computational* and *Clerical and Administration* for business and professional service occupations

When completing the survey you should also note the scores you get on your second and third highest categories. These scores might give you an indication of how you might develop your career pathway. For example:

- ⇒ relatively high scores in *Influencing & Personal Contact* might indicate a willingness to work with people effectively in management roles, in any industry, and/or
- ⇒ relatively high scores in *Figures & Computational* might suggest an aptitude to help you run your own business; in an industry in which you have specific skills.

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iStock/Thinkstock



**So where do you seem to fit?
Which interest areas sound like you?**

E Interest areas



Using the descriptions for the 11 interest areas on p.187 answer these questions.

1. Which of these 11 interest areas sound like me? Why so? (Choose more than 1.)

2. Which of these 11 interest areas don't sound like me? Why not? (Choose more than 1.)

Interest area	Description
Artistic and Creative	You may be interested in music, drama, writing, painting, crafts, design, media or generally might just be creative. You may be good at using your mind to initiate ideas or solve problems. Strong crossover with <i>Literary, Influencing and Personal Contact, Technical and Engineering and Practical and Manual</i> .
Clerical and Administration	You may be interested in working in business collecting, analysing and organising information. This may include dealing with correspondence, figures, data, clients, sales or finances. Strong crossover with <i>Figures and Computational</i> as well as <i>Influencing and Personal Contact</i> .
Figures and Computational	You may be good at working with numbers, statistics, formulae or finances and have well-developed maths and/or computer skills and the ability to solve problems or analyse data. Strong crossover with <i>Clerical and Administration</i> in a business sense and <i>Technical and Engineering and Scientific</i> in a practical sense.
Helping and Community Service	You generally like to help, teach or care for people. You are likely to have good communication skills and a desire to improve people's lives. You may be employed by a government agency that deals with helping the community. Strong crossover with <i>Influencing and Personal Contact</i> and with <i>Medical</i> .
Influencing and Personal Contact	You are likely to have good communication skills, the ability to effectively deal with people and skills in influencing people. You may also be suited in business roles such as management and sales. Strong crossover with <i>Helping and Community Services, Literary, Medical or Clerical and Administration Fields</i> .
Literary	You might be good with writing, speaking, presenting ideas or other forms of communication. You are also likely to be good at developing and expressing opinions and to have research skills. Strong crossover with <i>Influencing and Personal Contact, Artistic and Creative and Helping and Community Service</i> .
Medical	You will like to help people and society improve physical or mental health either by dealing directly with patients and clients or by researching and solving medical problems and issues. Strong crossover with <i>Influencing and Personal Contact Helping and Community Services and Scientific</i> .
Outdoor	You are likely to want to work outdoors, or with nature and the environment or to move about from worksite to worksite. Strong crossover with <i>Practical and Manual, Technical and Engineering or environmental Scientific</i> issues.
Practical and Manual	You may be skilled in the use of your hands to operate tools, make products or repair equipment. You may need to solve problems and be accurate, active and physically fit. Strong crossover with <i>Technical and Engineering</i> , many <i>Outdoor</i> situations, <i>Artistic and Creative</i> or 'hands-on' <i>Medical</i> roles.
Scientific	You are likely to enjoy experimenting and researching scientific processes with patience, persistence, precision and good analytical skills. Strong crossover with <i>Figures and Computational, Medical (science), Technical and Engineering and Helping and Community Service</i> .
Technical and Engineering	You like to use tools, machinery and equipment to fix things, find out how things work, improve processes and build, design and manufacture items. Strong crossover with <i>Practical and Manual, Figures and Computational, Scientific</i> and even <i>Medical</i> .

F Mini GOALscorer



1. Complete the Mini GOALscorer

Circle the relevant occupation boxes from the *Mini GOALscorer Match-up* on pp.190-191 in which you might be interested for your career.

2. Complete the table on p.189.

i. In *Column 2* write all the box numbers you have circled in the *interest area* row that matches the the heading for that box.

(e.g. If you circled box 1, you would write 1 next to *Scientific*. If the next box you circled was 15, you would write 15 next to *Literary*.)

ii. Look at the Also:
T&E
Out tab for each of your circled boxes. In *Column 3* write these box numbers in the rows next to the interest groups they match.

(e.g. If you circled box 1, then in column 3 you would write 1 next to *Technical and Engineering* and also next to *Outdoor*. If the next box you circled was 15, you would write 15 next to *Influencing and Personal Contact* and also next to *Helping & Community Service*.)

iii. For *Column 4* calculate your total score for that interest area by adding up the number of times you have a box number next to an interest area. Compare these scores to the descriptions on p.187 and the activity on p.186.

iv. In *Column 5*, list occupations from your circled boxes you are most interested in. If an occupation appears more than once give it a tick.

v. Highlight those occupations you are most interested in and then list these below. Use the Job Guide or My Future or Job Outlook to find out more information. Perhaps this is where you should be focusing on doing your work placement and volunteer work.



3. Complete the table below for those occupations you are most interested in.

My preferred occupations.	Good aspects of each occupation.	Bad aspects of each occupation.	Education/training required for each.	What else do I need to find out?
1.				
2.				
3.				
4.				

1. Interest area	2. Box numbers circled	3. Boxes circled 'Also'	4. Interest area score	5. Some occupations from the boxes I might be interested in; I should research some of these.	
e.g. Artistic and Creative	10, 20, 34, 89	14	5	Visual Merchandiser Graphic Designer Journalist	Multimedia Developer Illustrator Sound Technician
Artistic and Creative					
Clerical and Administration					
Figures and Computational					
Helping and Community Service					
Influencing and Personal Contact					
Literary					
Medical					
Outdoor					
Practical and Manual					
Scientific					
Technical and Engineering					

For preview
purposes only:
Do not copy

Mini GOALscorer - Match-up

career
investigation

1. Scientific Meteorologist Meteorological techn' officer Geologist Landcare worker Engineer-environmental Winemaker Also: T&E Out	2. Technical & Engineering Programmer (info tech) Systems designer Computer engineer Multimedia developer Computer system auditor Business equipment tech. Also: F&C C&A	3. Literary Librarian Editor Archivist Writer Historian Teacher Also: I&P H&C	4. Practical & Manual Dressmaker Clothing patternmaker Visual merchandiser Graphic designer Textile designer Tailor Also: Art F&C	5. Influence & Personal Contact Psychologist Welfare worker Social worker Youth worker Counsellor Indigenous health worker Also: H&C Med
6. Figures & Computational Laboratory worker Engineer-chemical Patent examiner Optical mechanic Medical lab technician Teacher-secondary Also: T&E Sci	7. Outdoor Army/navy/airforce Ship's officer Police officer Customs officer Correctional officer Park ranger Also: H&C I&P	8. Outdoor Landscape gardener Pest & weed controller Florist/ Horticultural trades Nursery assistant Landcare worker Also: I&P T&E	9. Technical & Engineering Foundry worker Engineering trades-fabricat'n Engineering trades-mech'cal Engraver Vehicle body builder Tool & die setter Also: P&M F&C	10. Artistic & Creative Fashion designer Dressmaker Wardrobe supervisor Visual merchandiser Graphic designer Fashion coordinator Also: I&P P&M
11. Medical Dietician Dietary aide Weight loss counsellor Hospital food service m'ger Health promotions officer Food technologist Also: I&P SCI	12. Figures & Computational Pilot Army/Navy/Airforce Engineer-aerospace Aircraft mainten'ce engineer Air traffic controller Flight attendant Also: P&M T&E	13. Helping & Community Teacher-primary Childcare worker Teacher-secondary Teacher-early childhood Education aide Nanny Also: P&M	14. Literary Journalist Editor Writer Public relations officer Publisher Copywriter Also: I&P A&C	15. Literary Interpreter Translator Teacher TAFE lecturer Community worker Tour guide Also: H&C
16. Artistic & Creative Photographer Camera operator Media equipment operator Desktop publisher Multimedia developer Audiovisual technician Also: P&M T&E	17. Influence & Personal Contact Sports coach Fitness instructor Teacher-PE Recreation officer Sportsperson Teacher-primary Also: P&M SCI	18. Scientific Statistician Actuary Astronomer Accountant Economist Programmer (info tech) Also: F&C C&A	19. Literary Desktop publisher Editor Multimedia developer Copywriter Advertising account executive Secretary Also: I&P C&A	20. Artistic & Creative Graphic designer Visual merchandiser Illustrator Architectural drafter Fashion designer Architect Also: T&E F&C
21. Outdoor Construction worker Rigger Crane operator Scaffolder Building technician Dogger Also: P&M T&E	22. Artistic & Creative Artist Illustrator Teacher-art Graphic designer Architectural drafter Signwriter Also: P&M LIT	23. Helping & Community Childcare worker Childcare supervisor Teacher-early childhood Teacher-primary Nanny Family day carer Also: I&P C&A	24. Helping & Community sports scientist Sports coach Recreation officer Fitness instructor Teacher-PE Physiotherapist Also: SCI P&M	25. Scientific Computer engineer Programmer (info tech) Systems manager Business equipment techn'n Computer systems auditor Information tech. manager Also: T&E F&C
26. Technical & Engineering Engineer-aerospace Engineer-mechanical Aircraft maintenance engineer Army/Navy/Airforce Pilot Computing engineer Also: SCI F&C	27. Scientific Chemist Engineer-chemical Pharmacist Laboratory worker Research scientist Forensic scientist Also: T&E MED	28. Clerical & Administration Secretary Receptionist Accounts clerk Desktop publisher Office administrator Call-centre operator Also: I&P	29. Practical & Manual Motor mechanic Light engine mechanic Bicycle mechanic Panel beater Vehicle painter Engineer-mechanical Also: T&E OUT	30. Scientific Engineer-civil Engineer-aerospace Engineer-mechanical Engineer-chemical Computing engineer Engineer-industrial Also: T&E F&C
31. Scientific Forensic scientist Research scientist Biochemist Medical lab technician Laboratory worker Funeral attendant Also: T&E	32. Clerical & Administration Bank officer Accounts clerk Costing clerk Public servant Secretary Cashier Also: F&C I&P	33. Figures & Computational Storeperson Forklift operator Purchasing officer Automotive parts interpreter Exporter/importer Airline services operator Also: P&M	34. Artistic & Creative Signwriter Screenprinter Illustrator Printing machinist Multimedia developer Artist Also: P&M	35. Helping & Community Police officer-state Police officer-federal Customs officer Security officer Private investigator Correctional officer Also: I&P C&A
36. Artistic & Creative Multimedia developer Programmer (info tech) Desktop publisher Business systems analyst Graphic designer Media producer Also: LIT T&E	37. Figures & Computational Systems manager Computer engineer Business systems analyst Programmer (info tech) Business equipment techn'n Computer systems auditor Also: T&E C&A	38. Influence & Personal Contact Lawyer Court officer Criminologist Legal executive Conveyancer Secretary Also: LIT H&C	39. Influence & Personal Contact Beauty therapist Hairdresser Make-up artist Weight loss counsellor Model Naturopath Also: A&C P&M	40. Practical & Manual Carpenter Joiner Cabinet maker Building technician Wood machinist Construction worker Also: OUT T&E
41. Practical & Manual Electrician Engineer-electrical Electrical linesperson Electronics engineering tech. Automotive electrician Security systems installer Also: T&E OUT	42. Clerical & Administration Accountant Accounts clerk Economist Financial dealer & broker Bank officer Purchasing officer Also: F&C I&P	43. Clerical & Administration Accounts clerk Secretary Office administrator Clerk Public servant Data processing operator Also: F&C I&P	44. Helping & Community Education aide Teacher-primary Special care worker Childcare worker Teacher-early childhood Personal care worker Also: I&P P&M	45. Practical & Manual Florist Horticultural tradesperson Nursery assistant Landcare worker Pest & weed controller Landscape gardener Also: OUT A&C
46. Medical Vet nurse Animal technician Animal attendant Horse manager Stablehand Veterinarian Also: H&C OUT	47. Figures & Computational Bookmaker Gaming worker Accounts clerk Credit officer Financial dealer's assistant Insurance officer Also: C&A I&P	48. Artistic & Creative Chef Cook Kitchenhand Catering manager Confectioner Pastrycook Also: P&M I&P	49. Influence & Personal Contact Real estate agent Auctioneer Sales representative Town planner Conveyancer Valuer Also: F&C C&A	50. Clerical & Administration Financial dealer & broker Financial dealer's assistant Accountant Accounts clerk Management consultant Economist Also: F&C I&P
51. Clerical & Administration Travel consultant Flight attendant Tourist information officer Tourism manager Recreation officer Airline passenger officer Also: F&C I&P	52. Figures & Computational Sales assistant Cashier Retail buyer Retail manager Accounts clerk Sales representative Also: C&A I&P	53. Helping & Community Welfare worker Social worker Youth worker Psychologist Teacher-secondary Counsellor Also: I&P LIT	54. Medical Pharmacist Biochemist Engineer-chemical Naturopath Medical lab technician Sales assistant Also: SCI C&A	55. Artistic & Creative Hairdresser Beauty therapist Make-up artist Florist Wardrobe supervisor Visual merchandiser Also: I&P P&M
56. Medical Medical practitioner Physiotherapist Nurse-registered Medical scientist Forensic scientist Medical lab technician Also: H&C I&P	57. Scientific Research scientist Medical scientist Medical lab technician Physicist University lecturer Agricultural scientist Also: MED F&C	58. Medical Veterinarian Vet nurse Animal technician Laboratory worker Animal attendant Zoologist Also: H&C OUT	59. Clerical & Administration Data processing officer Secretary Receptionist Accounts clerk Call-centre operator Office administrator Also: F&C I&P	60. Helping & Community Teacher-secondary Teacher-primary Education aide Training officer Teacher-early childhood Youth worker Also: I&P LIT

Mini GOALscorer - Match-up

61. Influence & Personal Contact Physiotherapist Medical practitioner Massage therapist Occupational therapist Chiropractor Osteopath Also: MED P&M	62. Outdoor Shotfirer Miner Engineer-mining Forestry & logging worker Agricultural technical officer engineer-chemical Also: P&M T&E	63. Practical & Manual Driver-truck Car driver Car rental attendant Bus and tram driver Driving instructor Clerk-transport Also: Out H&C	64. Influence & Personal Contact Flight attendant Catering manager Airline passenger officer Tour guide Interpreter Travel agent Also: H&C C&A	65. Influence & Personal Contact Fitness instructor Lifeguard Therapy aide Teacher-PE Weight loss counsellor Recreation officer Also: H&C P&M
66. Medical Nurse -registered Ambulance officer Nurse-enrolled Personal care worker Ward assistant Health promotions officer Also: H&C I&P	67. Outdoor Park ranger Forest technical officer Landcare worker Natural resource manager Fisheries officer Zoologist Also: P&M SCI	68. Technical & Engineering Sound technician Media equipment operator Audiometrist Audiologist Audiovisual technician Film and tv producer's asst. Also: SCI P&M	69. Medical Dentist Dental assistant Dental therapist Dental technician Dental hygienist Model maker Also: H&C I&P	70. Scientific Taxidermist Historian Zoologist Animal technician Funeral attendant Museum technician Also: P&M T&E
71. Clerical & Administration Functions coordinator Catering manager Marketing officer Chef Hospital food service mger Flight attendant Also: F&C I&P	72. Outdoor Lifeguard Fitness instructor Recreation officer Diversional therapist Sports coach Paramedic Also: H&C P&M	73. Practical & Manual Cook Chef Kitchenhand Pastrycook Cake decorator Waiter Also: A&C F&C	74. Outdoor Bricklayer Construction worker Plasterer Concrete worker Stonemason Tiler Also: P&M T&E	75. Technical & Engineering WHS/OHS officer Quality assurance inspector Building surveyor Nurse-registered Rehabilitation counsellor Health promotions officer Also: P&M I&P
76. Literary Archeologist Historian Anthropologist Sociologist Archivist Museum curator Also: OUT C&A	77. Practical & Manual Plumber Refrigeration & aircon mech Automotive air fitter Environmental health officer Water & plant operator Tiler-roof Also: OUT T&E	78. Medical Massage therapist Physiotherapist Occupational therapist Fitness instructor Chiropractor Orientation/mobility instr'ctr Also: H&C P&M	79. Technical & Engineering Vehicle bodybuilder Panel beater Vehicle painter Tool & die setter Engineering trades-fabrication Metal press operator Also: P&M F&C	80. Outdoor Geologist Geophysicist Engineer-mining Archaeologist Miner Cartographer Also: SCI F&C
81. Figures & Computational Architect Architectural drafter Landscape architect Engineer-industrial Building technician Engineer-civil Also: A&C T&E	82. Helping & Community Firefighter Firefighter-aviation Army, navy, airforce Ohs officer Ambulance officer Building surveyor Also: OUT P&M	83. Literary Actor Dancer Stage manager Announcer Media producer Film producer & editor Also: A&C I&P	84. Technical & Engineering business equipment techn. Computer engineer It support technician Systems designer-it Programmer-info tech Multimedia developer Also: SCI F&C	85. Literary Film producer & editor Film/TV producer's assistant Media equipment operator Media producer Stage manager Set designer Also: A&C P&M
86. Literary Writer Proofreader Editor Journalist Copywriter Public relations officer Also: A&C I&P	87. Technical & Engineering Camera operator Media equipment operator Photographer Media producer Audiovisual technician Medical imaging tech. Also: P&M A&C	88. Figures & Computational Farm manager Agricultural engineer Agricultural scientist Agricultural technical officer Horticultural tradesperson Aquaculture technician Also: OUT P&M	89. Artistic & Creative Musician or singer Music therapist Teacher-music Sound technician Announcer Diversional therapist Also: LIT I&P	90. Clerical & Administration Marketing officer Management consultant Advertising account exec. Market researcher Public relations officer Human resources officer Also: F&C I&P
91. Figures & Computational Management consultant Accountant Insurance agent Public relations officer Marketing officer Human resources officer Also: C&A I&P	92. Helping & Community Training officer Teacher-secondary Tafe lecturer Human resource officer Personnel clerk University lecturer Also: C&A I&P	93. Influence & Personal Contact Public relations officer Human resource officer Marketing officer Advertising account executive Copywriter Journalist Also: LIT C&A	94. Literary Editor Writer Proofreader Journalist Copywriter Media producer Also: C&A I&P	95. Medical Secretary-medical Ward assistant Clerk Receptionist Accounts clerk Office administrator Also: C&A H&C
96. Outdoor Auctioneer Valuer Real estate agent Building inspector Sales representative Land economist Also: I&P F&C	97. Practical & Manual Gemmologist Jeweller Geologist Powder coater Watch & clock maker Engraver Also: T&E SCI	98. Scientific Biomedical engineer Laboratory worker Medical imaging technician Medical lab technician Research scientist Prosthetist/orthotist Also: T&E MED	99. Technical & Engineering optical mechanic Optical dispenser Optometrist Orthotist Medical imaging technician Projectionist Also: MED P&M	100. Technical & Engineering Food technologist Engineer-chemical Health information officer Primary products inspector Chemist Dietician Also: SCI P&M
101. Figures & Computational Personnel clerk Human resources officer Public servant Training officer Accounts clerk Clerk Also: C&A I&P	102. Artistic & Creative Photographer Photographic processor Media equipment operator Camera operator Artist Audiovisual technician Also: T&E P&M	103. Medical Audiologist Audiometrist Speech pathologist Sound technician Disability services instructor Broadcasting technician Also: SCI I&P	104. Clerical & Administration Court & hansard reporter Legal executive Secretary Word processing operator Data processing operator Desktop publisher Also: LIT I&P	105. Outdoor Landscape architect Architect Town planner Quantity surveyor Horticultural tradesperson Nursery assistant Also: A&C P&M
106. Medical Dental technician Prosthetic/orthotic technic. Dental hygienist Dental nurse Model maker Dental assistant Also: T&E H&C	107. Clerical & Administration Call-centre operator Receptionist Radio dispatcher Telephonist Telemarketer Announcer Also: F&C I&P	108. Figures & Computational Valuer Conveyancer Land economist Real estate salesperson Sales representative Stock and station agent Also: P&M I&P	109. Influence & Personal Contact Personal care worker Nurse-enrolled Ward assistant Therapy aide Diversional therapist Disability services instructor Also: MED P&M	110. Technical & Engineering Broadcasting technician Audiovisual technician Electrician Business equipment tech'n Sound technician Media equipment operator Also: P&M A&C
111. Practical & Manual Painter and decorator Plasterer Interior decorator Glazier Industrial spray painter Vehicle painter Also: T&E OUT	112. Outdoor Crane operator Forklift operator Mobile plant operator Dogger Construction worker Building technician Also: P&M T&E	113. Literary Copywriter Editor Proofreader Writer Publisher Advertising account executive Also: A&C I&P	114. Practical & Manual Cabinetmaker Joiner Wood turner Wood machinist Wood carver Timber/forest product worker Also: T&E OUT	115. Artistic & Creative Make-up artist Beauty therapist Hairdresser Naturopath Weight loss counsellor Film/TV producer's assistant Also: I&P H&C
116. Influence & Personal Contact Training officer TAFE lecturer Human resources officer Teacher-secondary Teacher-esl Whs officer Also: C&A H&C	117. Scientific Forensic scientist Life scientist Botanist Chemist Biochemist Museum attendant Also: T&E OUT	118. Helping & community Therapy aide Education aide Special care worker Diversional therapist Disability services instructor Indigenous worker Also: MED I&P	119. Literary Archivist Librarian Cultural heritage officer Conservator Records manager Info technology manager Also: A&C T&E	120. Scientific Zoologist Life scientist Marine biologist Animal attendant Animal technician Veterinarian Also: OUT P&M

5. Jobs in Australia

Completing a survey such as the Mini GOALscorer can give you an insight into some occupations or occupational clusters that might suit your career pathway. As part of an action plan to achieve your pathway goals you need to investigate those occupations in which you might be interested.

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Although the GOALscorer lists over 500 jobs, did you know that there are actually in excess of 1,000 official job classifications in Australia as classified by ANZSCO? But few of these are entry-level occupations.

You have also seen that classifications exist related to the skill-levels or seniority of an occupation. For example, a doctor is classified as a **professional** whereas a cashier is a **sales worker**. These classifications determine the duties, responsibilities and working conditions associated with different occupations.

When you first start out in the workplace you are expected to have the appropriate qualifications, skills and competencies for that occupation. These vary for professional, technical and trades and other occupational levels.

And of course management level positions will always require extensive relevant experience (especially well-developed people skills) in addition to suitable qualifications.

Common/least common occupations

There are some jobs in Australia that are very common. For example, as at November 2013, there were more than 528,000 sales assistants, 251,000 retail managers and 148,700 cashiers and checkout operators. That's almost a million of these retail jobs. Many of these will be working part-time and casual. Some of you might even be employed as a sales assistant or cashier!

On the other hand, look at those least common jobs. Are you interested in any of these? And indeed do any of you know someone who is employed, or has been employed, in this type of job? Perhaps those of you living in regional areas might.



A sales assistant is the most common job in Australia.

Australian Occupations (Nov '13)

Most common

1. Sales assistants general.....528,200
2. Retail managers251,000
3. Registered nurses240,700
4. General clerks.....220,900
5. Receptionists170,700
6. Truck drivers170,300
7. Accountants169,700
8. Commercial cleaners156,000
9. Primary school teachers.....152,400
10. Checkout operators/cashiers.....148,700

Least common

1. Aquaculture workers.....300
2. Outdoor adventure guides.....300
3. Photo developers/printers.....900
4. Engineers-chemical/materials.....1,100
5. Middle school teachers.....1,200
6. Betting clerks.....1,300
7. Auctioneers & stock station agents.....1,400
8. Agricultural technicians.....1,400
9. Machine operators-textile/footwear...1,400
10. Aquaculture farmers.....1,700

Source: Australian Jobs 2014 DEEWR

6. What suits you?

You might now be familiar with some of the more obvious occupations that are available in our economy. However, there are also hundreds more occupations that you might not be as familiar with. Many of these are **occupational specialisations** in which you are most likely to build a career as you get older.

Your participation in workplace learning is the ideal starting point to find out what might best suit you. As your career pathway develops you would hope to move through these classifications and consolidate your career as a manager or administrator, professional, associate professional or tradesperson.

For example, you might start in the Retail Trade industry in an entry-level position as a sales assistant, but with an ambition to grow into a more advanced occupation, such as a Retail Manager.

The Mini GOALscorer listed hundreds of occupations grouped in boxes of six. Spend some more time re-reading the specific occupations that are listed within those boxes you indicated that you might be interested in. This will give you an idea of some of the varied occupations that are available throughout the Australian economy.

You can find out that many of these occupations require different entry-level requirements. Some may be more suitable for you as your career progresses. Some childcare workers develop into childcare managers. Some enrolled nurses (Division 2) become registered nurses (Division 1). Some ICT technicians become ICT managers or systems designers. However, this type of career advancement always requires demonstrable skills, proven expertise, extensive experience and further study.

You should also think about the types of subjects you should do to help you set up your career pathway. Have you made the most suitable choices? Career and Enterprise is a very good choice. But what about your **VET course**? How's that going for you? And have you undertaken suitable **work placements** and/or **volunteer work**? Perhaps it's now time to see your Careers Coordinator for some more information and guidance.



Image: Purestock/
Thinkstock

G Job statistics



List some of the occupations you are most interested in pursuing. Complete the table by researching key statistics through: www.joboutlook.gov.au



Job	Employment level	Weekly earnings	State %	Main industries	Future job growth	Future job openings

7. Workplace evolution

The contemporary commercial world continues to evolve and entry-level workers need to be adaptable and flexible so as to deal with these changing demands.

i. Working collaboratively

All workplaces require employees to have well-developed **interpersonal skills**. Good social skills support the type of work arrangements that predominate in collaborative, teams-based work environments. Emotional intelligence is a key element in working effectively with others. Interpersonal skills, including **cross-cultural communication** are vital for effective **team dynamics**.

Entry-level employees are expected to be effective communicators and to embrace a teams-based culture whereby employees are working together to achieve the goals and objectives of the organisation.

Together
Everyone
Achieves
More



Image: Kalawin/
iStock/Thinkstock

ii. Technological competence

Of course technological innovation keeps driving workplace change. Workers are expected to be able to utilise work-related technology to improve efficiency. It is often assumed that all young people are tech-savvy. Are you?

Workplace technologies have replaced many lower-level manual and clerical roles. This has resulted in fewer entry-level jobs in these areas. Potential employees are expected to enter with a higher level of technological competence. It's not enough to know how to use technology; entry-level employees must be able to utilise **industry-specific technology** safely and effectively. That's why completion of vocational courses is recommended for young people seeking to enter the workforce.



Image: Zardinax/
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iii. Mobile work environments

A range of factors have coalesced to create a more mobile workforce. Of course working remotely in mining and construction has created a growing army of **FIFO** workers (but not without societal costs). But many other industries also expect workers to embrace a mobile work environment that traverses and extends beyond geographical boundaries. Mobile jobs include transport, trades, sales, engineering and many other fields. Professional services such as finance, trade, education, health and consultancy services use ICT to do business across diverse regions, and also across the world. And of course WA is such a huge state that geography can present some issues when starting your career. There's not much point applying for a job opportunity in Broome if you live in Albany. Unless you are prepared to move, or if it's a FIFO, that is!

Workplace evolution

H

Outline how each of these 3 issues might impact on you developing your career pathway



i.	ii.	iii.

8. Packaging yourself

Now that you have a handle on the many and varied occupations available within the Australian commercial environment it's time for you to develop a range of tools for your IPP. These tools will help enable you to be more prepared for entry-level job and course opportunities that might suit your career pathways development.

'Packaging yourself' and improving your self-image focuses on two key strategy areas; self-management and self-promotion.

i. Self-management strategies

These are strategies that you can implement to help develop you into a more enterprising, and therefore more employable, young person.

Key strategies to enhance your professional image and skills focus on improving your:

- ✓ **time management**
- ✓ **personal attributes** (i.e. your intrapersonal skills)
- ✓ **interpersonal skills** and
- ✓ **personal and professional development** including work-related training.

Image: Alexandru Kacso/
Stockbyte/Thinkstock



Take a moment to reflect on your own self-management skills.

ii. Self-promotions strategies

These are strategies that you can pursue to help project yourself as a more enterprising, and therefore more employable, young person.

Key self-promotion strategies that focus on developing and communicating a positive professional image include:

- ✓ recording and promoting your achievements
- ✓ refining a personal career statement
- ✓ preparing a folio, showreel or other related supplementary support material
- ✓ maintaining a positive digital footprint
- ✓ using social and professional networks
- ✓ exploring online networks for career opportunities.

Image: George Doyle/
Stockbyte/Thinkstock



What can you do to help you climb the ladder to success?

9. Self-management audit

Listed below are a number of questions that you need to ask yourself in relation to your self-management skills. Now, bear in mind, that it is very unlikely that you will be able to answer all of these positively. None of us are perfect! However, these are the types of self-management skills that you should be looking to actively develop so as to make yourself a more enterprising young person. The more of these you can tick, then the more likely you will be to achieve your pathway goals.

It's up to you to work with people in your network such as your teacher, your Careers Coordinator, other relevant teachers, employed people you know, people in the community and others so as to improve your self-management skills.

If you don't know how to turn these questions into proactive and positive actions, well now is the time to find out!

Ask yourself

I



Time management

Consider the following:

- ☐ Am I punctual - why/why not?
- ☐ Can/do I use a diary or app to plan my schedule? Why/why not?
- ☐ Do I meet deadlines?, or ☐ do deadlines stress me out?
- ☐ Do I rush into things without planning and organising?
- ☐ Am I proactive and get things done in time, or ☐ am I reactive and wait to the last minute?
- ☐ Can I plan travel times?
- ☐ Can I estimate and balance my workload and work/life balance?

Personal attributes

Consider the following:

- ☐ Can I accept responsibility?
- ☐ Can I accept and act upon feedback?
- ☐ Do I have initiative and seek opportunities or do I wait back?
- ☐ Do I know coping strategies to deal with negative/conflict situations and to build personal resilience.
- ☐ Am I honest, reliable and trustworthy?
- ☐ Do I demonstrate loyalty?
- ☐ How can I transfer my personal and social competencies to the workplace?

Interpersonal skills

Consider the following:

- ☐ Can I communicate with diverse people?
- ☐ Have I developed cross-cultural skills and empathy?
- ☐ Do I have a professional vocabulary?
- ☐ Do I have tolerance for other people?
- ☐ Am I an active listener?
- ☐ Am I willing to ask questions if I am unsure of what to do?
- ☐ Do I feel confident speaking up in a meeting/team situation?
- ☐ Can/do I embrace team synergy, or ☐ do I go it alone?

Personal development

Consider the following:

- ☐ What vocational training should/can I do?
- ☐ What other training can I pursue. e.g first-aid, RSA, forklift driving, languages, etc..
- ☐ Should/can I undertake a leadership program?
- ☐ Am I doing relevant work placements?
- ☐ Have I completed community service and volunteering?
- ☐ Can I initiate an enterprise activity to build skills and experience?

J Self-management audit



You are required to develop an action plan that identifies strategies to help improve your self-management skills. For each of the 4 categories of self-management, identify 2 issues you face and strategies you could pursue to make improvements. For each one identify people from your network who could be able and willing to assist you. Finally you should identify what you need to do in order to actively pursue this strategy.

Area to focus on/ Why?	Potential strategy?	Who can help/ How?	What do I do next?
Time management			
i			
ii			
Personal attributes			
i			
ii			
Interpersonal skills			
i			
ii			
Personal development			
i			
ii			

10. Self-promotions strategies

Now we would like you to reflect on various self-promotion strategies that you can utilise in order to project the 'best' possible you. Some of these are self-evident, some you may not have thought about and others require the types of action you might need to do to improve your career pathway opportunities.

So let's approach these through a series of case studies that you can discuss and determine what advice you would have given each young person.

What would you do?

Le-li hears about a new child-care centre opening up next month in Warwick that is planning to hire some weekend casuals. But the application deadline is in 2 days. She's done some work on her CV in class and she is almost finished her VET course. She just needs to add a career statement and remembers her teacher saying to include goals, skills, experience and training, and to mention opportunities for future growth. She writes "I want to work in childcare because I love kids, have done lots of babysitting and have almost finished my VET course."



What would you do?

Alby has applied for a course in digital design and one of the supplementary requirements is presentation of a folio at interview. Alby puts together what he thinks is his best work and saves the files as jpegs and movie files to his iPad. Albi does get an interview and brings along his files on his tablet. At the end of the interview they ask Albi to leave his showreel disk with them. He hasn't prepared one. They remind him that the instructions and formatting advice for a showreel were explained in the PDF that all applicants were instructed to download when applying.

What would you do?

Johan applies online for a job at Fullworths and lists all of his certificates, qualifications and referees. He doesn't hear back for 2 weeks but then gets a text asking him to come for an interview the next day at 9am and to bring along certified copies of evidence of all of his achievements and references. Unfortunately Johan doesn't have any of these organised, is in a panic and doesn't want to show up.



What would you do?

Karin posts on Facebook that she is looking for a casual job. Her older cousin Miryanna, a café manager in Warwick, responds that her boss is thinking of putting on a new casual and that she could put in a good word for her with the boss.

Karin 'likes' the café's FB page and PMs the boss. She gets invited in for a quick interview and everything goes well. The boss says, 'If Miryanna vouches for you then I trust her judgement. She's one of my most valued staff members.'

Later that night Karin posts (and tweets) about starting her new job, tagging Miryanna, and saying, "Thanks cuz for the hook-up." However, she adds, "pity that the pay is so crap, I suppose I'll have to suck it up until I can do better lolz!"

Karin doesn't realise that Miryanna is Twitter friends with both the boss and the café itself.



What would you do?

Lewis's family moves to Narrogin and he has to give up his after-school casual job working as a butcher's assistant, which he really liked. He is a talented footballer and immediately joins the local club. Because he is very good he plays in the senior team, but being just 17 and new to town, he is a quite shy speaking up around the older men. His girlfriend (who still lives back home) says that he should ask people at the club if anyone can help him find a casual job and maybe one of the club's sponsors could help him out.

But Lewis is reluctant to ask for help and doesn't follow through.

What would you do?

Marnie is thinking of leaving school and getting a job. She really needs the money. She has had a little experience in hospitality and did a retail work placement a year ago.

She is going through ads on a free Australian online classified site and notices that a lot of young women have photo ads saying they are looking for work.

So she takes a selfie (duckface of course) and posts an ad saying she is looking for work, and will do anything in retail or hospitality in Mandurah. She includes her email and mobile number to make it easy for offers to come in.

But when she tells her dad he goes nuts and makes her delete the ad immediately, but Marnie doesn't know what she did wrong?

Self-promotion advice

K



Now that you have worked through each of these problem-solving scenarios consider each of the 6 categories of self-promotion listed on p.196.

1. For each develop and outline 3 key 'do' statements. These should be written as short pieces of advice to assist people. e.g. *Do have multiple hard copies of all documents.*
2. Also develop 3 short statements about what not to do ie. 'Don't!'. These might be even more important! e.g. *Don't digitally 'dis' your workplace, customers or colleagues - ever!*

Method	Do...	Don't!
Recording and promoting your achievements.		
Refining a personal career statement.		
Preparing a folio, showreel or other related supplementary support material.		
Maintaining a positive digital footprint.		
Using social and professional networks.		
Exploring online networks for career opportunities.		

career
investigation

Summary: Career Investigation

All occupations have minimum **entry-level requirements**. These can be classified into three different areas.

1. Personal qualities, attributes and abilities which are the **generic skills** required to function effectively as a worker
2. Qualifications, training and experience such as further **study** or **training** and
3. Minimum school-related entry requirements such as **year 12**, a minimum **ATAR** to access **university** or higher level **TAFE**, **pre-requisite** subjects, **special entry requirements** such as an interview, audition, or folio and possibly a working knowledge of the industry and/or **relevant work experience**.

Although you are more likely to enter the workforce in an **entry-level position** you will experience career growth and progression as part of **lifelong learning**. In Australia, occupations are grouped into eight different **categories** from managers to labourers that relate both to the type of occupation and also the seniority, responsibility and qualifications related to that occupation.

One of the most effective modes of **entry-level training** into skilled trades, community and personal services, sales and clerical and administration pathways is through the completion of an **Australian Apprenticeship**. Australian Apprenticeships involve a combination of **on-the-job** and **off-the-job competency-based training** (CBT). Traditional 'trades' **apprenticeships** usually take about 4 years to complete whereas '**traineeships**' usually take between 12-18 months. Australian Apprenticeships are available in more

than 500 occupations across many industries.

One of the best ways to investigate potential career options is by completing a **career pathways identification survey**. There are many different suitable paper or digital surveys. Although very useful, the surveys are only a guide to your future. They assist you to gain insight into the types of **interest areas**, **occupational clusters** and/or **industry settings** that might suit your career pathway

There are well over 1000 **occupational classifications** that are available in Australia. Many of these jobs are **occupational specialisations** in which you are most likely to build a career as you get older.

The contemporary commercial world continues to evolve. Entry-level workers need to be **adaptable** and **flexible** by **working collaboratively**, having **technological competence**, and adapting to **mobile work environments**

You need to develop a range of tools for your **IPP** to help enable you to be prepared for **entry-level job** and **course opportunities** that might suit your career pathways. '**Packaging yourself**' focuses on two key strategy areas; **self-management** and **self-promotion**. These are strategies that you can implement to help develop and project you as an enterprising and employable young person.

You should complete a **self-management audit** to see how you are progressing with this. The more of these you can tick, then the more likely you will be to achieve your pathway goals. You can develop an **action plan** as part of your IPP to develop in those self-management areas in which you are currently lacking.

Glossary: Career investigation

L

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]

AT2 IPP: Career Investigation



Career Investigation and Oral Report

For this task you are required to research occupations within industries that might be suitable for your future career pathway. You are then required to prepare both a written and oral report that summarises your findings.

Research and produce your investigation and then present it **orally** supported by a format negotiated with your teacher (such as dot point summaries, diagrams, images or multimedia). It is recommended that as part of your investigation that you refer to relevant career management competencies and use current labour market statistics. Your teacher might add other tasks. If so add these to this checklist pro-forma.

Assessment Task 2 - IPP: Career Investigation and Oral Report

Name:

Tasks	Re-quired	Due by	Done	Teacher
Stage 1: Career investigation				
i Complete career pathways identification survey	✓			
Summarise and reflect on the results.	✓			
ii Occupation investigation summary	✓			
Complete an occupation profile with statistics.	✓			
iii Research entry-level requirements for career	✓			
Summarise requirements and how you will fulfil these.	✓			
iv. IPP: Career portfolio documents (& p.223)	✓			
CV, work evidence, self-management audit, goals.	✓			
⇒ Present draft to your teacher for checking.	✓			
Stage 2: Preparing your report				
⇒ Finalise your profile and incorporate feedback.	✓			
⇒ Prepare final profile in suitable format (submit if required).	✓			
⇒ Make oral presentation to the class.	✓			

Additional information:

Occupation Investigation Summary



(Use The Job Guide or online at www.jobguide.education.gov.au or www.myfuture.edu.au to complete the following occupational summary.)

Correct Occupation Title (& any alternative names):

⇒

Summary Description:

⇒

5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

⇒

Personal Requirements:

⇒

⇒

⇒

⇒

⇒

Education & Training Required:

⇒

Course Entry Requirements:

⇒

Employment Opportunities:

⇒

Additional Information:

⇒

Contacts (for your state):

⇒

Related Occupations:

⇒

Use Job Outlook to find out the following info.

Total Employment

When? _____

Employment Growth (5 yrs)

To When? ____

Unemployment Rate

Year? _____

Weekly Earnings

Year? _____

Projected Job Growth

To when? ____

% Full-time

When? _____

Main Industry

When? _____

Average Age

When? _____

% Male/Female

When? _____

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: _____