

Workbook and Master Set Resources

For VCAL, Applied Learning, Careers Pathways and Work Education,
Work Experience and Work Placement programs.

2015

New Resources available for 2015

There now are seven resource sets available for the Victorian VCAL and work education programs. Each set includes the main workbook/text, a supplementary activities portfolio with approximately 50 more activities, and teacher support material. All seven sets are available as printed workbooks and/or as reproducible master sets. VCAL Literacy and Numeracy subjects are scheduled for review in 2015, and given this I hope to write and release new Foundation and Senior Literacy and Numeracy resources for 2016.

Numeracy - Intermediate is now available for purchase in 2015. This extensive set of resources provides student-focused applied numeracy topic material, skills-building explanations and over 100 activities, assessment tasks and other resources to support your Numeracy teaching program.

Much of the material in this resource set can also be used for Numeracy Senior and could satisfy many elements and learning outcomes at that level. So if do you need a Numeracy Senior resource just for 2015, contact me and I can make a special modified digital file that removes all reference to Numeracy Intermediate.

Career Pathways is a new workbook/text that offers greater scope, detail and topic information than the more prescriptive WRS sets (which have been designed to meet the generic VCAL outcomes). As such it is a very useful supplementary resource for any VCAL program; or it can function as a stand-alone resource for your school's careers, pathways and work education programs (that are non-VCAL specific).

The **Work Experience Journal** workbook offers a convenient resource to support student work experience and work placement with applied activities targeted to students' experiences in the workplace. It is printed in a smaller, easily transportable format. Both these resources are also available as fully functioning e-versions utilising writeable PDF files.

As always the best strategy is to contact me so that we can discuss the most suitable combination of resources to suit your learning program. Full samples of most resources are on the website as PDF preview files.

Also I am trying to move away from paper mailouts by developing an email list. I have some addresses but feel free to email me with appropriate contact details for your school. Thanks again for your support and I hope that these resources can help you deliver a more effective teaching program for your students.

2015: Resource list

Careers and Enterprise, Work Education, Pathways and Workplace Learning

- ☐ **Career Pathways:** Printed workbook/text with e-version master license also available.
- ☐ **Work Experience Journal:** Printed workbook/text with e-version master license also available.

VCAL and Applied Learning and Work Education resource sets

- ☐ **Numeracy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Foundation:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Literacy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.

Industry and Enterprise, Careers Pathways and Enterprise, Work Education and Workplace Learning

- ☐ **I&E Unit 1: Workplace Participation 3ed.** (Year 10/11/ Foundation/Intermediate level).
- ☐ **I&E Units 1&2: Towards an Enterprising You 4ed.** (Year 11/Intermediate level).
- ☐ **I&E Units 3&4: Towards an Enterprising Australia 3ed.** (Year 12/Senior level).
- ☐ **I&E Unit 1: Workplace Participation e-version 3ed.**
- ☐ **Retail - Foundation:** Printed workbook/text with e-version master license also available.
- ☐ **Retail - Intermediate:** Printed workbook/text with e-version master license also available.

DELIVER Educational Consulting

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

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

Career Pathways and Work Experience Journal

For: Careers, Work Experience, Work Education, Work Placement

New
full colour
workbooks for 2015.

Career Pathways Workbook/Text

This new full colour 166-page workbook/text has been created specifically for schools and students to support Year 10 and/or Year 11 Career Pathways/Work Experience/Work Education and Applied Learning programs. Key features include:

- ⇒ Logical colour-coded sections that support all Career Pathways/Work Education teaching programs
- ⇒ Flexible structure so that students can apply their careers pathways investigation to their participation in work experience/work placement
- ⇒ Includes the MiniGOALscorer careers pathways identification survey
- ⇒ Lively and engaging, student-focused and up-to-date text materials with current and relevant national web links
- ⇒ Pages formatted as a write-in workbook
- ⇒ A job-seeking skills and careers pathways portfolio section complementing school-based work experience/workplace learning programs
- ⇒ Almost 100 varied learning activities suitable for diverse student learning programs
- ⇒ Each section culminates in an assessment task to satisfy learning outcomes
- ⇒ Self-assessment, workplace learning journal, unit progress and other pro-formas.



978-1-925172-04-1

Price: \$35

Available now.

Career Pathways e-version

Also available is a fully reproducible e-version on CD through site license. This e-version includes interactive write-in PDF files of each section as well as the PDF e-version of the book with live web links. Contact me for more information about acquiring a site license for the e-version.

Contents

1. My Career Pathway
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1 Career Pathways
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3 Multiple Career Pathways
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7 Attitudes
8 Career Myths & Realities
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Self-assessment

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4 Workplace stakeholders
5 Rights and responsibilities

4. Workplace Safety (cont.)
6 Workplace safety rep
7 Work ready
8 Student safety induction
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9 Workplace hazards
10 Risk assessment
11 Work practices
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13 ITEACM safety procedure
14 Signs and symbols
15 PPE
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3 Social competencies
4 Transferable skills
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Assessment Task 5
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Work experience evaluation

6. Workplace Issues
Introduction
1 Rights and responsibilities
2 Workplace conditions
3 Interpersonal effectiveness
4 Changing work environment
4 Workplace technology
5 The labour market trends
Assessment Task 6
Unit summary record

Work Experience Journal

This new full colour booklet has been created specifically for schools and students to support Year 10 and/or Year 11 Career Pathways/Work Experience/Work Education programs. Key features include:

- ⇒ Pages formatted as a write-in journal booklet with colour-coded pages to support work experience and work placement programs as part of your Career Pathways/Work Education teaching programs
- ⇒ Pro-formas to record important school and student information, safety induction checklist, evaluation forms and many more tasks
- ⇒ 15 pages of daily journals
- ⇒ A range of activities specifically related to a student's work experience placement to complete before, during and/or after their work experience placement
- ⇒ Smaller convenient size that makes it easier for students to take booklet along with them on their work experience placement.

Work Experience Journal: e-version

Also available is a fully reproducible e-version on CD through site license. This e-version includes interactive write-in PDF files of each section as well as the PDF e-version of the book with live web links. Contact me for about acquiring a site license for the e-version.

978-1-925172-05-8

Price: \$20

Available now.



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Order form: Current for Semester 1, 2015

Title/Resource

<u>Career Pathways/Work Education</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
Career Pathways	(New for 2015. Available now)	_____ @ \$35	_____
Work Experience Journal	(New for 2015. Available now)	_____ @ \$20	_____
Note: Contact me for e-version licenses			

<u>Industry and Enterprise</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
I&E Unit 1: Workplace Participation	(New 3ed. in Colour; Aug '14)	_____ @ \$33	_____
I&E Units 1&2: Towards an Enterprising You	(New 4ed. in 2015)	_____ @ \$42.50	_____
I&E Units 3&4: Towards an Enterprising Australia	(3ed. 2012)	_____ @ \$59.95	_____
I&E Unit 1: Workplace Participation e-version	(2ed. 2012)	_____ @ \$440	_____

<u>Industry-Specific Sets</u>	<u>Available</u>	<u>Master set</u>			<u>Printed books</u>	
		<u>Print Version</u>	<u>e-version</u>	<u>Both versions</u>	<u>Workbook/text</u>	
		\$99	\$99	\$165	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50
Retail - Foundation	(New for 2014)	_____	_____	or _____	_____	or _____
Retail - Intermediate	(New for 2014)	_____	_____	or _____	_____	or _____
Totals		_____	_____	or _____	_____	or _____

<u>VCAL Resource Sets</u>		<u>Master sets on CD</u>			<u>Printed books</u>			
		<u>Set A</u>	<u>Set B</u>	<u>Sets A&B</u>	<u>Workbook/text</u>	<u>Activities booklet</u>		
	<u>Available</u>	\$165	\$77	\$220	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50	(1-2 copies; or without buying master license.) \$25	(For 3+; or with purchase of master license.) \$20
Literacy Intermediate	2011	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Intermediate 2ed.	2012	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Senior	2013	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Foundation	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Intermediate 2ed.	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Senior	2014	_____	_____	or _____	_____	or _____	_____	or _____
Numeracy - Intermediate	2015	_____	_____	or _____	_____	or _____	_____	or _____
Totals		_____	_____	_____	_____	or _____	_____	or _____

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Career Pathways
Sample
For preview purposes only:
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Career Pathways

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-04-1)

Available for Careers, Pathways and Work Education

- Career Pathways
- Work Experience Journal

Also available for VCAL and Applied Learning

- Literacy - Intermediate 2ed (Oct 2014)
- Personal Development - Intermediate 2ed (Jan 2012)
- Personal Development - Intermediate 1ed (Jan 2012)
- Work Related Skills - Foundation (May 2014)
- Work Related Skills - Intermediate 1ed (Jan 2014)
- Work Related Skills - Senior (Jan 2014)
- Numeracy - Intermediate (Oct 2014)

Also available for industry-specific work education

- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)

Also available for Industry & Enterprise

- I&E 1: Workplace Participation 3rd ed (Sep 2014)
- I&E 1: Workplace Participation - e-version (Jan 2012)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)

Available for pathways and careers education

Book to be published late July 2014
Can be pre-ordered/booklisted now.

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Carolan, Michael

Career Pathways (978-1-925172-04-1)

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Introduction

Overview

Welcome to this investigation of your future career pathway. This workbook has been specially developed to support you in many of the decisions you might face regarding this important investigation into your future. However, it cannot include everything. You need to actively research your career pathway using online resources, through doing work experience and by developing a network in the world of work. Your teacher might change the order in which you work through the sections in this workbook depending on the structure and timing of your school's Career Pathways and Work Experience program. These six sections are also colour-coded for easy identification.

Activities

Depending on your school's learning program you might be required to complete a number of varied activities throughout the unit. You might be instructed to complete these directly in this workbook and/or in your own workbooks. Together these tasks might form a portfolio upon which you will be assessed.

You will also be required to undertake WHS/OH&S safety induction before your work experience placement. All schools face strict guidelines related to workplace safety for secondary students. Some states have mandatory legislated programs that students must successfully complete before they are permitted to go into the workplace. Your teacher will give you more advice in respect to your work experience.

As you complete relevant tasks you should be able to see how the information and activities relate to both your career pathway and to your work experience placement. You might also use the companion booklet to help you plan your work experience.

One of the key requirements of this unit is that you complete a number of job-seeking activities. For this you will need to compile a professional portfolio of job-seeking tools such as an application letter, a résumé, references, certificates and so on. It's best to keep these in a folder with plastic pockets.

Assessment Tasks

You will also complete one or more assessment tasks for each outcome. These tasks might be the ones featured in this book or might come directly from your teacher. Your teacher might instruct you to complete some or all of these assessment tasks based upon how your career pathways program is structured.

Pro-formas

You are also required to complete self-assessment pro-formas prior to, during and after your work placement. A self-assessment pro-forma is on p.26 and other pro-formas are located at the end of sections. Copy and use them throughout your course.

S1, p.26: Self-Assessment

S2, p.52: Stakeholder Contact Pro-forma

S3, p.74: Job-Seeking Review

S4, p.104: Workplace Safety Audit

S5: p.127: Workplace Learning Journal

S5, p.128: Work Experience Evaluation - Work-Related Skills.

I wish you the best of success in this unit and in your future career pathway. So remember, be safe in the workplace, enjoy your time both during work experience and when investigating your future; and if you are not sure of anything, anything at all, then ask questions!

Career Pathways

Sample
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My Career Pathway

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1. My Career Pathway: Activities	p.	Due date/Done?	Comment
A Career pathways	5	<input type="checkbox"/>	
B My Future	6	<input type="checkbox"/>	
C My career pathway		<input type="checkbox"/>	
D Values and my career pathway		<input type="checkbox"/>	
E Why do people work?		<input type="checkbox"/>	
F My values	12	<input type="checkbox"/>	
G Survey: My work attitude	14	<input type="checkbox"/>	
H Attitudes	15	<input type="checkbox"/>	
I Attitudes valued by employers	17	<input type="checkbox"/>	
J Mythbusting	21	<input type="checkbox"/>	
K Where will I be?	23	<input type="checkbox"/>	
L Glossary: My career		<input type="checkbox"/>	
AT1 Career Pathways Investigation	25	<input type="checkbox"/>	
Self-Assessment	26	<input type="checkbox"/>	

Comments:

My Career Pathway: Introduction

Welcome to the beginning of your future career! Years 10 & 11 are vital parts of your education that will see you start to lay the foundation for your future. Given this, most of you are now entering the stage of your schooling where you will start to investigate your career pathway.

Now you probably already know that in order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a career. A successful career involves ambition, planning, skills development and lifelong learning.

Some of you might already be employed and have casual or part-time jobs. But do you think that casual employment for teenagers such as yourself is just a 'job' or will it become a career? How many of you will seek a career in a different industry from which you are already employed? Quite a few I'd think.

In this section you will investigate a number of topics including:

- ⇒ Career pathways and lifelong learning
- ⇒ Values, expectations and **Career Pathways**
- ⇒ Career myths and realities and **Sample**
- ⇒ Personal goal-setting.

This section culminates in an assessment task involving the first stage of your career pathways investigation.



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1. Career pathways

A career can be described as the types of employment that a person undertakes in order to satisfy their personal values. Your career is part of your pathway to future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons.

Few people are able to achieve their career goals with just one step. You will be much more likely to achieve your goals using a step-by-step process. A **career pathway** is a series of steps that enable you to get to where you want to be in life.

Sometimes a young employee might say, "No, I am only working in a call-centre to earn money. This is just a job. I want to build a career as a TV presenter." Or we might hear a retiring employee say, "You know, I spent 45 years as an engineer, but I always wanted to be a fire-fighter!"

Each of these people, for various reasons, has not been able to match their chosen jobs with their desired career. It's sad that for each person, their career has not been fulfilled by their career.

You need to make sure that you don't just plan to get a job but instead that you plan for a career. Shown below are a number of common reasons that people give when planning the sort of career they want to achieve. Your teacher will lead a class discussion about these factors. Which of these sound like you? Why so.

"This is only a job, I really want to be a TV presenter."



Career Pathways
Sample

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So, Why Work?

"I want to enjoy what I do."

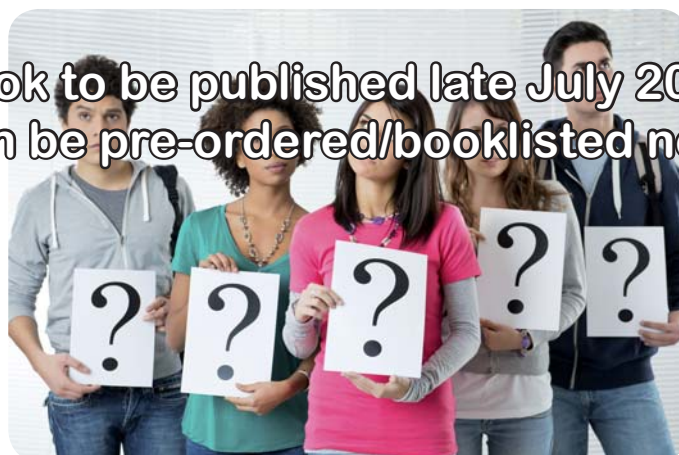
"I want to meet new people."

"I want status and to be powerful."

"I want to help my fellow women & men."

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"I want to experience new things and cultures."



"I want to earn me some serious cash."

"I want to be challenged and to grow."

"I want to forget about work at the end of the day."

Image: Ridofranz/
iStock/Thinkstock

2. Lifelong learning

If you think that when you're finished with school you're finished with learning, then think again! A successful career pathway relies on lifelong learning. **Lifelong learning** refers to all the different types of study, training and learning you might participate in throughout your career.

You need specific qualifications to enter certain occupations. These are generally called **entry-level qualifications**.

The world of work will change drastically over the 50 or so years you can be expected to work. Therefore you will need to maintain and upgrade your qualifications as your career evolves. This might involve further study at TAFE, Uni, professional development, industry courses and so on.

3. Multiple career pathways

These days, very few people experience a linear career pathway. Instead people develop multiple careers.

Many people change occupations and develop different careers throughout their working lives. Most modern pathways branch off in different directions supported by lifelong learning. These changes reflect changes in personal values associated with the stage of one's life.

Sometimes a sideways or even a backwards step can advance a person along their career pathway. This can involve opening yourself to new opportunities; or switching jobs or industries in order to achieve a greater long-term investment in your career.

Combining work and life Book to be published late July 2014

An average person will spend about 13.5% of their life working. By the time you retire the retirement age will be 70 (at least!).

The demands of working life will dictate how much family, personal and leisure time is available. You must strike a **work/life balance** between career demands and your personal life. This has been an ongoing issue for workers as the stress and demands of their working lives encroach on their personal lives.

At different stages of your life your personal and family responsibilities will influence your ability to develop a career. These personal and family responsibilities are also likely to influence the career pathways choices that you make.

Image: Anne Louise Quarforth/
iStock/Thinkstock

1. What do you think is the difference between a job and a career?

2. What do you see as your future career pathway? (i.e. What are your career goals?)

3. Briefly explain reasons that you have chosen your career pathway you choose?

4. What steps will you have to take to achieve your career pathway?

5. Find an image or create a graphic that represents you in your future career pathway.

Book to be published late July 2014
Can be pre-ordered/booklisted now.



B My Future

Check out: www.myfuture.edu.au



My Future is a great website that has many resources to help enable you to start planning your career pathway. Navigate around the site and get a feel for some of the ways it can assist you to plan your future career.

Have a look at some of the occupation videos made by other students around Australia from through the [career videos](#) link.

List 10 things about the site that can help you plan your career pathway.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Career Pathways
Sample
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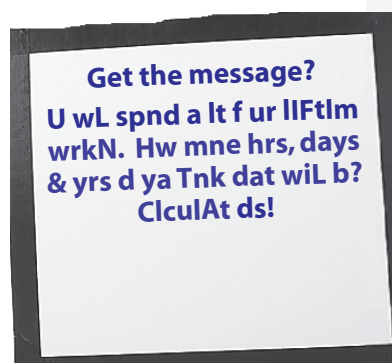
1. Use poster paper, (A3 sized or larger) to construct a timeline that maps out your life.
2. Include graphics or visuals that represent your key milestones that might influence the development of your career. Show at least 8 milestones with associated visuals.
3. Do a rough plan or sketch, in your workbooks, before you start
4. Show major career milestones on the pathways timeline that you hope to achieve, as well as the ages at which you plan to achieve these milestones.
5. Include personal, family and social milestones as well.
6. Show any education/training you think you will need at different stages of your career.

Tip: Your teacher might allow you to use a multimedia software application to complete this task.

(You should start to draft some ideas here.)

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Sample
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4. Values and expectations

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

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

There are also many different reasons why people work. You may expect to get various benefits from working and these expectations as an employee will influence your choice of work and career.

People are more likely to seek and undertake work that satisfies their values and which reflects their attitudes. Career Pathways may help your **expectations** of work be fulfilled. So what do you want or expect to get from working?



"I value success."

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"I value having a really high standard of living."

What Do You Value?

"I value freedom."

"I value the opportunity to be creative."

"I value social contact and meeting people."

"I value my friends over anything else."

"I value my family over anything else."

"I value helping the community as vital."

"I value helping myself as number one."

"I value spirituality."

"I value certainty."

"I value a lot of leisure time."

"I value being my own boss."

"I value my health more than anything."

"I value excitement and glamour."

"I value the opportunity to make decisions."

Book to be published late July 2014
Can be pre-ordered/booklisted now.

Image: zhev/iStock/Thinkstock

1. List 4 of the values from p.8 that you relate to your preferred career pathway. For each, explain how your choice of a career pathway relates to that value.
2. Identify 2 more values that might relate to your preferred career pathway and also complete an explanation for each of these.

Values	How this relates to my career pathway.
e.g. "I value freedom."	<i>I want to develop my own retail business so that I can be responsible for my own success (or failure) and be my own boss. But I'll first need business or retail qualifications, as well as experience working in retail, so that I can learn how the industry operates.</i>
	<p>Career Pathways Sample For preview purposes only: Do not copy</p>
	<p>Book to be published late July 2014 Can be pre-ordered/booklisted now.</p>

E Why do people work?

Match each of the reasons for working with the most appropriate description.

⇒ *income*

⇒ *respect*

⇒ *socialisation*

⇒ *job satisfaction*

⇒ *contribution (to society)*

⇒ *health*

⇒ *security*

⇒ *self-esteem*

⇒ *power/status*

We obtain wages and salaries from working and profits from owning and operating business enterprises.

Income enables us to enjoy our preferred standard of living.

The type of work we do can be a big influence on how we are judged by other people.

We might also judge ourselves based on our occupation.

Working allows us to mix with others, meet new people and it can create a sense of belonging. Work also broadens our experiences and exposes us to different people and cultures.

Career Pathways
Sample

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Why Do People Work?

It is the feeling we get from doing productive work that we enjoy.

Our work can help contribute to a better society and might improve the lives of other people.

Our work might improve our physical health and fitness and also improve our mental wellbeing.

Working allows us to plan for the future and help us set achievable goals and shape our future.

Working allows us to feel good about ourselves and may help us lead a happier life. It makes us feel valued and that we are contributing to society.

The type of occupation, as well as our levels of expertise and seniority can influence power and status.

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5. Community values

Community values and attitudes to work represent the shared values of people in society. As society evolves, different values and attitudes come to the fore. For example, in recent times changes have occurred in respect to the role and status of women in the workforce, the types of occupations that are valued within society and the way that work is structured including acceptable working hours.

Some of the more common community values, which might be said to reflect

'societal values' include:

- ☹ People are expected to work for a living
- ☹ People who are unable to work should be supported by the community
- ☹ People are expected to contribute positively to the broader community
- ☹ People should have access to education and training opportunities
- ☹ People should be given equality, and not treated differently on the basis of discrimination and
- ☹ People should be able to achieve a positive work/life balance.



Image: puruan/
iStock/Thinkstock

6. Generational work values

You've probably heard this before. Baby Boomers did the hard yards, stayed loyal in the one job, worked long hours and scrimped and saved to build wealth so that they could wear denim and fleece in their retirement. Generation X were the cynical and at-times idle slackers who didn't put in enough. Unashamedly media-savvy Gen Y are the Peter Pans! The me-generation with an overblown sense of ego and entitlement. Brand-washed, tech-savvy and image-conscious they jump from casual job to casual job. They want the world but aren't prepared to do anything for it - accept that is, sponge off their parents!



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So what generation will you belong to, and to what extent do you agree with these clichés? Do people have a different attitude to work simply because of the generation they were born into?

"I wish my parents would stop spending my inheritance on their self-indulgent 'SKI' trips."

F My values

1. Use the values below, as well as any others that are relevant to you, to list and explain your top 4 values that might influence your choice of career.
2. List and explain 4 values that are of little or no importance to you when influencing your choice of career.

- | | | | |
|------------------------|------------------------------------|------------------------|----------------------------|
| ⇒ money/income | ⇒ good interpersonal relationships | ⇒ low stress | ⇒ developing abilities |
| ⇒ high status | ⇒ sense of achievement | ⇒ flexible hours | ⇒ improving health |
| ⇒ self-respect | ⇒ helping people | ⇒ lots of leisure time | ⇒ opportunity to socialise |
| ⇒ job satisfaction | ⇒ helping the community | ⇒ meeting new people | ⇒ building career options |
| ⇒ recognition | ⇒ making family proud | ⇒ learning new things | ⇒ travel opportunities |
| ⇒ non-monetary rewards | ⇒ lots of power | ⇒ being with friends | ⇒ regular hours |
| ⇒ job security | | ⇒ being respected | |

My top 4 career values are:	The reasons for these are...	4 values of little importance are...	The reasons for these are...
1.	<div>Career Pathways Sample</div> <div>For preview purposes only: Do not copy</div>		
2.			
3.		3.	
4.		4.	

3. Explain why these values are important to you, and how they might influence your choice of career from p.11.

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4. Research online and interview people from different generations about their work values. Use this information in a class discussion; or even stage a debate about this issue.



7. Attitudes

You know when you decide to keep away from someone because they have a bad attitude? Well employers feel the same way too. Employers often regard attitude as one of most important determinants when hiring. You need to be clear about your own **attitude to work** as part of developing your career pathway.

Our society has an attitude that says we should work. However, other cultures in the world might value leisure time, family relationships, spiritual beliefs and other non-work activities more highly than 'productive work activities'. And at different times in history work has been viewed as less important in defining ourselves than it is today.

You should ask yourself the following questions. What is your attitude to work? Does it match the attitudes of your parents? Is it similar or different from your peers? Does your attitude to work vary from people who are older and younger than you? And perhaps most importantly, do you have the attitude that employers are looking for, or do you have an attitude that employers will avoid like the plague!



"S'yu dats gt d aTtUd Home's!"

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Even if you're thinking...

...you should instead say...

...and if pressed, could add...

"The world owes me a living!"



"I want to join the workforce and enjoy a successful life."

"A career in (insert job related to industry) is a great first step!"

"I don't like being told what to do!"



"I work well without direct supervision."

"I would like an opportunity to develop initiative and responsibility."

"I only want this job for the money!"



"I am seeking financial independence."

"I am seeking an opportunity for advancement that (insert organisation) offers."

"I find it hard to deal with stupid people."



"I work best when people are well-trained and highly skilled."

"I think it's great that (insert their organisation) has training programs in...."

"I know more about this job than they ever will!"



"I feel I would be very valuable given my (outline skills/experience/training.)"

"Although I'm skilled in this area - extra training and experience would help me even more."

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my career pathway

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 | |
| 12. If a co-worker isn't up to speed then they 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 any job rather 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 for the statements numbered 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

This is your **'W' Score**: This score gives an indication of your attitude to work and can be described as your **'Work to live'** rating. It indicates how much more important you see your personal and social life, the 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 for the statements numbered 2, 3, 4, 5, 7, 9, 11, 14, 17, 18, 20, 24.

This is your **'L' Score**: This score gives an indication of your attitude to work and can be described as your **'Work to live'** rating. It indicates how much more important you see 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.

1. Study the list of 😊 words. For each one give yourself a ranking out of 5 (5 = very high.) Calculate your 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.

Employee attitudes valued by employers

The *Employer Attitudes about Job Seekers* report, which was released way back in 2001, showed that the top 6 attributes rated as most important by employers when hiring new staff were:

- ✓ Reliability (66%)
- ✓ Willingness to work (62%)
- ✓ Relevant work skills (53%)
- ✓ Ability to get on with co-workers (44%)
- ✓ Relevant experience (41%) and
- ✓ Presentation (31%).

Attitudes sought by employers varied depending on the age and stage of life of the job seeker.

Mature women returning to work were generally seen as an asset having skills such as patience and multi-skilling. Employers said they valued, "...tolerance and patience juggling it all at once."

In relation to the duties of a store manager, "...it's responsibility, it's managing 600 tasks at once. What better way to prepare you than having been a mother?"

Mature men were sometimes seen as carrying more 'baggage', lacking in confidence or resistant to change. However, some employers cited

maturity, experience and a balance of ages as positives.

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"A young man wrote off one last week and I replaced him with a 54 year old guy who drove school buses for years."

However, attitudes toward younger people were more negative with employers citing:

- ✗ Lack of work ethic or poor attitude
- ✗ Lack of desire to work
- ✗ Lack of responsibility
- ✗ Unrealistic sense of self-worth
- ✗ Impact of social life on work attendance and priorities
- ✗ Low self-esteem.

Employers did note that there were some positives associated with employing young people, including:

- ✓ Cheaper balance of age across organisation
- ✓ to train young workers and
- ✓ Good to support youth of Australia.

Do you think these attitudes are entrenched among employers? Would they still hold true today and be the types of attitudes and perceptions that remain pretty much the same over time?

Go online and see if you can find any recent studies or reports?

And while you're at it, do you think these attitudes are fair and/or true?

Source: *Employer Attitudes about Job Seekers*, DEWR, Commonwealth of Australia.



1. Why is the 'right attitude' important for job-seekers.

2. Explain how 3 of the top 6 attributes that employers want, show an applicant's attitude.

Career Pathways

3. What attitudes do employers rate poorly in young people? Discuss as a class if this is fair.

Sample
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4. Interview a local employer and ask them the types of attitudes they would expect a young worker to demonstrate in order to get a job with their organisation.

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8. Career myths and realities

There are a lot of career myths and realities that you might come across when starting to plan your career pathway. So do you need help to sort out some of the facts from the fantasies and some of the truths from the untruths? Try this guide to **career myths** and realities and follow its good advice!

Myth #72

"But my friends think this career/job ...is uncool, lame will be too hard, is too far away, requires too much study or..."

- ☹ Unless your friends are the ones who are going to get up every morning and go to work for you then they shouldn't be the ones who make and plan your career decisions.
- ☹ It is a sociological fact that we retain few friends from high school into our adult years so don't let them determine your future.
- ☹ Be careful not to make decisions that will jeopardise your career and that might set you back some years developing your career.
- ☹ A true friend will support your decision rather than try to hold you back or drag you down.



Myth #01

"Potential to make loads of dollars is the key factor that should be used to decide a career pathway."

- ☹ This might be one of the most dangerous and ill-informed myths of all. Most people support that other intrinsic factors such as responsibility, sense of achievement, recognition, challenge and pure enjoyment provide the key to career happiness.
- ☹ If you get a trade qualification, or study at Uni or TAFE to become a professional, or progress in a management program, you should earn enough to achieve a decent standard of living.
- ☹ Some people in society use money as a way of determining status. Is that good? Another problem is that when you are 16 with little money you want to earn as much

☹ One thing to watch out for are earnings. If it was that easy, then why isn't everyone else already doing these jobs?

- ☹ So don't chase after a career that seems to promise big money if it is one that you won't enjoy; as you will underperform and leave!



Myth #82

"If I wait long enough, my dream job will come to me"

- ☹ People don't knock on your door and offer you jobs.
- ☹ If you kickback all day, playing WOW and scoffing Cheetos, you'll find that the only person likely to come knocking at your door for you is the debt collector!
- ☹ Finding work is a hard slog that requires you to put in the required legwork and brain work.
- ☹ Be proactive and meet the challenge head on.

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Myth #19

"No more teachers no more books, no more teachers' angry looks... Once I finish school I won't have to enter a classroom ever again."

- ☹ Sorry, wrong again! The complexity of work is changing and the skills required of employees throughout their careers will require you to undertake lifelong learning. Some of this learning might be formal learning and delivered in a 'classroom environment'.
- ☹ Nearly every occupation requires relevant post-school training to enter the occupation and also ongoing training to progress through an occupation.
- ☹ Some early school-leavers, who disliked traditional schooling, love TAFE and vocational learning.
- ☹ Other people go back to school, TAFE or uni and study later in life and love it. Some people just find that they respond better to learning when it is in a workplace context.
- ☹ And some of us just grow up and mature when we see the benefits that lifelong learning gives us.

Myth #95

"I'm best able to find a job on my own."

- ☹ Wrong! Why not use services, which in most cases are free services, that are available to you?
- ☹ You should take advantage of your network, careers teacher, government initiatives and programs such as group training organisations, Job Services Australia, employment agencies and other specialists to help you find work.
- ☹ They are the employment industry; you are not. Use them to help you... it's what they get paid for!

Career Pathways

Sample

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Myth #98

"All available jobs are advertised."

- ☹ You often read online that "It's not what you know, but who you know! 75% of jobs are never advertised. Unlock the secrets to the hidden job market." Well I've never seen 75% as an official figure but it's true that many jobs are not advertised.
- ☹ So how do you find these jobs? Your network of contacts, family friends, workmates, sports buddies, clients, even competitors can help you out.
- ☹ Tell people that you are looking for work or a type of career. You might get a referral which can get you an interview rather than being at the back of the queue of 300 applicants.
- ☹ Advertising is expensive for the organisation time and money. Cost-effective 'informal' recruiting is favoured by many businesses.
- ☹ And a recommendation from someone who is a valued existing staff-member is like a gold-plated reference.
- ☹ And try some cold-calling, that is you being proactive and approaching organisations, which is the second dimension to accessing the hidden job market.

Myth #50

"It is always the most qualified and experienced person who gets the job."

- ☹ Well you would think so but it isn't always the case. Generally the person who gets the job is the one who is most prepared and performs best in the interview.
- ☹ An organisation is looking for someone who will work well with others and fit in with their corporate culture. This can be much more important than loads of degrees or experience. Sometimes an organisation is looking for a person to grow into a position and may hire someone with less experience.
- ☹ Someone younger, dynamic and willing to grow and adapt might be just what they are after, rather than a very experienced but stolid (look it up!) and immovable rock.

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Myth #31

"My parents want me to be a... (insert prestigious sounding career here) so that they can brag to friends and rels at parties & BBQs."

or

"My parents don't want me to be a... (insert non-prestigious sounding, generally practical or manual, artistic or community service career here)."

- ☺ Parents are a tricky one but often the noise they make about career choice is different from what they truly believe inside.
- ☺ Basically you face one of two common problems: parents want you to follow in their footsteps and make the family proud; or parents don't want you to follow in their footsteps and make the family proud!
- ☺ "Well young Algie, grandfather Algernon was a barrister, I am a barrister, Uncle Algernon is a barrister, your mother is a barrister and you will abandon those stupid plans to become a nurse." or
- ☺ "Look boy, I don't work 45 years in a factory so you go and become a barrister."
- ☺ Deep down, only your parents will be proud of you making a go of your career. A way to deal with them is to bring them to a meeting with your careers teacher or meet with a careers professional.
- ☺ However, be careful not to disregard good advice from family & friends. Parents and relatives can give you very useful and well-meaning advice at times!

Myth #58

"Referees must be work-related"

- ☺ Not true. It is understood that when you are young and just starting out in the workforce you may not have many, or even any, work-related referees.
- ☺ You can use teachers, principals, sports coaches, youth leaders, community leaders, police officers, work experience supervisors, bank managers, people that you know (and who know you) with good standing in the community. But please, no family members!!
- ☺ Referees will be honest and will not tell fibs as their personal reputation and good standing is on the line.
- ☺ So make sure you have spoken with your referees beforehand, have asked their permission and have chosen wisely. Choose referees able to give real positive examples about you.

Career Pathways
Sample

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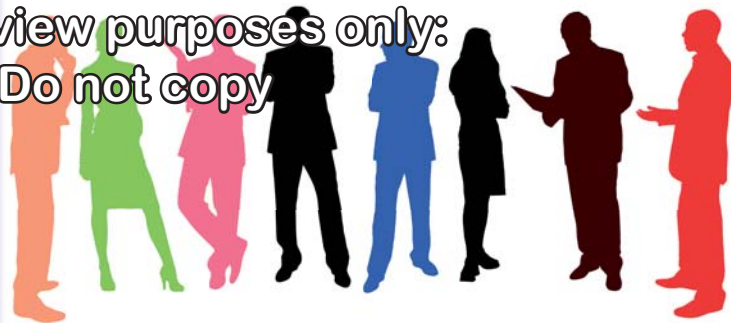


Image: (Adapted from) Alexey Klementiev/iStock/Thinkstock

Myth #99

"It's too late to change my career."

- ☺ No, it's not. Many people change careers, professions, or even occupations throughout their working life - and more than 10% of the workforce changes careers every year.
- ☺ Remember, you will spend most of your life as an older person rather than a younger person. At 20 you have up to 50 (or more!) years of your working life ahead of you!
- ☺ If you think you would be better off changing or modifying your career pathway then do it.
- ☺ But if you do make a career change make sure to get advice to help you to make informed decisions. (An appearance on The Voice or Masterchef might be enough to get you through!)

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- Choose 3 career myths and then in your own words briefly explain how the career reality relates to your own career pathway.

Career myth	The reality relates to my own career by...
e.g. "It's too late to change my career."	As I build my career pathway throughout my life I need to be prepared to change careers as I grow and develop and as new opportunities arise in the economy.
1.	
2.	
3.	

Career Pathways
Sample

For preview purposes only:
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- Think of an occupation you are interested in or curious about but that you think your parents or friends might discourage you from doing. Complete the table for this occupation.

Occupation:		
1. What interests you about this occupation?	i.	ii.
2. What objections might your parents and/or friends have?	i.	ii.
3. What reasons can you give to pursue this career anyway?	i.	ii.

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9. You and goal-setting

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

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

It is important that you choose work that will best lead to the fulfilment of your personal goals. The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives.

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

- ⇒ "Where do I see myself at the end of the year?"
- ⇒ "Where do I see myself in 1-5 years time when I am 17-19?"
- ⇒ "Where do I see myself in 9-10 years time when I am in my mid-20s?"

For preview purposes only:

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

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

3. Aim high but still keep your goals realistic.

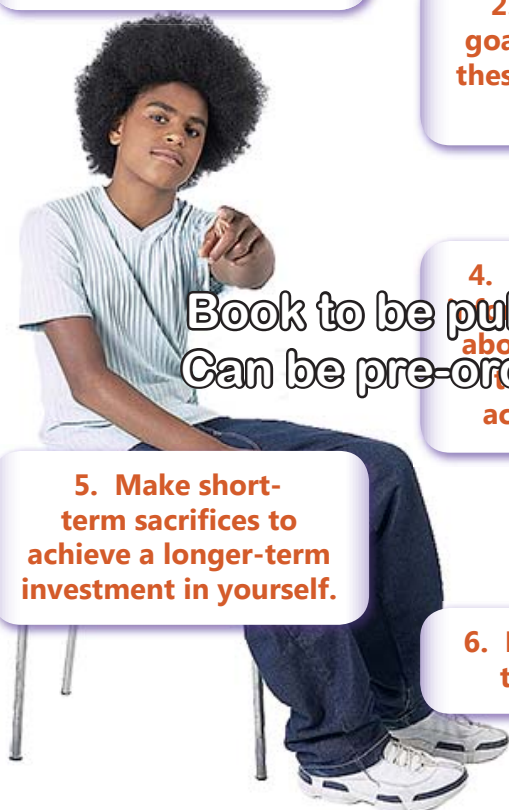
4. Find out as much as you can about what you need to achieve your goal.

5. Make short-term sacrifices to achieve a longer-term investment in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice when needed.

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

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

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

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

iv. What will I be doing in 6 years?

v. What will I be doing in 15 years?

2. Use the words below to complete this paragraph.

Career Pathways

When planning a _____ it is important to take into account one's _____.
 These are the things that _____ a person's
 choice of career. Some people _____ by earning a high _____
 while others aim to achieve a sense of job _____.

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

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

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

Check out:

Sites such as: www.usucceedinlife.com/famous-people



have links to biographies of famous people.

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

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

L

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

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

Word/terms	Definition	Example/information/resource
	Career Pathways Sample For preview purposes only: Do not copy	
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Overview: You are required to investigate your career pathways options by analysing your own current and future work options.

- ⇒ You are required to complete the following tasks as directed by your teacher. You might have already completed some or all of these throughout the unit.
- ⇒ Tick off tasks that you are required to complete and initial them when checked.
- ⇒ Your teacher may also add other tasks, or combine this with AT2; if so add these to the list.

Name:					
p.	Tasks - AT1: Career Pathways Investigation	Re-quired	Due by	Done	Teacher initials
5	Career pathways	<input checked="" type="checkbox"/>			
6	My Future	<input checked="" type="checkbox"/>			
7	My career pathway	<input type="checkbox"/>			
9	Values and my career pathway	<input checked="" type="checkbox"/>			
10	Why do people work	<input type="checkbox"/>			
12	My values	<input checked="" type="checkbox"/>			
14	Survey: My work attitude	<input checked="" type="checkbox"/>			
15	Attitudes	<input checked="" type="checkbox"/>			
16	Attitudes valued by employers	<input checked="" type="checkbox"/>			
21	Mythbusting	<input checked="" type="checkbox"/>			
23	Where will I be?	<input checked="" type="checkbox"/>			
24	Glossary: My career pathways	<input type="checkbox"/>			
	Interview with your Careers Coordinator	<input type="checkbox"/>			
	Investigate potential work experience placements.	<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			

Other information:

Self Assessment Pro-Forma

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

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____

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

- _____
- _____

Which areas should I focus on improving?

- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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The World of Work

Introduction	28	8. Job Tasks	38
1. Public vs Private Sector	28	9. Occupational Tasks/Processes	39
2. Different Work Settings	29	10. Employment in Industry	40
3. Work Environments	30	11. Jobs in Australia	42
4. Work in Society	33	12. Mini Goalscorer	44
5. Employment	33	Assessment Task 2.....	51
6. Unemployment	34	Stakeholder Contact Pro-forma ..	52
7. Unpaid Work	34		

2

2. The World of Work: Activities	p.	Due date/Done?	Comment
A Work environment	31	<input type="checkbox"/>	
B Work settings & environment	31	<input type="checkbox"/>	
C Work in society	31	<input type="checkbox"/>	
D Peoples' 'work' status	31	<input type="checkbox"/>	
E Occupations in industries	41	<input type="checkbox"/>	
F Australian jobs	43	<input type="checkbox"/>	
G Interest areas	44	<input type="checkbox"/>	
H Mini GOALscorer	46-48	<input type="checkbox"/>	
I Occupation summary	49	<input type="checkbox"/>	
J Glossary: The world of work	50	<input type="checkbox"/>	
AT2 The Working World		<input type="checkbox"/>	
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The World of Work: Introduction

In this section you will start to investigate the world of work as well as various occupations. The aim of this investigation is to give you an insight into some of the occupations and industries that might suit your career pathways preferences.

The world of work is diverse and extensive and the nature of jobs, job tasks, work settings and industries can vary greatly. It is vital that you start building your understanding of the sort of work tasks, occupations and work settings that might suit your abilities, values and interests. In this section you will investigate a number of topics including:

- ⇒ Varied work settings and work environments
- ⇒ Employment, unemployment and unpaid work
- ⇒ Employment in industries
- ⇒ Jobs in Australia and
- ⇒ Occupational clusters and interest areas



Believe it or not but all of these diverse workers were once just like you, starting out on their own career pathways development.

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iStock/Thinkstock

Career Pathways

Sample

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At the end of the unit you are introduced to the MiniGOALscorer careers pathways survey which can help you identify potential occupations that might suit your interests. The unit concludes with an assessment task that will see you investigate potential occupations that might suit your career pathway. It is hoped that you might be then able to organise a work experience placement related to one of these occupations.

1. Public vs private sector

A work setting refers both to the type of organisation that one works for as well as the particular work environment and work tasks associated with that setting. All organisations, businesses (or firms) are classified as belonging to either the **private sector** or to the **public sector**.

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Private sector

Includes all micro, small, medium and large businesses operated to make a profit.

Private sector includes owner-operator businesses such as sole traders, partnerships, franchises as well as private and publicly listed (sharemarket) companies.

This sector also includes private charities, clubs, associations and other non-government community not-for-profit organisations.

Public sector

Includes all local, state and Commonwealth government departments, services, government agencies and other government operated organisations.

This sector includes government organisations such as the Department of Education and Early Childhood Education, Centrelink, your local council and even the Australian Taxation Office.

2. Different work settings

Your preferred occupation and career pathway might see you work in a particular work setting. A **work setting** (and its associated) **work environment** reflects the types of goods or services that an organisation produces. Work settings and work environments also reflect the characteristics of the industry an organisation is part of. Organisations have different objectives and reasons for operating. These objectives will influence a work setting. Consider the varied objectives of Coles (profit), The Salvation Army (community service) and your school.

Most people, when they're young, work in businesses that are operated to try and make a profit. However, as you get older, your career might lead you into different work settings. This could include not-for-profit and community service enterprises. As part of your career pathways planning you need to match your personality and values to the most appropriate work setting.

You might build a career in private enterprise as a stockbroker, plumber, retailer or even a dog groomer. On the other hand you might work in community services occupations such as teaching, nursing or social work. You might run your own enterprise such as a tradie, a retailer, a consultant or a contractor. You might even work in the arts as a musician, actor, dancer or artist. If you get the right training, skills and experience then you are likely to find the work setting that you prefer.

The goals and objectives of organisations vary in different work settings. This will strongly influence their culture and work environment. Therefore, you need to ensure that you are building a pathway that will satisfy the things you value from your career. You should also consider whether the work setting complements your personal and social competencies, and that it will allow you to develop both as an employee and as a person.

When you investigate different work settings there are three things to keep in mind.

1. Organisations can have many, varied work settings.
2. Work settings can vary within workplaces.
3. Occupations vary depending on the work setting.



A warehouse work setting can be a very different work environment.

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Businesses

Businesses operate and produce goods and services so as to make a profit for their owners or shareholders.

Businesses include large organisations such as McDonald's, Supercheap Auto, Visy, Channel 10 and Toyota as well as medium-sized businesses.

Local small and micro businesses might include your local mechanic, milk bar and takeaway shop.

Not-for-profits

Not-for-profit organisations include charities, clubs, associations and just about all government organisations and departments.

The AFL and the RACV are run like 'profit-making' businesses but ultimately provide services for their members. The Smith Family and Red Cross provide charity and welfare services. Government departments provide community services and so on.

3. Work environments

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

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

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

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

Career Pathways Sample

1. Organisations can have many varied work settings

Organisations can be complex and might have many different work settings with different work environments. For example, the Woolworths Group is a retail work setting but within the company there are a number of varied work settings each with different work environments and specialised work tasks.

These include work settings associated with grocery, retail liquor, warehousing, finance, administration, customer service on registers or even as a fresh food buyer. In addition Woolworths Ltd has a number of different retail store work settings such as Big W, Tandy and Dan Murphy's each with its own different work environment and specialised work tasks.



2. Work settings vary within workplaces

Different employees who work for the same organisation, who might even be situated at the same time and place, will have different work settings. This is due to the nature of their job tasks. For example, compare the 'work setting' of your Careers teacher, with the Foods teacher and your school's business manager. What about the varied work settings of a cook, a cleaner and a concierge at The Grand Hyatt?

3. Occupations vary depending on the work setting

Employees who have the same 'job' title might work in vastly different work settings. Compare a carpenter working for Mirvac on a major office tower construction site in the CBD, with a carpenter who works on new housing estates in the outer-suburbs and a carpenter who does domestic work in a small regional town.

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

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

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Sample
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2. Choose an occupation that you are interested in. Describe 4 features of the work environment usually associated with that occupation.

Occupation:	
1.	2.
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3.	4.

B Work settings & environments

1. Investigate 2 different work settings you are familiar with and for each one describe how 3 features of their work environments impact on employees. One of these should be a potential work experience work setting.
2. Create a large-sized visual representation of one of these work environments using digital images or some other type of graphics. (Start drafting ideas below.)

Work setting 1:	Work setting 2:
1.	1.
2.	2.
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3.	3.

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4. Work in society

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

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

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

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

5. Employment

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

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

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

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

Paid work (employment)

People are considered to be employed if they work in return for:

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

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

In Australia, as at May 2014, approximately 11.54m people were employed. (Source: ABS 6202.0)



6. Unemployment

According to the Australian Bureau of Statistics (ABS), the official definition of **unemployment** requires someone aged 15+, who was not employed during the reference week to;

- ✓ Have actively looked for work during the previous four weeks and
- ✓ Be available to start work in the reference week if a job was available.

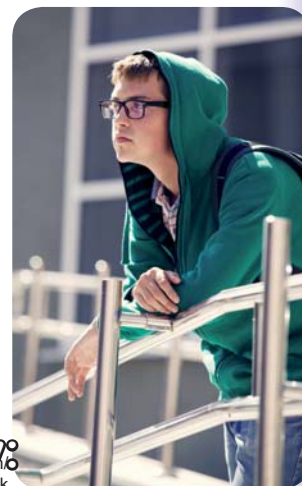
As part of this definition it is important to understand that many people who are 'not employed' are not necessarily unemployed. These might include retirees, aged people, invalid people, non-working spouses, high-school and post secondary students and other people not part of the labour force for one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

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

Unemployment

- ⇒ People are only counted as being unemployed if they are actively seeking work.
- ⇒ In Australia, as at May 2014, 724,800 people were unemployed, i.e. actively seeking work.
- ⇒ The unemployment rate was 5.9%. This is calculated by dividing the number of unemployed people by the labour force (i.e. all those employed and unemployed).
- ⇒ The youth unemployment rate (age 15-24) was 12.9% (266,300).

Source: ABS



iStock/Thinkstock

7. Unpaid work

Many people perform 'work' or some other type of productive activity which does not get counted as 'being employed' or as contributing directly to our economy. So is their contribution to our society more or less valid? This includes **voluntary work**, **unpaid domestic work**, **caring** and other unpaid 'work'.

Voluntary work

Some people participate as unpaid voluntary workers and they willingly give up their time and energy to help others. In the 2011 survey, 34% of the adult population volunteer contributing 713 million labour-hours. Voluntary work is common in mosques and areas such as:

- ⇒ Community groups
- ⇒ Sporting, recreation, arts and cultural groups
- ⇒ Community organisations e.g. the CFA and SES
- ⇒ Charities and help agencies
- ⇒ Religious organisations
- ⇒ Health and community services
- ⇒ Welfare and support services
- ⇒ Education.

Check out:

www.volunteeringaustralia.org

Have a look around the site and see how you can make a difference by volunteering.



Unpaid domestic work

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

Caring

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

- ☹ Caring for elderly and frail family members.
- ☹ Caring for sick family members.
- ☹ Caring for grandchildren by grandparents.

Value of unpaid 'work'

ABS studies put the value of this **unpaid work** and voluntary work as the equivalent of between 40-50% of the entire production of the economy. However, one thing to be careful of is that people sometimes 'double-count' their contribution. So if they are vacuuming while child-minding, they might count both activities which overstates their contribution. Of course most unpaid domestic work is still performed by women, even if both partners are working equivalent hours!

Household services

Over the last 15 years there has been an increased trend towards households buying in the labour of external service-providers to take over domestic duties. These include food preparation, child-care, gardening, cleaning, dog-washing; the list goes on! Studies of Australian household domestic services outsourcing patterns have found that:

- ⇒ 88% are likely to buy in food preparation
- ⇒ 10% use child care services
- ⇒ 10% use laundry services
- ⇒ 5% use gardening services
- ⇒ 5% use cleaning services.

If the people in the households performed these tasks themselves they would not be counted as being in employment or in a productive activity. However, by using an external provider the labour is included. You cook tofu dogs for dinner; not counted. You buy take-away soydogs from Vegierama; counted. You work at Vegierama cooking tofu dogs; counted!



Unpaid domestic 'work', most of which is still done by women is not counted as productive work nor as being employed.

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

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

Career Pathways

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

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

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

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

1. Interview people from 3 of the different categories of employed, unemployed, neither employed nor unemployed (not part of the labour force), volunteer, unpaid domestic worker or carer. Prepare a summary report to the class.
2. For each person ask them a series of questions about their 'work' status. Be careful to be sensitive to peoples' personal circumstances.
3. You can start to draft your questions and/or summarise answers below and then continue this in your workbooks. Some questions are already suggested.

Potential questions	Person 1: Age:	Person 2: Age:	Person 3: Age:
What is your current 'work' status?			
How long have you been in this 'work' status.	<p>Career Pathways Sample For preview purposes only: Do not copy</p>		
Why are you in this 'work' status?			
What are the good things about your 'work' status?			
What are the bad things about your 'work' status?			
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8. Job tasks

These are the day-to-day activities that an employee is required to do in order to perform their role competently.

Job tasks are usually communicated through job specifications, training courses and manuals, on-the-job supervision and other sources.

Although job tasks for certain occupations might appear to be similar, the actual performance of these tasks might vary across different work settings depending on an organisation's goals, values, policy and methods.

Job tasks might vary due to differences in the size of organisations as well as due to diverse work settings and work environments within an organisation. Variations in job tasks might also occur due to differences in the nature of industry settings and because of different occupational specialisations such as different types of teachers, chefs and mechanics.



Job tasks and processes will change depending on your work setting. Compare how they make burgers in your local fish'n'chip shop compared to Macca's.

Image: rbww_12/
Photodisc/Thinkstock

Job processes

Job processes describe the way that tasks are to be performed. **Job processes** usually involve the use of materials and inputs, tools, plant and equipment, systems, other colleagues, customers and other stakeholders and other work-related resources.

Job processes can be influenced by an organisation's size, objectives, policies, specific work settings and work environments; i.e. the very nature of the organisation. For example, franchises and large organisations usually have homogenised processes dictating how work tasks are to be performed, whereas small organisations might be more flexible in their approach to work tasks and processes.



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Job tasks and processes will change for chefs, waiters and bar staff depending on whether they work in fine dining or in a laid back cafe.



9. Occupational tasks and process

Certain occupations, by their very nature, require specific job tasks of workers. If we think of the tasks required of shop assistants, teachers, engineers, accountants, gardeners and child-care workers, among others, we pretty much know the basic day-to-day tasks associated with these occupations.

However, job tasks vary depending on the specific type of work setting one might be employed within. Consider the differences between a retail pharmacy assistant and a retail auto-parts assistant. What about differences between a secondary teacher and a pre-school teacher, or between an agricultural and an electronics engineer?

Variation also exists between the industries that the work setting exists within. Consider the differences in job tasks and processes for:

- ⇒ A nurse working in the hospital system versus a school nurse
- ⇒ A truck driver in the mining industry versus a truck driver in the wholesale industry
- ⇒ A make-up artist working in a beauty salon versus a make-up artist working for a theatre group.

Career Pathways

Because of these variations, employees need to develop their general work-related skills as well as **industry-specific skills**, occupation-specific skills and organisation-specific skills. That's why training, experience and lifelong learning are so important to successful careers.

Employees in Varied Jobs Need...

General work-related skills required of all employees such as the 8 employability skills and the enterprise capabilities.

Occupation-specific skills that may be developed through competency-based training and/or specialised training.

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Industry-specific competencies developed through competency-based forms of training.

Organisation-specific skills that reflect the culture and the objectives of the particular work setting.

10. Employment in industry

Different industries have varied characteristics because the organisations and businesses might exist for different reasons.

Just about all mining organisations are businesses that exist to try and make a profit. So too are most (but not all) retailers. On the other hand, a large proportion of health care and social assistance organisations are government, welfare or member organisations. They usually don't have profit as their primary motive.

Industry patterns of employment are also changing. **Capital-intensive** production methods are replacing workers in agriculture, mining, manufacturing and construction industries. **Services** industries continue to grow, although the types of jobs available are evolving.

It is important to be aware of the type of production and activities that an industry focuses on. This gives an indication of the type of skills and competencies that you will need to develop to achieve a career in that industry. This will also influence the types of qualifications needed to gain entry-level jobs in that industry.

It is also important to be aware of the motives of firms within an industry. This will give you an idea of the types of jobs that might support a successful career.

You should also consider how to build a career either in a particular occupation(s) in a specific industry (i.e. as an industry specialist), or in particular occupation(s), but across different industries (i.e. as an occupational specialist).

Industry specialist

Many workers build their career pathway primarily by working in one particular industry setting. These **industry specialists** are likely to experience change and evolution in their occupations over the course of their careers as they become more skilled, more experienced and as they seek promotions, challenges and responsibility.

e.g. A plumber might start off their apprenticeship in the Construction industry and then build their career specialising in new housing estates. They might then become an off-site manager coordinating a whole team of tradespeople, all the while staying in the Construction industry.

Occupational specialist

Many workers also build their career pathway by working primarily as an occupation, but across different industries. These **occupational specialists** can match their skills with their interests. These **occupational specialists** get a start in a particular industry. As their career grows they move to a different industry to broaden their skills, or to match their career pathway with their interests and values.

e.g. An IT technician might start their traineeship working for a bank in the Financial and Insurance Services industry. As they gain experience they might move to a firm in the Information Media & Telecommunications industry. Finally, but still in IT, they might end up working for a sporting organisation in the Arts and Recreation Services industry.



Image: Adapted from adanv/iStock/Thinkstock

1. Visit the Job Outlook website at www.joboutlook.gov.au.

Click on Alphabetical Search and then click on Carpenters and joiners. Click on Statistics then choose Main Employing industries from the drop-down list. Here you can see the main industries in which carpenters and joiners are employed. Complete this table for 5 occupations of your choice.



Occupation	Main industry & %	2nd industry & %	3rd industry & %	All others & %
e.g. Carpenters & joiners (2013)	Construction: 85.2%	Manufacturing: 10.3%	Mining: 0.6%	All others 3.9%

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2. Complete a poster or multimedia diagram, using examples and a timeline, to show whether you are more likely to work in one industry, or across different industries (or even different occupations). Start drafting ideas below.



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11. Jobs in Australia

An important part of developing your career pathway is to start investigating varied occupations in which you might be interested. Did you know that there are over 1,000 official job classifications in Australia classified by ANZSCO?

Classifications also 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.

You might already be familiar with some more obvious occupations that are available in our economy. However, there are also hundreds more occupations that you may 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 work experience or 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.

Listed in the book are 11 interest area headings. Each box also includes another two interest groups that these occupations also relate to. Spend some time identifying those boxes, and also specific occupations within those boxes, that you might be interested in. Remember you don't need to decide on anything definite yet. You just should get an idea of some of the varied occupations that are available throughout the Australian economy. You should also think about the types of Year 11 & Year 12 subjects you should do to help you set up your career pathway. See your Careers Teacher for more information and guidance.

Australian Occupations (Nov '13)

Most common

1. Sales assistants general 528,200
2. Retail managers 251,000
3. Registered nurses 240,700
4. General clerks..... 220,900
5. Receptionists 170,700
6. Truck drivers 170,300
7. Accountants 169,700
8. Commercial cleaners 156,000
9. Primary school teachers..... 152,400
10. Checkout op'tors/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. Primary school teachers 1,200
6. Betting clerks..... 1,300
7. Auctioneers & stock stat agents 1,400
8. Technicians 1,400
9. Machine op'rs-Textile/footwear 1,400
10. Aquaculture farmers..... 1,700

Source: Australian Jobs 2014 DEEWR



Image: mangostock/
iStock/Thinkstock

A sales assistant is the most common job in Australia.

1. Explain whether you are interested in any of the *Most* or *Least common* occupations.

2. What level and type of qualifications are needed for many of the occupations on the *Most common* list. Why so?

3. Explain whether you think it would be better to be in a *Most* or *Least common* occupation.

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4. Match the most common occupations (p.42) to the qualification needed to enter that occupation. (Some might fit more than one qualification level.)
5. Add 2 more occupations of your own choice.
6. Score each occupation out of 10 depending on how interested you are in that occupation.

Job-specific training/licensing	Australian Apprenticeship
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Higher level TAFE	University
	e.g. - Primary school teacher (Just 2/10 for me!)

12. 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 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 matches occupational clusters to relevant interest areas. However, the characteristics of these interest areas are not set in concrete and also can crossover one another.

For example, there is a very strong crossover with Technical & Engineering and Practical & Manual for trades occupations; and Helping & Community Service with Influencing & Personal Contact for community service occupations.

You should also not be surprised if you get high scores in the highest categories. These scores might indicate your likelihood to progress through your career. For example, relatively high scores in Influencing & Personal Contact might indicate your willingness to work with people effectively in management roles, in any industry. Relatively high scores in Figures & Computational might suggest an aptitude that could help you run your own business; once again in any industry.



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

G

Interest areas

1. Which of these 11 interest areas on p.45 sound like you? Why so? (Choose more than 1.)

2. Which of these 11 interest areas on p.45 sound like you? Why so? (Choose more than 1.)

3. List some occupations that you might think match the areas that you are interested in.


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Interest area	Description
Artistic & 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 Literary, Influencing and Personal Contact, Technical and Engineering and Practical and Manual.
Clerical & 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 Figures & Computational as well as Influencing and Personal Contact.
Figures & 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 Clerical & Administrative in a business sense and Technical & Engineering and Scientific in a practical sense.
Helping & 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 Influencing & Personal Contact and with Medical.
Influencing & Personal Contact	You are likely to have good communication skills, the ability to effectively deal with people and influencing people. You may also be suited in business roles such as management and sales. Strong crossover with Clerical & Administrative, Figures & Computational or Clerical & Administrative Fields.
Literary	You might be good at writing, 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 Influencing & Personal Contact, Artistic & Creative and Helping & Community Service.
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 Influencing & Personal Contact Helping & Community Services and Scientific.
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 Practical & Manual, Technical & Engineering or environmental Scientific issues.
Practical & Manual	You may be skilled in the use of your hands to operate tools, make things, work with machinery and be accurate, active and physically fit. Strong crossover with Technical & Engineering, many Outdoor situations, Artistic & Creative or 'hands-on' Medical roles.
Scientific	You are likely to enjoy experimenting and researching scientific processes with patience, persistence, precision and good analytical skills. Strong crossover with Figures & Computational, Medical (science), Technical & Engineering and Helping and Community Service.
Technical & 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 Practical & Manual, Figures & Computational, Scientific and even Medical.

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(Use your workbooks if you need more space.)

- Circle the relevant occupation boxes from the Mini GOALscorer Match-up on pp.47-48 that you might be interested in for your career.
- Complete the table below.
 - 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.)
 - Look at the  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 & Engineering and also next to Outdoor. If the next box you circled was 15, you would write 15 next to Influencing & Personal Contact and also next to Helping & Community Service.)
 - 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.45 and the activity on p.44.
 - 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.
 - Highlight those occupations you are most interested in and then use the Job Guide, My Future or Job Outlook to find out more information. Perhaps this is where you should be focusing on doing your work experience.

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

Mini GOALscorer - Match-up

1. SCIENTIFIC Meteorologist Meteorological Tech Officer Geologist Landcare Worker Engineer-Environmental Winemaker Also: T&E Out	2. TECH & 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 Design/er Textile Designer Tailor Also: Art F&C	5. INFLUENCE & P.CONTACT Psychologist Welfare Worker Social Worker Youth Worker Counsellor Indigenous Health Worker Also: H&C Med
6. FIGS & 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: P&M T&E	9. TECH & ENGINEERING Foundry Worker Engineering Trades -Fabric 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'nager Health Promotions Officer Food Technologist Also: I&P SCI	12. FIGS & COMPUTATIONAL Pilot Army/Navy/Airforce Engineer-Aerospace Aircraft Mainten. 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: I&P 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: I&P H&C
16. ARTISTIC & CREATIVE Photographer Camera Operator Media Equipment Operator Desktop Publisher Multimedia Developer Audiovisual Technician Also: P&M T&E	17. INFLUENCE & P.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 T&E	23. HELPING & COMMUNITY Childcare Worker Teacher-Early Childhood Teacher-Primary Nanny Family Day Carer Also: I&P P&M	24. HELPING & COMMUNITY Sports Scientist Recreation Officer Fitness Instructor Teacher-PE Physiotherapist Also: SCI P&M	25. SCIENTIFIC Computer Engineer Programmer (Info Tech) Systems Manager Business Equipment Tech. Computer Systems Auditor Information Tech. Manager Also: T&E F&C
26. TECH & 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 ME	28. SCIENTIFIC Secretary Receptionist Desktop Publisher Office Administrator Call-Centre Operator Also: F&C 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: MED T&E	32. CLERICAL & ADMIN Bank Officer Accounts Clerk Costing Clerk Public Servant Secretary Cashier Also: F&C I&P	33. FIGS & COMPUTATIONAL Storeperson Forklift Operator Purchasing Officer Automotive Parts Interpreter Exporter/Importer Airline Services Operator Also: C&A P&M	34. ARTISTIC & CREATIVE Signwriter Screenprinter Illustrator Printing Machinist Multimedia Developer Artist Also: OUT 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. FIGS & COMPUTATIONAL Systems Manager Computer Engineer Business Systems Analyst Programmer (InfoTech) Business Equipment Tech. Computer Systems Auditor Also: T&E C&A	38. INFLUENCE & P.CONTACT Lawyer Court Officer Criminologist Legal Executive Conveyancer Secretary Also: LIT H&C	39. INFLUENCE & P.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 & ADMIN Accountant Accounts Clerk Financial Dealer & broker Bank Officer Cashier Also: F&C I&P	43. CLERICAL & ADMIN Accounts Clerk Secretary Clerk Public Servant Call Centre Operator Also: F&C I&P	44. HELPING & COMMUNITY Education Aide Teacher-Primary Teacher-Early Childhood Nursery Assistant Landcare Worker Pest & Weed Controller Landscape Gardener 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. FIGS & 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 & P.CONTACT Real Estate Agent Auctioneer Sales Representative Town Planner Conveyancer Valuer Also: F&C C&A	50. CLERICAL & ADMIN Financial Dealer & Broker Financial Dealer's Assistant Accountant Accounts Clerk Management Consultant Economist Also: F&C I&P
51. CLERICAL & ADMIN Travel Consultant Flight Attendant Tourist Information Officer Tourism Manager Recreation Officer Airline Passenger Officer Also: F&C I&P	52. FIGS & 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 & ADMIN 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

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the world of work

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61. INFLUENCE & P.CONTACT Physiotherapist Medical Practitioner Massage Therapist Occupational Therapist Chiropractor Osteopath	Also: Med P&M	62. OUTDOOR Shotfirer Miner Engineer-Mining Forestry & Logging Worker Agricultural Tech. 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 & P.CONTACT Flight Attendant Catering Manager Airline Passenger Officer Tour Guide Interpreter Travel Agent	Also: H&C C&A	65. INFLUENCE & P.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. TECH & 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: H&C P&M T&E
71. CLERICAL & ADMIN Functions Coordinator Catering Manager Marketing Officer Chef Hospital Food Service Mgr 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. TECH & ENGINEERING OH&S WHS Officer Quality Assurance Inspector Building Surveyor Nurse-Registered Rehabilitation Counsellor Health Promotions Officer	Also: P&M I&P
76. LITERARY Archaeologist 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: P&M T&E	78. MEDICAL Massage Therapist Physiotherapist Occupational Therapist Fitness Instructor Chiropractor Orientation/ Mobility Instr'ctr	Also: H&C P&M	79. TECH & 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. FIGS & 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: P&M T&E	83. LITERARY Actor Stage Manager Announcer Media Producer & Editor Film Producer & Editor	Also: A&C P&M	84. TECH & ENGINEERING Business Equipment Techn. IT Support 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 Asst. 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. TECH & ENGINEERING Camera Operator Media Equipment Operator Photographer Media Producer Audiovisual Technician Medical Imaging Tech.	Also: P&M A&C	88. PRACTICAL & MANUAL Agricultural Engineer Agricultural Tech. Officer Horticultural Tradesperson Aquaculture Technician	Also: OUT P&M	89. TECH & ENGINEERING Musician or Singer Music Therapist Teacher-Music Sound Technician Announcer Diversional Therapist	Also: LIT I&P	90. CLERICAL & ADMIN Marketing Officer Management Consultant Advertising Account Exec. Market Researcher Public Relations Officer Human Resources Officer	Also: F&C I&P
91. FIGS & COMPUTATIONAL Management Consultant Accountant Insurance Agent Public Relations Officer Marketing Officer Human Resources Officer	Also: A&C 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 & P.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. TECH & ENGINEERING Optical Mechanic Optical Dispenser Optometrist Orthotist Medical Imaging Technician Projectionist	Also: MED P&M	100. TEC & ENGINEERING Food Technologist Engineer-Chemical Health Information Officer Primary Products Inspector Chemist Dietician	Also: SCI P&M
101. FIGURES & COMP Personnel Clerk Human Resources Officer Public Servant Training Officer Accounts Clerk Clerk	Also: T&E I&P	102. ART & CREATIVE Photographer Photographic Processor Camera Operator Artist Video Editor	Also: T&E P&M	103. MEDICAL Audiologist Audiometrist Disability Services Instructor	Also: SCI I&P	104. CLERICAL & ADMIN Court & Hansard Reporter Legal Executive Legal Secretary Data Processing Operator	Also: A I&P	105. OUTDOOR Landscape Architect Architect Planning Officer Quantity Surveyor Horticultural Tradesperson Therapy 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 & ADMIN Call-Centre Operator Receptionist Radio Dispatcher Telephonist Telemarketer Announcer	Also: F&C I&P	108. FIGS & COMPUTATIONAL Valuer Conveyancer Land Economist Real Estate Salesperson Sales Representative Stock And Station Agent	Also: P&M I&P	109. INFLUENCE & P.CONTACT Personal Care Worker Nurse-Enrolled Ward Assistant Therapy Aide Diversional Therapist Disability Services Instructor	Also: MED P&M	110. TECH & 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 Plan 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 Assist.	Also: I&P H&C
116. INFLUENCE & P.CONTACT Training Officer TAFE Lecturer Human Resources Officer Teacher-Secondary Teacher-ESL OH&S 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

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1. Choose an occupation you are interested in pursuing as part of your career pathway.
2. Check out The Job Guide book or online at www.jobguide.education.gov.au or www.myfuture.edu.au and 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? _____

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J

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

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

Word/term	Definition	Example/information/resource
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Overview: You are required to investigate your potential career pathway by analysing your own current and future work options.

- ⇒ You are required to complete the following tasks as directed by your teacher. You might have already completed some or all of these throughout the unit.
- ⇒ Tick off tasks that you are required to complete and initial them when checked.
- ⇒ Your teacher may also add other tasks, or combine this with AT1; if so add these to the list.

Name:					
p.	Tasks - AT2: The World Of Work	Re- quired	Due by	Done	Teacher initials
31	Work environment	<input checked="" type="checkbox"/>			
32	Work setting & environments	<input checked="" type="checkbox"/>			
36	Work in society	<input checked="" type="checkbox"/>			
37	Peoples' 'work' status	<input type="checkbox"/>			
41	Occupations in industry	<input checked="" type="checkbox"/>			
43	Australian jobs	<input checked="" type="checkbox"/>			
44	Interest areas	<input checked="" type="checkbox"/>			
46-48	Mini GOALscorer (or another career pathways survey)	<input checked="" type="checkbox"/>			
49	Occupation summary	<input checked="" type="checkbox"/>			
50	Glossary: The world of work	<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			
	Interview with your Careers/Pathways Coordinator	<input type="checkbox"/>			
	Investigate potential work experience placements.	<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			

Other information:

Stakeholder Contact Pro-forma

Use this pro-forma to record any and all contacts you have with interviewees, potential employers and other external stakeholders. You might also need to fax this sheet to an employer or contact.

TO: Fill in those contact details of the person you are contacting.

Name:			
Position:			
Organisation:			
Address:			
Phone:	Fax:	email:	
Other:			

FROM: Fill in your relevant contact details that the person you are contacting might need to know.

Name:			
Mobile:	Year Level:		
Subject:			
School:	Career Pathways		
School address:	Sample		
School phone:	For preview purposes only:		
Other:	Do not copy		

Purpose of contact:

- | | |
|--|---|
| <input type="checkbox"/> To contact or interview an employee or employer in a workplace in relation to a learning activity. | <input type="checkbox"/> To get appropriate work experience or work placement forms signed. |
| <input type="checkbox"/> To investigate a workplace WHS/OH&S issue. | <input type="checkbox"/> To participate in workplace safety induction. |
| <input type="checkbox"/> To enquire about work experience placement. | <input type="checkbox"/> To contact a stakeholder in relation to an assessment task. |
| <input type="checkbox"/> To visit a workplace to meet (or have an interview) with an employer for work experience placement. | <input type="checkbox"/> To investigate employment opportunities. |
| | <input type="checkbox"/> Other: |

What do I need to find out?

What are the relevant dates/times?

Write down any info you are given.

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What do I need to do next?

Who do I need to contact next?

By when must this next task be done?

--	--	--

Student signature:

Date & Time:

Contact's signature:

Date & Time:

Teacher Initials:

Date & Time:

Job-Seeking Skills

1. Successful Job-Seeking.....	54	4. The Interview	70
2. Résumés	58	Assessment Task 3.....	73
3. Application Letter.....	64	Job-Seeking Review	74

3

3. Job-Seeking Skills: Activities

p. Due date/Done?

Comment

A Sources of jobs

55

B Job-seeking steps

56

C My job-seeking network

56

D Online job-seeking sites

58

E Résumé tips

58

F Your résumé

65

G Job application tips

65

H My job/position application

68

I Using the phone effectively

69

J Preparing for interviews

72

AT3 Career Pathways

74

Job-Seeking Review

74

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Comments:

Job-Seeking Skills: Introduction

In this section you will develop a range of job-seeking skills to help support your career pathways development. Activities in this section can also assist you to source a suitable work experience placement. At the end of the unit you will be expected to have completed a portfolio of job-seeking activities related to sources of jobs, networking, résumé writing, job applications and job interviews. The assessment task is based on your successful completion of these activities.

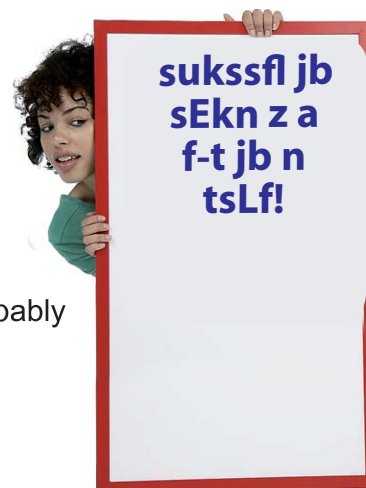
1. Successful job-seeking

You might have heard before that being successful at job-seeking is like having a full-time job. As with any task, you have to put the time in if you want to achieve a good outcome.

At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking:

1. Finding a work experience/work placement opportunity related to your longer-term career goals.
2. Finding a casual or part-time job.

You should note that for some career choices the two points above might be directly related. For example, if you are an operator - long-term career in retail management. Or, nothing is for sure, no-one is going to knock on your door and offer you a job. You have to get out there and find or create that job or work experience opportunity.



Job-Seeking Steps



1. Explain 3 methods of sourcing job opportunities that would be suitable for you.

1.	2.	3.
----	----	----

Career Pathways

2. Use 2 of these methods to find job **Sample** that you might be interested now, or job advertisements for the type of occupations you might be interested in for the future.

Newspapers and print media

Look at your dailies (Age & Herald-Sun in Vic.), especially Saturday, and your local papers. They also have websites.

Online employment websites

Try www.mycareer.com.au,
www.seek.com.au,
www.careerone.com.au,
and www.jobsearch.gov.au.



Employment agencies

Many employers use agencies such as Drake and Skilled. You can register with these agencies who can match you to jobs.

Job Services Australia (and Centrelink)

Job Services Australia members are contracted by the government to find jobs for the unemployed. Start with Centrelink or www.jobsearch.gov.au.

Youth-oriented agencies

Some specialise in apprenticeships (MEGT) while others support Youth Connections focus on students at risk of not finishing school.

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Cold-calling is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.

Networking

Networking uses your contacts, friends and relatives to help you find employment. Networking is one of the best ways to find jobs and work experience opportunities. You really should focus on this method as a way to find employment.

Organisation websites

Many organisations, especially large ones, advertise directly on the Human Resources, Careers, Working With Us, etc. pages of their websites.

B Job-seeking steps

Unscramble each of the key words/terms from the job-seeking steps on p.54 and then put the steps in the correct order.

- ⇒ apply for is it no ops ⇒ investigate why pasta ⇒ tailor toil proof
 ⇒ build your I silks ⇒ modify a slog
 ⇒ find job spout pointier ⇒ organise to lip roof

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

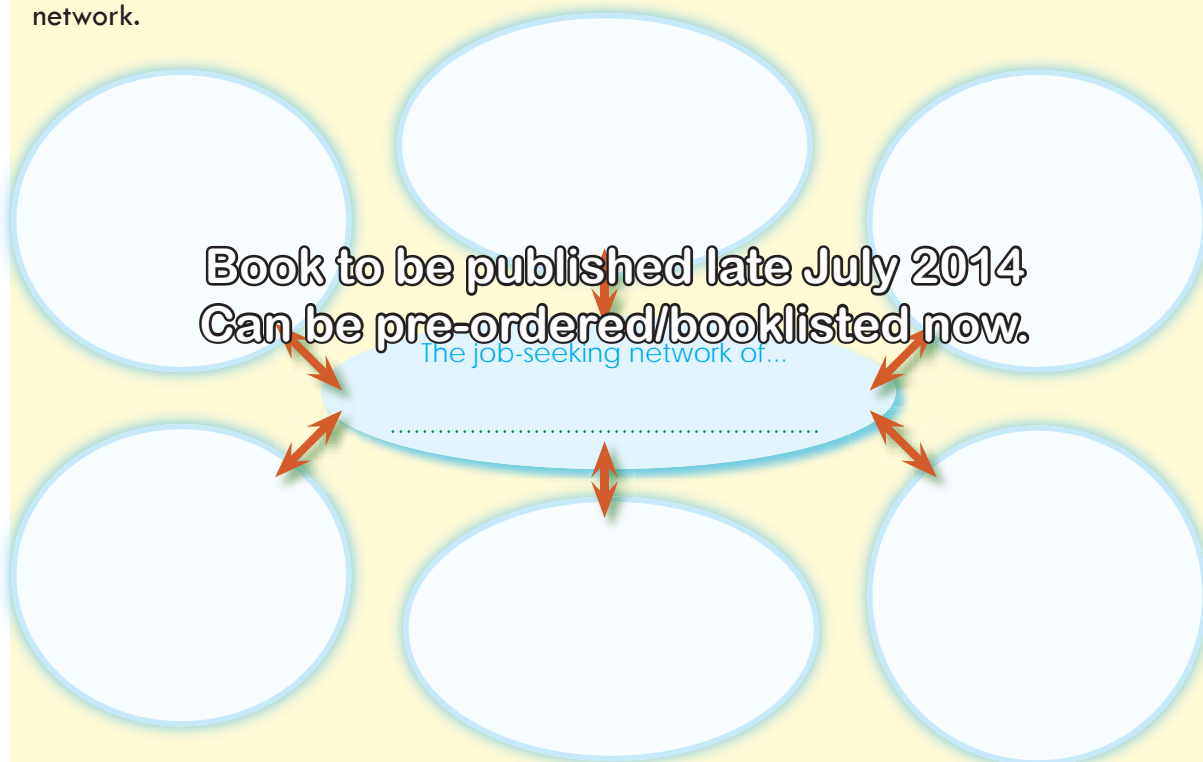
Step 6:


Step 7:

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C My job-seeking network

List the full name and numbers of 6 people who can be contacts as part of your job-seeking network.



1. Pair up and investigate and navigate each of the following jobs and careers sites. 
2. Briefly evaluate how useful each site is for young people building their career pathway.

Internet site	Job-seeking features to help young people
Careerone (News Limited job ads) www.careerone.com.au	
My Career (Fairfax job ads) www.mycareer.com.au	
Seek (Employment site) www.seek.com.au	
Australian Jobsearch (Commonwealth Government) www.jobsearch.gov.au	
All Jobs www.alljobs.com.au	
The Job Guide www.jobguide.education.gov.au	
My Future www.myfuture.edu.au	
Australian Apprenticeships www.australianapprenticeships.gov.au	
Commonwealth Youth Incentive www.youth.gov.au	
www.uac.edu.au or www.vtac.edu.au or www.qtac.edu.au or www.satac.edu.au or www.tisc.edu.au	
(Your choice)	

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2. Résumés

A résumé is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview! Read the tips below about résumé formatting and content.

Résumé Tips

What to do: Formatting...

- ✓ Use a word processing package.
- ✓ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than 2 font sizes.
- ✓ Use headings and sub-headings.
- ✓ Use size, bold and italic to show different information/headings.
- ✓ Insert page numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

What to do: Content...

- ✓ 2-3 well-spaced pages is enough at this stage of your career pathway.
- ✓ Include your name in a page header or footer on each page.
- ✓ List in order from most recent to earliest.
- ✓ Use work-related skills and employability skills to outline your skills.
- ✓ Explain how you have contributed either in your work or in school.
- ✓ Include full details of referees.
- ✓ email your résumé using a widely used program such as Word or a PDF.

What not to do: Formatting...

- ✗ Don't handwrite your résumé (unless asked).
- ✗ Don't use a font that is too small or is so large that it looks awkward on the page.
- ✗ Don't use a fancy font or use more than 2 font sizes.
- ✗ Don't crowd too much onto a page.
- ✗ Don't use spaces to indent and don't have uneven indents.
- ✗ Don't use coloured paper, gimmicks, tricks, ribbons and so on.

What not to do: Content...

- ✗ Don't include a cover page.
- ✗ Don't have any spelling and grammatical errors.
- ✗ Don't make the reader have to work out for themselves the skills and competencies you have.
- ✗ Don't send originals of certificates.
- ✗ Don't have any spelling and grammatical errors.
- ✗ Don't include a photograph (unless necessary e.g. modelling).
- ✗ Don't have any spelling and grammatical errors.

E

Résumé tips

Use the information on these 2 pages to develop a poster, factsheet, PowerPoint, Keynote or some other learning tool to compile and communicate a 'Top 10' of tips for writing résumés.

Résumé Sections

1. Clear personal details

Make sure your personal details are included neatly in their own section at the top. Showing your age can indicate how close you are to driving. Use a professional email address that will not offend people.

2. Current education: Easy to follow

Don't include specific results under 'Education' unless asked. Feel free to fully explain what you are studying by using full sentences. Remember that people may not be aware of different qualifications, such as VCAL, so clarify these.

3. School & VET subjects & units

List main subjects that you are studying and also the main units that you are studying as part of VET. Pick those that match the types of jobs you are applying for. For help, check out:

www.myfuture.edu.au



4. Other qualifications & certificates

List any extra non-school certificates. You might have completed these at work, or at TAFE, but they should be listed separately.

5. Career ambition

Include a short 'Career Ambition', but make sure it is related to the job you are applying for.

6. Employment/experience history

Your 'Employment History' should include all employment, work experience and voluntary work. Start with your most recent experience first.

7. Tasks & competencies

State clearly your job position and when. List 3 to 5 main tasks that you performed on a day-to-day basis. i.e. What did you do? Also list about 6 to 8 competencies that you developed by doing this work. Consider 'ings'; tasks that you can be relied upon to do competently.

8. Your other transferable skills

Include all of the other sections under the heading 'Transferable Skills'. This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

9. Your professional or technical skills

Include all of your other skills under the heading 'Professional Skills'. If you are applying for a trade-related job you should add a heading 'Technical Skills'. Make sure to include your abilities with computers, software, tools and

10. Other information & awards

Include any 'Achievements' or awards you have received either through study, through sport or community participation. One line is enough for hobbies, your boss might be into these too!

11. Referees: accurate and suitable

You must include 'Referees' but first, ask these people if it is OK to use them; and get them to write out their correct contact details. Do not use family members!

Career Pathways

Sample

For preview purposes only:

Do not copy

Book to be published late July 2014

Can be pre-ordered/booklisted now.

Your résumé

1. Use the information on pp.58-61 and the template on pp.62-63 to prepare your draft résumé. Get your teacher to check over this.
2. Use a word processing package to prepare a final version of your résumé. Once again have this checked, correct any errors and prepare a final copy for your pathways portfolio.

job-seeking skills

Résumé: Glonsork Elver, Mar 2016

1

Mr. Glonsork Elver
4/72 Know Way, Mayloika, 3525
DOB: 1/5/1999
P: (03) 9333 1234 M: 0411 0411 0411
glonnie@gmail.com.au

Education

2

2016: Springtown College, currently completing Year 10. Subjects include:

- English
- Maths
- SOSE
- Food
- Science
- Multimedia
- Physical Education.

3

Career Pathways

Sample

Qualifications & Training

4

- June 2015: Certificate in Basic First Aid
- March 2016: Certificate I in Food Hygiene

For preview purposes only:

Do not copy

Career Ambition

5

I wish to enter the hospitality industry and develop a career, supported by TAFE training, in food and beverage service eventually moving through to management.

Employment History

Work Experience

6

➔ Da's Char Bar and Grill, Bustledon Hwy, Springtown Hills.

Position: Kitchen assistant Duration: June 2016 - One week

Tasks: Preparing food, table service, washing dishes and cleaning.

Competencies: During my work experience my key roles and tasks included:

7

- ➔ Dealing with customers and staff in a professional manner
- ➔ Following verbal instructions in a busy kitchen
- ➔ Using kitchen equipment and utensils safely
- ➔ Making salads and entrées
- ➔ Following food hygiene processes
- ➔ Carrying meals to tables safely and quickly.

Résumé: Glonsork Elver, Mar 2016

Transferable Skills

8

⇒ Leadership

- 2016, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2015, co-ordinated Year 9 small business activity providing a catered staff lunch for charity.
- Ongoing volunteer with the Springtown Community Group.

⇒ Professional Skills

9

- Able to use Word, EXCEL, PowerPoint, internet and email applications.
- Able to touch-type at 40 words per minute.
- Can use business and office equipment including photocopiers and faxes.
- Can safely operate most kitchen equipment, including coffee machines.
- Able to sketch, draw and create visual displays.
- Fluent at reading French.

⇒ Achievements

10

2015, school achievement award for best Graphic Design student.

⇒ Hobbies/Interests

Cooking, art and design, internet and multimedia, meeting new people.

Referees

11

Mr. Don Bukdysystem
Careers Co-ordinator
Springtown College, Ph: 92222 3333 (BH)

Mr. Bill Dzup
Owner
Da's Char Bar and Grill, M.C. 04 1104 1101

Mrs. Esme Lamington-Smythe
President - Springtown Community Group, Ph: 999 9999 (BH)

Page 2 of 2

Dairs Itz f rsUMe tmpl8s
vIBI. Sum R + Bcz dey mk t
ez 4 u 2 fL n yr DtAilz n u dn
nEd 2 woRy bout 4Mat.
Bt sum R - Bcz dey Rstrct wot
U cn NTr. Serch 4 sum + 1s n
da Net.



job-seeking skills

Education

2

3

Qualifications & Training

4

Career Pathways
Sample

For preview purposes only:
Do not copy

Career Ambition

5

Employment History

6

Employment

⇒

Position:

Tasks:

Competencies:

7

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Can be pre-ordered/booklisted now.

Résumé:

Transferable Skills

8

⇒ *Leadership*

⇒ *Professional Skills*

9

⇒ *Achievements*

10

⇒ *Hobbies/Interests*

Referees

11

Book to be published late July 2014
Can be pre-ordered/booklisted now.

You could
enlarge
this
template
to A3.

Page 2 of 2

job-seeking skills

3. Application letter

An important part of successful job-seeking is writing a job application letter. Many job advertisements ask you to submit a letter (sometimes they say 'cover letter') along with a résumé. Also, when you are applying for a work experience position and/or cold-calling you might need to submit a professional application letter.

Application letters are important. Employers use these letters to test your interest in the job, your suitability for the position as well as your ability to use correct grammar and spelling. An application letter guides an employer in making their shortlist for an interview.

When it comes to getting a job interview, your application letter can often be more important than a résumé. While a résumé talks coldly about you, the 'who', the application letter is about warmly selling you, or the 'why'. For a work experience position, a job application can help convince an employer to give you a try.

The ad might sometimes even ask for this letter to be in your own handwriting. Why do you think that would be the case?

Career Pathways

Sample

For preview purposes only:

Do not copy

It's a test

- ⇒ Application letters are important as employers use these letters to test your interest in the job, your suitability as well as your ability to use correct grammar and spelling.

Online applications

- ⇒ When applying online or electronically you might also have to submit a brief letter by email.
- ⇒ This too is a test of your grammar and communication.

Formal letter

- ⇒ Application letters should be set out like a formal business letter, using plain fonts and plenty of space.

Professional

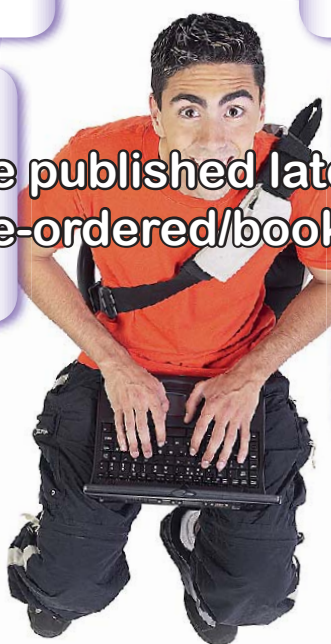
- ⇒ Always go for short and snappy instead of long sentences.
- ⇒ Always use a professional tone related to the position.
- ⇒ And always have someone else check your letter.

Related to job

- ⇒ You should ensure that the application letter relates to the job you are applying for and that it shows some of your skills and competencies that suit the job.

...and sell you!

- ⇒ app letRz shud mAk d MployR tink dat U mite b a gud MployE 4 thR org & wnt 2 NtRvoo U.



Book to be published late July 2014.
Can be pre-ordered/booklisted now.

1. Use the words provided below to complete the following passage about job applications.

An a_____ letter should be set out as a f_____ business letter. The letter should be t_____ unless you are asked to h_____ your letter. The letter should use p_____ fonts and generous s_____ between paragraphs.

The letter should include the correct addressing, spelling and t_____ of anyone named in the advertisement. The letter should relate s_____ to the position and organisation and must not be just a general, generic or form letter.

The letter should show some of your s_____, c_____ or e_____ that make you able to do the job, or show how you might l_____ to do the job. The letter should clearly explain how you could be a b_____ to the organisation. i.e. What can you o_____ that will make you a good employee? Always keep a c_____ of the letter for your own records.

- | | | | |
|---------------------------------------|-------------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> application | <input type="checkbox"/> copy | <input type="checkbox"/> plain | <input type="checkbox"/> titles |
| <input type="checkbox"/> benefit | <input type="checkbox"/> experience | <input type="checkbox"/> learn | <input type="checkbox"/> skills |
| <input type="checkbox"/> competencies | <input type="checkbox"/> formal | <input type="checkbox"/> offer | <input type="checkbox"/> spacing |
| | | | <input type="checkbox"/> specifically |

2. Work in a team to prepare a top 10 list of tips for writing good job application letters for young people. However, the tips must be written briefly and in 'txt-speak'.

Draft some ideas here.

Book to be published late July 2014
Can be pre-ordered/booklisted now.

Application Letter: Work Experience

4/56 Lumbuk Place,
SPRINGTOWN, VIC, 3523
March 22nd, 2016

The Manager
The Deject Shop
Shop 9, Spflats Homemakers Complex
Springtown Flats VIC 3521

Dear Sir/Madam

I am writing to enquire about the opportunity of undertaking a 5-day work experience placement with your organisation, from May 17-21st.

I am currently undertaking Year 10 at Springtown College and hope to develop a future career working in the Retail Trade industry. As part of my Career Pathways studies I have to organise my own work experience placement with a local employer. Some of my main subjects include:

- English
- Mathematics
- Information Technology
- Career Pathways (including Workplace safety induction program)
- Small Business and Commerce.

Last year during the summer break I completed voluntary work for the Brotherhood of Smith Families in their charity retail shop in Lower Springtown. I gained workplace skills by working with other staff, dealing with customers, controlling stock, solving customer problems and using retail equipment safely.

During this work I became interested in building a career in retail customer service because I liked the responsibility of looking after customers and being able to help make them happy.

I have a range of retail and transferable skills, including good numerical ability and excellent computer skills, that I think can contribute positively to The Deject Shop. I also feel that the training and advice that I would receive while undertaking work experience will help me to develop my skills.

I would like the opportunity to arrange an initial interview to discuss whether I could undertake work experience with your organisation. In that interview I can supply all the relevant forms and information from my school that outlines the student work experience program and safety responsibilities.

I have included a copy of my résumé and 2 references. I look forward to hearing from you soon about the possibility of working at The Deject Shop.

Yours Sincerely

Regina Rightyo (enc: Résumé and references)

1a. Your address, note the format!

1b. Date of writing the letter.

1c. The 'title of the person to whom the letter is intended. If you know their name, even better.

2. Intro title of letter. A name is better!

3. Reason for letter so it gets to the right person.

4. About you now and where you want to go. Match the industry to the organisation.

5. List main subjects and examples related to the organisation/industry.

6. Any relevant experience and skills that you have.

7. What you have got out of your experiences; what did you enjoy?

8. The win/win; for you and them. Also, how you are willing to grow.

9. The sign-off. Asks for further contact and describes school responsibilities.

10. Indicates you have enclosed other material such as a résumé.

Book to be published late July 2014
Can be pre-ordered/booklisted now.

Application Letter: Advertised Position

4/56 Lumbuk Place,
SPRINGTOWN, VIC, 3523
March 22nd, 2016
M: 0400 0000 000

Mr. Cre Tickle-Eye
Manager
The Deject Shop
Shop 9, Spflats Homemakers Complex
Springtown Flats VIC 3521

1a. Your address, note the format!

1b. Date of writing the letter.

1c. Your contact phone number.

1d. The name, title, and address of who you're sending to. Note the format. (Not 'Cre' or 'dude'!)

Note: If you are asked to apply using your own hand-writing, do so!

Dear Mr. Tickle-Eye

2. Intro title of letter.

I am applying for the position of casual retail assistant that was advertised in the Springtown Bugle on March 20th, 2016.

3. Reason for letter so it gets to the right person.

I am currently undertaking Year 10 at Springtown College and hope to develop a career working in the Retail Trade Industry. Some of my main subjects include:

4. About you now and where you want to go.

- English
- Mathematics
- Information Technology
- Career Pathways (including Work Experience program)
- Small Business and Commerce.

5. Specific subject examples related to the position, occupation and/or industry.

Last year during the summer break I completed voluntary work for the Brotherhood of Smith Families in their charity retail shop in Lower Springtown. I gained workplace skills by working with other staff, dealing with customers, controlling stock, solving customer problems and using equipment safely.

6. Any relevant experience and skills that you have.

During this work I became interested in building a career in customer service because I liked the responsibility of looking after customers and being able to help make them happy.

7. What you have got out of your experiences; what did you enjoy?

I have a range of retail and transferable skills, including good numerical ability and excellent computer skills that I think can contribute positively to The Deject Shop. I also welcome the chance to gain more experience.

8. The win/win; for you and them. Also, how you are willing to grow.

I have included a copy of my résumé and 2 references. I look forward to hearing from you soon about the possibility of working at The Deject Shop.

9. The sign-off.

Yours Sincerely

Regina Rightyo
enc: Résumé and references

10. Indicates you have enclosed other material such as a résumé.



H My job/position application

1. Draft an application letter for a position you are interested in, or a work experience/ placement opportunity, or an advertisement your teacher has provided.
2. When your teacher has checked your draft, prepare a proper letter using a computer.

Tip: Perhaps you should enlarge this page to A3 and make another copy before you start.

Position applying for:

1.

2.

3.

4.

Career Pathways
Sample
For preview purposes only:
Do not copy

5.

6.

7.

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Can be pre-ordered/booklisted now.

8.

9.

10.

Whether you make a cold-call or are following a lead from someone within your network you will be judged on your telephone manner. This activity will help you get it right.

1. Complete the following scripts to help you in your career pathway planning.
2. Practise these scripts in pairs before you make your call. You could organise to ring your Careers/Pathways teacher and have them rate your performance.
3. Use this guide to leave a message. Have someone take down the message to test your clarity.

For Work Experience/Work Placement (You can tick these off as you go along)

- ☐ 1. Good, my name is from
- ☐ 2. I am a Year student and was wondering if I could speak with somebody about the possibility of doing work with your organisation.
- ☐ 3. Who would be the best person for me to talk to about this?
(If transferred through to someone else you'll need to repeat yourself.)
- ☐ 4. Good, my name is from
- ☐ 5. I am a Year student and was wondering if I could speak with somebody about the possibility of doing work with your organisation.
- ☐ 6. I'm trying to organise work as part of my subject
- ☐ 7. I am looking for a placement of week (s) (or days).
- ☐ 8. The placement
- ☐ 9. Would there be a possibility of with your organisation?
(If no, thank them for their time. If yes then you need to make a firm appointment time.)
- ☐ 10a. Would I be able to organise an appointment to meet with you (or the relevant person) about doing work with your organisation?

(This is essential as you will have to get official forms signed).

Often the person you need to speak with will not be available. By being really clear and polite with the receptionist or person answering the phone you can maximise your chances of getting what you want.

e.g. "I'mmm sorry, the manager Bugulugs Mc Gregor isn't available at the moment."

You should reply:

- ☐ 10b. When would be the best time for me to call back? or
- ☐ 10c. Can I leave a message to have them call me back? or
- ☐ 10d. Would it be possible for you to leave the details of my request for them?

Important tips:

- ☐ If you leave a message, be clear and polite. If you fail to get the person you need, just your way of answering to a more professional manner.
- ☐ If you leave a message and they haven't got back to you within a business day, call again but at a different time of the day. If you again fail to get the person that you're after, then make sure that you say that you called previously. If unsuccessful again you could ask to send an email or fax (not a text unless asked to!) If they don't get back to you, it's nothing personal, it's just a busy world. After 3 unsuccessful attempts you should be considering other options, so try someone else - it will probably work out better anyway.
- ☐ If you are expecting a call-back during class time inform your teacher so that you don't get into trouble for using your phone.
- ☐ In many cases your teacher will need to contact these potential employers. You can offer to have your teacher call if they are unsure about any details.
- ☐ When leaving a recorded message, speak slowly, say your name, where you're from, when you called, briefly give your message, spell your n-a-m-e and pause between each pair of nu-mb-er-s. Repeat your name and number again slowly at the end giving your availability and contact time(s).

4. The interview

Most organisations only interview a few people for each job, so if you do get an interview then they think that, on paper, you are potentially suitable for the job. However, someone else might be more suitable. So they will interview the best candidates before making their selection.

If you get an interview you are going to have to be confident, but not cocky, and sell yourself. Employers want to see if your personality suits their organisation. They also want to see if you will be able to work effectively with their other staff.

Given below are five main things that make an interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise.

1. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where to go, how long it will take to get there, any parking & public transport issues, who to contact in the building and so on.
- ⇒ Have extra copies of your résumé, references and offer to leave these.



No hoods

2. Look good

- ⇒ Dress suitably for the interview. You can **never** be over-dressed for a job interview but you can be under-dressed. No sunnies, hoodies, hats and no truckies; ever!
- ⇒ Tone down all accessories for the interview.
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands (no knuckle-crunching) and wait to be seated.
- ⇒ Sit upright and lean slightly forward, don't fidget, don't chew and no MOBILES!
- ⇒ You've earned this chance to impress so feel good about yourself.

4. Sell yourself confidently

- ⇒ Clearly know your strengths and weaknesses. Have examples ready. You can refer to notes but don't just read it off.
- ⇒ Always talk about positive experiences you have had working in a team.
- ⇒ Don't be afraid to ask the interviewers to repeat or clarify a question.
- ⇒ Always ask at least one question (e.g. about further training and career growth.)

5. Reflect on your experience

- ⇒ Thank them for their time and shake hands, even if the interview has gone badly.
- ⇒ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ⇒ Even if you're not successful for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job!

Under the microscope

Life's tough. In a job interview, you are competing against a lot of other good applicants.

- ⇒ Some may be better qualified than you.
- ⇒ Some may have more experience than you.
- ⇒ Some will be better at interviews than you.
- ⇒ Some may have a better personality than you!
- ⇒ Some may even look better than you!

So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? You have got to be prepared for every likely possible question that may be asked.

That means anticipating the kinds of questions that are commonly asked in interviews as well as questions specific to the particular workplace and position that you are applying for.

As part of your preparation you should make a list of potential questions and make notes about possible answers.

Common interview questions

There are some questions that are often asked and you will be expected to be able to answer these well.

- ⇒ Why do you want this job?
- ⇒ Why should we employ you in this job?
- ⇒ What skills/abilities/qualities/experience can you contribute to the organisation?
- ⇒ Explain how you will fit in to the team environment or dealing with other people.
- ⇒ Where do you see yourself in 12 months time?

If you can't answer these questions with confidence and certainty, the employer may well consider you a dud! So undud yourself!

Practice

If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter or your careers teacher for some ideas. Then you can check that your answers are good ones. You should do a mock interview activity as part of this class. Make sure that your teacher is planning to do this. Ask them right now!

Personal preparation

You must ensure that you dress to suit both the position and the culture of the organisation. Remember, you can never be over-dressed for an interview, but you can be under-dressed. If it is a 'trade' job you might be best to indicate that you have proper work footwear.

Wash and iron your clothes; try them on a few days before the interview. If needed, borrow clothes from friends, family and bank! Wear your clothes with pride. Your bearing is important. Make sure you stand, sit and move comfortably in your 'skin'.

Tone down for the interview. Lay off the piercings, hair dyes, accessories, sunnies and so on.

Organise yourself with a folder, a bag or a case. Don't use a plastic or shopping bag. Borrow a bag or briefcase if necessary.

Lay off the super-strong perfume or after-shave and watch out for the triple-garlic kebab. Don't smoke just prior to the interview. (Actually don't smoke at all. It's so stupid!)

Interview panels can be intimidating.
So be prepared!



Image: George Doyle
Stockbyte/Thinkstock

Professional preparation

Before your interview find out as much as you can about the organisation - what they do, where they operate, how big they are and where you might fit in.

Research online or contact the organisation to get some written material.

Pre-plan your travel route, public transport or parking. Have a practice transport run on a work day.

Arrive at least 15-30 minutes early, freshen up and gather yourself in a suitable place.

Always bring along copies of your résumé, references, and certificates in a flat folder - offer to leave copies of these.

If it is a creative job have your folio or samples organised and ready to show.

As soon as you enter the premises or grounds you are under scrutiny. Deal politely and confidently with security receptionists and PAs. They might have a lot of sway!

Sit upright when waiting. Don't get on your mobile... instead turn it off. Pay attention to your surroundings. Look at what's around you while you're waiting; articles, certificates, company magazines, etc..



Image: texelart
iStockThinkstock

Be professional with all people, using appropriate names as they are introduced; i.e. by first name or by surname.

Don't ever criticise the organisation, its products, its image or other applicants.

Positional preparation

You will usually be interviewed for a specific job. So it is essential to convince your interviewer that you are able to do that job.

Knowing the position **generically** involves the general job advertisement or job description. e.g. A sales assistant.

Use www.myfuture.edu.au to look up the occupation and study its key roles and responsibilities. i.e. What is expected of applicants generally?

Have examples that show how you can do the 8 employability skills in this position.

Knowing the position **specifically** involves finding out some of the position's responsibilities related to this organisation. e.g. A sales assistant in a fashion store.

Have examples ready that show how you have or could use your skills, experience and abilities both generically and specifically.

J

Preparing for interviews

1. Find a suitable job advertisement in a newspaper or online.
2. Anticipate 5 questions that might be asked at a job interview and prepare 5 answers for these. (Tip: Your teacher might bring in a job ad. Do this task in your workbooks).
3. Partner up and take turns role-playing questions and answers in the roles of interviewer and interviewee.

The tips shown in this article are very useful, but it is a lot of text to get through. We want you to make this information more user-friendly and more suitable for people your age.

4. Your teacher will form you into pairs or teams. You are required to plan and create a role-play, video, multimedia presentation, performance or some other type of presentation to the class that communicates the information above.
5. Make sure that you include examples of inappropriate interview behaviour as well as models of more appropriate interview behaviour.

Overview: You are required to prepare a portfolio of job-seeking tools.

Name: _____

p. Tasks - AT3: Career Pathways Portfolio	Re- quired	Due by	Done	Teacher initials
Source a suitable employment or work experience placement opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Prepare a properly completed résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Complete a job application letter.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Compile a portfolio of documents with copies of references, certificates, etc..	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Participate in a real or mock interview process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- ⇒ You may be required to complete the following tasks as directed by your teacher. You might have already completed some or all of these throughout the unit.
- ⇒ Tick those tasks that you are required to complete and have them initialled when checked.

p. Tasks - AT3: Career Pathways Portfolio	Re- quired	Due by	Done	Teacher initials
55 Sources of jobs	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
56 Job-seeking steps	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
56 Your job-seeking network	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
57 Online job-seeking sites	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
58 Résumé tips	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
59 Your résumé	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
65 Job application tip	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
68 Your job/position application	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
69 Using the phone effectively	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
72 Preparing for interviews	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interview with your Careers/Pathways Coordinator	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Organise your work experience placement.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Job-Seeking Review

Student: _____ **Unit:** _____ **Dates:** _____

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

- _____
- _____
- _____

How would I honestly rate my job-readiness in relation to...

	Very ready	Quite ready	Partly ready	Long way off	Not at all	Didn't try
→ Building a network of contacts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Finding suitable work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Preparing my résumé.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Completing job applications.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ Undertaking interviews.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
→ other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which areas of this unit did I most enjoy doing?

- _____
- _____
- _____

Which areas do I still need to improve?

- _____
- _____
- _____

Signed: _____ **Date:** _____

Teacher initials: _____ **Date:** _____

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Workplace Safety

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Safety Audit Pro-Forma	104

4

4. Workplace Safety: Activities	p.	Due date/Done?	Comment
A Workplace hazards	76	<input type="checkbox"/>	
B Hazard alert	77	<input type="checkbox"/>	
C Employer responsibilities		<input type="checkbox"/>	
D Employee responsibilities		<input type="checkbox"/>	
E Stakeholders and responsibilities		<input type="checkbox"/>	
F Young workers		<input type="checkbox"/>	
G Young workers & hotspots	84	<input type="checkbox"/>	
H My induction requirements	86	<input type="checkbox"/>	
I WHS/OH&S induction	87	<input type="checkbox"/>	
AT4a WHS/OH&S Rights & Responsibilities	88	<input type="checkbox"/>	
J Occupational hazards	90	<input type="checkbox"/>	
K Work-related injuries	92	<input type="checkbox"/>	
L WHS/OH&S procedures	94	<input type="checkbox"/>	
M Hazard control: ITEACM	96	<input type="checkbox"/>	
N Safety signs	97	<input type="checkbox"/>	
O Danger signs		<input type="checkbox"/>	
P Personal protective equipment		<input type="checkbox"/>	
Q Types of PPE	100	<input type="checkbox"/>	
R Glossary: Workplace safety	101	<input type="checkbox"/>	
AT4b Workplace Safety Investigation	102-	<input type="checkbox"/>	
Safety audit pro-forma	103	<input type="checkbox"/>	
	104	<input type="checkbox"/>	

Comments:

Workplace Safety: Introduction

This section will introduce you to basic workplace safety rights and responsibilities. Workplace safety is a shared responsibility and different workplace stakeholders play an important role in maintaining safe work practices.

You will need to complete a workplace safety induction process before you can undertake any work experience or work placement. As part of an assessment task related to this you will need to find out about workplace WHS/OH&S Representatives and their role in workplace safety. The unit concludes with another assessment task requiring you to conduct a detailed safety investigation of a relevant work environment.



1. Workplace safety

One of the most important workplace rights that you have is the right to a safe workplace. Nationally, **work health and safety (WHS)** is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other measures that relate to a safe work environment. **From mid 2014, Victoria and Western Australia still use the term occupational health and safety (OH&S).**

Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of WHS/OH&S, then both your own and other people's safety is at risk.



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A Workplace hazards

Pick one of these occupations and suggest 5 potential workplace hazards that an employee in this occupation might face.

⇒ checkout operator, chef, furniture removalist, nurse, engineer or IT programmer.

Occupation:

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2. Hazard alert

As a potential employee you place your trust in an employer to take all possible steps to make sure that the workplace is safe. This also extends to having safe **work practices**, i.e. the way things are done. However, you should always be on the lookout for potential hazards or dangers in the workplace. These might include spillages, missing safety equipment, blocked fire exits, sharps, dangerous equipment, electrical hazards, incorrect lifting procedures and many, many others.

Because employers are not always aware of everything that is going

on in the workplace all of the time, you have a duty to immediately inform your boss of any potential hazards that might occur. If you see these dangers then you should report them to someone with a position of responsibility.



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Hazard alert

B

Briefly identify the hazard(s) occurring in the workplace situations shown above. Also name a possible workplace or worksite in which these employees might be working.

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workplace safety

3. Safety authorities

Safe Work Australia is a Commonwealth Government body that develops national policy on work health and safety and workers' compensation. Safe Work Australia does not have responsibility for regulating work health and safety laws. Workplace safety laws are governed by a regulatory body in each state. However, the responsibilities are very similar in each jurisdiction. For example, some of the Victorian WorkCover Authority's main responsibilities are:

- ⇒ Helping to avoid workplace injuries occurring
- ⇒ Enforcing local OH&S laws
- ⇒ Providing workplace injury insurance for employers
- ⇒ Assisting injured workers with their compensation claims
- ⇒ Managing the workers' compensation scheme for injured workers.

State/territory safety bodies



- ☺ WorkSafe ACT:
www.worksafe.act.gov.au/health_safety
- ☺ WorkCover NSW:
www.workcover.nsw.gov.au
- ☺ NT WorkSafe:
www.worksafe.nt.gov.au/home
- ☺ WorkCover QLD & Workplace Health and Safety Queensland:
www.deir.qld.gov.au/workplace
- ☺ WorkCover SA & SafeWork SA:
www.safework.sa.gov.au
- ☺ WorkSafe Tasmania
www.worksafe.tas.gov.au/home
- ☺ Victorian WorkCover Authority:
www.worksafe.vic.gov.au
- ☺ WorkSafe WA:
www.commerce.wa.gov.au/WorkSafe

4. Workplace stakeholders

Workplace safety is a shared responsibility between all workplace stakeholders. WHS/OH&S rights and responsibilities extend to a range of stakeholders who come into contact with a workplace or its products.

Stakeholders can include people who work directly in an organisation, as well as any other people or groups that the organisation deals with as part of the commercial world. However, it is the owners and employers who have the initial responsibility for ensuring an effective workplace. Owners and employers are responsible for designing, maintaining, controlling and reviewing all of their work activities and processes so that all stakeholders are protected.



Employer Rights and Responsibilities

"I have to provide and maintain safe machinery and equipment."

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

"My workplace has to have safe workplace conditions such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' safety."

"If needed I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public are not endangered by the conduct of my business."

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Employer responsibilities

C

Choose 3 of the employer responsibilities shown above. Choose a workplace you are familiar with and explain what that employer actually does to meet this responsibility.

Employer/workplace:

e.g. My employer Sal Gee at Sal's Tile emporium contracted in an expert Safety Auditor to do a workplace safety audit because workers were starting to have a lot of little accidents when using the tile production

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1.

2.

3.

workplace safety

5. Employee rights and responsibilities

Workers have a natural and undeniable right to a safe workplace. This means that you not should be harmed by the work activities you perform in work-related situations.

To help protect this right, governments develop and pass **WHS/OH&S legislation** that becomes law, e.g. the licensing of tradespeople such as electricians. WorkSafe agencies enforce these laws, prepare guidelines to help employers and employees work safely and also offer training. Examples include industry specific hazard control resource packages, and training such as that offered to workplace safety reps.

But you have to be an active participant in workplace safety. It is up to you to ensure that you follow all WHS/OH&S guidelines and that you report any safety issues and problems to the appropriate workplace personnel. This is part of your workplace responsibility. You also have to take care not to harm yourself or any other workplace stakeholders while you are carrying out your work activities.

For example, truck drivers must not risk the safety of other road-users; manufacturers must dispose of chemicals and waste properly and hospitality workers must ensure that all food served to customers meets appropriate hygiene guidelines.

Some of the key rights and responsibilities of workers are outlined opposite.

Employee Rights and Responsibilities



"I'm expected to take care of my own health and safety by working safely."

"I must always follow all safety guidelines/systems of work according to training and instructions."



"I must inform my supervisor about potential hazards or physical problems that I notice in the workplace."



"I cannot operate any industrial equipment unless I have the appropriate certificate of competency."



"I need to take reasonable care not to affect the safety of others in what I do, and also not risk the safety of others by failing to act where needed."



"I must immediately report any injury to the WHS/OH&S supervisor or person responsible for WorkCover."



"I am expected to actively work with my employer to make the workplace safer."



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Thinkstock

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As a class, or in teams of 3-4, discuss and develop a list of workplace rules or guidelines that you must follow when undertaking work experience or a work placement.

e.g. I will immediately ask my supervisor if I don't understand how to use equipment properly and safely.

1.	2.
3.	4.
5.	

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6. Workplace safety representative Do not copy

When you commence your work experience you will see that every workplace needs to have a person responsible for safety issues. Generally we call this person an **OH&S** or **WHS (safety) representative**. But they might have a different title depending on the type or size of the workplace.

- ⇒ In many small businesses the owner or senior manager usually acts as the WHS/OH&S rep.
- ⇒ In larger organisations or industrial worksites the WHS/OH&S rep might be an elected employee. (or)
- ⇒ The safety rep might also be a professional employed specifically for this role.

The main role of a workplace safety rep is to be the go-between for employers and workers in relation to workplace safety issues. The safety rep works with management to ensure that all work and processes are carried out in a safe manner. When workers find or experience a workplace safety issue, they know that they can go to a fellow employee who can take their issues and concerns to management. Safety reps also work with owners and managers to develop safe work processes and procedures as part of proactive **hazard control**.

It is vital that you meet with this person before you commence any work experience or placement. As part of this induction you must ask them how you go about raising any safety issues that you might come across.



"Who do I speak to if I need to report a safety problem?"

E Stakeholders and hazards

1. Identify the type of workplace, occupations and workplace stakeholders shown.
2. Describe the safety issue(s) and hazards that might occur, or are occurring.
3. Outline what employees and/or employers need to do to prevent the hazard.

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4. Interview a WHS/OH&S rep in a workplace. Find out 6 duties associated with their role.

Workplace:		WHS/OH&S rep:
1.	2.	3.
4.	5.	6.

7. Work ready

Nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday.

Young workers have an increased risk of being injured. According to WorkSafe Victoria, 2,000 workers aged 15-24 are injured each year. According to Safe Work Australia young workers are especially at risk in manufacturing, accommodation and food services, health care and social assistance and construction industries.

Before you enter the workplace you need to be work-ready. You need to have an awareness of common occupational health and safety issues, hazards and risks in workplaces. You also need to build an understanding of specific WHS/OH&S issues, hazards and risks that are likely to occur in the types of workplaces in which you might do work experience or work placement.

Certain industries (mining), occupations (electrician), certain work environments (construction sites) and certain work tasks (driving) are inherently dangerous. In addition, some work tasks which do not seem obviously hazardous at first, such as working on a computer every day, can present hazards and risks associated with repetition and overuse.

A growing safety issue is increased workload which can cause workers to rush, cut corners and take shortcuts. Another safety issue is the ever-present danger of workplace bullying, harassment, threats and intimidation. These are not acceptable in any workplace!



Image: Eris Reis/Stock/Thinkstock

Young workers

F

1. List 5 WHS/OH&S hazards that young workers might face generally.
2. List 5 WHS/OH&S hazards that you might have to deal with in a specific workplace (or (industry); or as part of a particular occupation.

General WHS/OH&S hazards for young workers.	Specific OH&S /WHS hazards for workplace/occupation.
<p>Workplace/occupation is:</p> <p>Book to be published late July 2014</p> <p>Can be pre-ordered/booklisted now.</p>	

1. Listed in the table are 6 common reasons why young workers are more likely to be injured at work. For each reason you are required to describe a workplace situation whereby a young worker might be more at risk of injury.

Tip: Your description needn't be in writing. You might instead draw a picture, find a graphic, perform a role-play or provide some other description of the situation.

1. May not be fully developed physically and mentally.	2. May lack the necessary skills/training.
3. Have little experience in assessing potential risks.	4. May not be aware of their WHS/OH&S rights and responsibilities.
5. Have had little exposure to positive WHS/OH&S behaviour.	6. Are more likely to be casual or part-time.

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2. Visit the Young Workers' Injury Hotspots at

www.worksafe.gov.au/wwi/wwi/connect/wwi/wwi-net/WorkSafe/Home/Safety+and+Prevention/Injury+Hotspots
or search for the term directly, or use the 'Young Workers' CD.

List each of the hotspots of the industry you are investigating.

3. Recreate the Injury Hotspot diagram for this industry using the key statistics and a brief explanation of the common injury. e.g. 5%: Work-related stress. (Tip: Your teacher may have a large-size human figure like the one shown here, or create or source your own)
4. As a class discuss these Hotspots, including strategies to prevent injuries.



8. Student safety induction

As a student you will be required to complete an appropriate **WHS/OH&S induction program** before you are allowed to go on work experience or work placement. In Victorian schools that might be **safe@work**, or another similar program for your state.

If you are undertaking a VET certificate course you will need to undertake the accredited **WHS/OH&S unit of competency** before commencing any structured work placement as part of your VET, TAFE course or Australian Apprenticeship.



Work experience school-based induction

It is vital that you are aware of your work experience placement induction requirements. Some states have legislated to mandate that students undertake a specific WHS/OH&S induction program, whereas others recommend relevant induction guidelines and procedures as part of their policy governing a school's work experience or work placement.

It should be noted that this information below is only a general guide and that any state-based work experience requirements might change in line with changes in governmental policy. Also, structured workplace learning placements as part of VET in schools have their own requirements (as outlined above).

- ⇒ Victorian students must complete the relevant General and Industry modules of **safe@work** prior to any work experience or work placement. For an additional placement students will also have to complete a Review Module (after 12 months) and redo the Industry Module; or complete a new Industry Module if undertaking a placement in a different industry. VCAL students and those undertaking structured workplace learning will also have to satisfy further requirements.
- ⇒ Western Australian students have to successfully complete the online or print-based version of the **SmartMove Safety Passport program** and the **SmartMove Certificate program**. The **Safety Passport** program involves eight general lessons and a number of industry-specific modules. The SmartMove Certificate includes a General Module and relevant Industry Modules.
- ⇒ Many South Australia schools use the **Passport to Safety** program which includes six online modules.
- ⇒ Students in other states such as NSW, Queensland, Tasmania, Northern Territory and the ACT have their own guidelines that must be followed. Some of these may become mandatory. Your teacher will inform you fully of your induction requirements.

Your teacher will clarify these WHS/OH&S induction requirements for you and build your learning program.



H My induction requirements

1. Your teacher will lead a discussion about WHS/OH&S induction with your class. List the specific safety induction requirements you must successfully complete before you can undertake your work experience placement.

WHS/OH&S training/induction that I must complete is:	By when?
<p style="text-align: center;">Career Pathways Sample For preview purposes only: Do not copy</p>	

2. Give the correct response for each of these questions about WHS/OH&S induction programs or relevant requirements for your state.
3. Find out other information you might need in order to provide the right advice.



"I'm going on a placement in a few months. What induction program do I need to do?"



"I did a program more than a year ago but I'm going to do a placement in the same industry. What do I do?"

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"I'm doing a VET certificate course. What are my requirements?"



"I'm starting my placement next week but I haven't passed the program yet? What do I do?"



Use the terms to complete the following passage about WHS/OH&S induction.

Workplace safety is a s_____ responsibility. However, when you are undertaking work experience or structured workplace learning it is the responsibility of your employer to ensure that your work e_____ is safe and free from h_____.

When working you must use the correct personal p_____ equipment. It might be your responsibility to be dressed in appropriate c_____ and to wear safety b_____. It will usually be your employer's responsibility to supply appropriate protective equipment. You need to be aware of these requirements b_____ you go on your placement.

At the start of your placement you will be given a _____ tour of your work environment so that you are made aware of any potential d_____. You must also be made aware of the location of first aid facilities, be shown the emergency safety e_____ and the location of the h_____ representative.

Your employer is also responsible for giving you adequate t_____ and appropriate s_____ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p_____ and undertake your work a_____ in a safe manner. This ensures that you do not harm yourself, your c_____, the c_____ nor any other person.

If you are ever unsure of anything you should speak up and ask; your WHS/OH&S _____, your _____, the _____ or anyone s_____. If you feel that you are not being looked after appropriately, ask to be excused and contact your school supervisor i_____.

- | | | | |
|-------------------------------------|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> activities | <input type="checkbox"/> dangers | <input type="checkbox"/> immediately | <input type="checkbox"/> shared |
| <input type="checkbox"/> before | <input type="checkbox"/> environment | <input type="checkbox"/> induction | <input type="checkbox"/> supervision |
| <input type="checkbox"/> boots | <input type="checkbox"/> exits | <input type="checkbox"/> practices | <input type="checkbox"/> supervisor |
| <input type="checkbox"/> clothing | <input type="checkbox"/> first-aid | <input type="checkbox"/> protective | <input type="checkbox"/> threatened |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards | <input type="checkbox"/> rep | <input type="checkbox"/> training |
| <input type="checkbox"/> customers | <input type="checkbox"/> health & safety | <input type="checkbox"/> senior | |

AT4a WHS/OH&S Rights and Responsibilities

For this assessment task you are required to complete a number of activities related to the WHS/OH&S rights and responsibilities of work-related stakeholders; and also in relation to your own WHS/OH&S induction.

⇒ Your teacher will advise you whether you are required to investigate WHS/OH&S rights and responsibilities generally; or for a specific workplace or industry.

⇒ Record your progress below. Your teacher might add other activities, if so list them.

Name:		Re- quired	Due by	Done	Teacher initials
Tasks - AT4a: WHS/OH&S Rights and Responsibilities					
1.	Complete school-based WHS/OH&S induction program such as _____ or relevant VET WHS units of competency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Meet with a workplace WHS/OH&S rep to undertake work-related induction (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Summarise the most important WHS/OH&S roles and responsibilities of employers visual to support this such as a poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Summarise the most important WHS/OH&S roles and responsibilities of employees . Develop a visual to support this such as a poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Interview a workplace WHS/OH&S representative . Outline 6-10 responsibilities associated with their position.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Prepare a report that summarises the WHS/OH&S roles and responsibilities of employers, employees and other work-related stakeholders; as well as the role of WHS/OH&S reps.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Present the report to your teacher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: _____

Date: _____

9. Workplace hazards

Just about every activity we do in life has some sort of hazard associated with it. Risks abound in the food we eat (excessive fats and sugars), our leisure activities (sports injuries), travelling (vehicle collisions), our work lives (workplace accidents and stress) and other activities. We need to effectively control and manage risks and hazards.

Just as in life, it is also vital that you are able to assess risks and control hazards in work-related settings. One way to help enable you to achieve this is by using a hazard control process.

A **hazard control process** uses a procedure that has consistent steps which can be followed and applied for all workplace tasks, activities and jobs. Some industries even have their own specialised hazard control processes to deal with common work-related safety hazards, such as the handling of dangerous chemicals in the Manufacturing industry. You will be introduced to the ITEACM hazard control process later in this unit.



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Common Workplace Hazards



Occupational hazards

1. Choose an occupation you are interested in. Briefly explain how a worker might be exposed to hazards as part of their day-to-day work-related activities.

Hazard	Explanation
e.g. electrical hazards	An electrician has to be very careful of shock because they work with live voltage as part of their job.

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2. Visit the WorkSafe website at www.worksafe.vic.gov.au (or relevant site for your state). Click on Safety and Prevention and then choose Health and Safety Topics and select a topic from the expandible list such as Manual Handling.
3. Outline some of the key issues and hazards associated with this work practice.
4. List some possible strategies to deal with WHS/OH&S issues associated with this work practice.



Health & safety topic:

Key issues and hazards:

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Possible strategies to deal with this hazard:

10. Risk assessment

As you have seen, all workplaces present many potential hazards. Once hazards have been identified it is important to both anticipate and assess potential risk associated with these hazards.

Risk assessment refers to identifying the likelihood of an injury/illness occurring, as well as assessing the potential level and seriousness of harm associated with a hazard.

For example, hazards in the Construction industry include using industrial machinery and equipment. This presents associated noise hazards. Prolonged exposure to excessive noise is a risk to workers. This hazard can cause serious harm and permanent damage leading to hearing loss.

As another example, chefs working in hospitality also use hazardous tools and equipment such as cutting implements and food slicing and grinding equipment.

This hazard presents the risk of cuts, lacerations and even potentially fatal injuries with permanent disfigurement or even amputations.



The risks associated with static desk work can often be greatly underestimated.

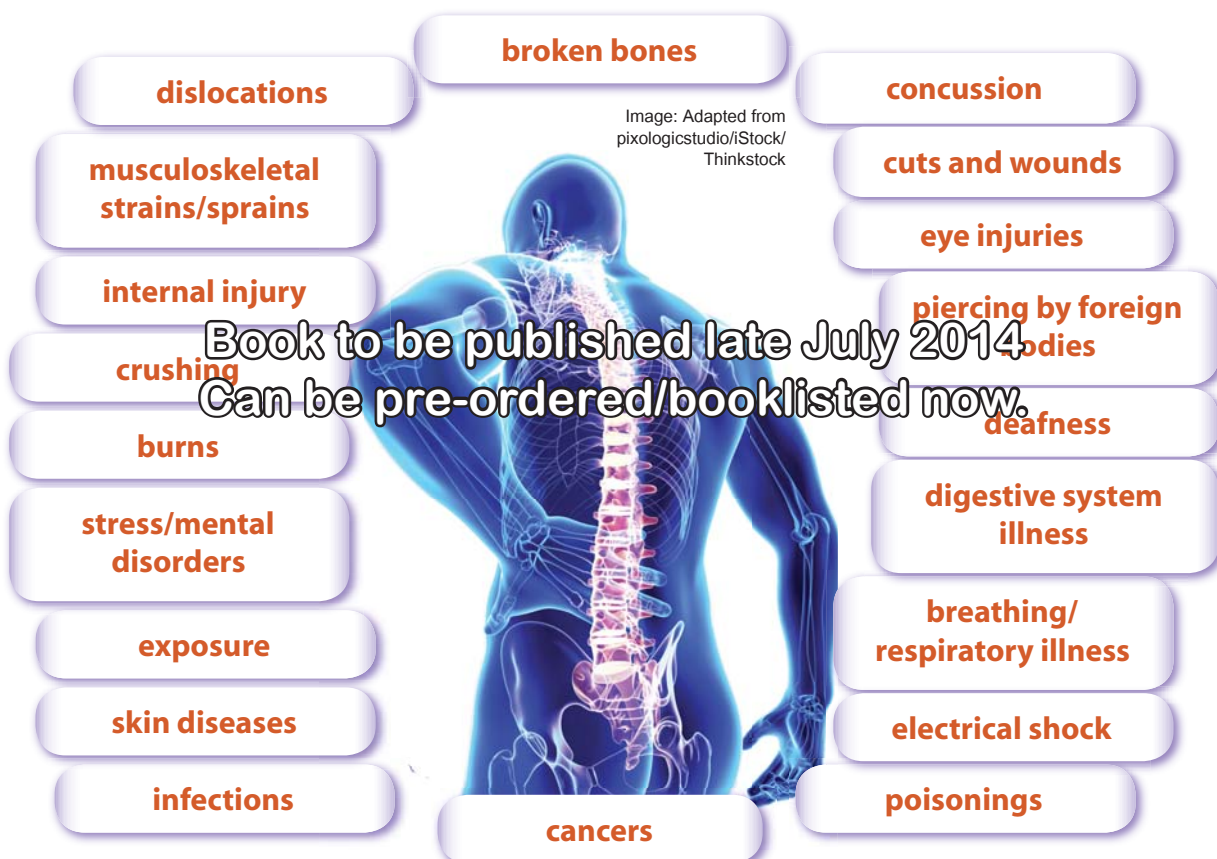
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Work-Related Risks: Injuries/ Illnesses



K Work-related injuries

1. Choose 5 of the *Work-Related Risks: Injuries/Illnesses* from the diagram on p.91.
For each one describe an example of a work activity that might potentially cause this problem for an occupation (or occupations) you are interested in.
2. Find or create an image that illustrates or matches one of these risks.

Cancers: Construction workers can be exposed to deadly particles when removing old e.g. structures containing asbestos. This can lead to the development of potentially fatal mesothelioma disease.

1.

2.

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3.

4.

5.

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11. Work practices

A work practice refers to the way that a workplace has organised its workers, tools, equipment, processes and other resources in order to complete work tasks.

For example, McDonald's has very clearly defined processes and procedures as part of its work practices. These include separation between customer service and food preparation areas, highly-specialised task roles and instructions, standardised cooking times and many more processes and procedures.

It is vital that employers design work practices so that all tasks are carried out safely. This will help assist workplace stakeholders to avoid hazards and minimise work-related safety risks.

12. Emergency procedures

A vital WHS/OH&S issue affecting all workplaces is the management of emergency procedures in the case of incident, injury or threat. This includes hazard control strategies such as emergency equipment, evacuation plans and fire control and exits. Emergency situations may be unexpected, but they do happen. And some industries (manufacturing) and some occupations (nurses) experience these situations much more than others. Some types of emergency situations are listed below, but can you think of others?

- ⇒ Fire or other evacuation (including practice drills).
- ⇒ Workplace accidents and injuries.
- ⇒ Machine malfunction.
- ⇒ Electrical hazards.
- ⇒ Issues with hazardous chemicals



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Career Pathways

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1. Training

- ⇒ Employees should be given supervised training to ensure that they know how to do the task safely and correctly.
- ⇒ e.g. A fast food cook must receive training to learn how to use equipment, tools and utensils safely.

2. Personal protective equipment

- ⇒ Employees should be given access to the appropriate personal protective equipment (PPE) to reduce workplace hazards.
- ⇒ e.g. The cook may need to wear hair nets, safety footwear, gloves and other PPE.



3. Support and supervision

- ⇒ Employees should be given ongoing support and supervision so tasks are done safely at all times.
- ⇒ e.g. The cook should be supervised until they demonstrate competence in the use of relevant equipment.

4. Hazard reporting

- ⇒ Employees should be given the opportunity to communicate and report any hazards; and without threat and intimidation.
- ⇒ e.g. The cook needs to know how to report and must be encouraged to report hazards such as servicing of equipment whenever necessary.

1. Discuss the WHS/OH&S procedures below. Suggest 2 occupations for which this might be an appropriate form of hazard control. Add 1 more procedure you are aware of to the table. Source some suitable images for your work folios.
2. For each procedure, choose 1 of the occupations and explain how this procedure helps deal with hazards more effectively.
3. Source an image or create a graphic of a workplace WHS/OH&S procedure. Label this and include it in your work folios.

WHS/OH&S Procedure	Occupations	How it helps control hazards.
Using personal protective equipment - boots, gloves, vests, masks, helmets, eye and ear protection and so on.	Welder Construction worker	By wearing PPE such as a face mask and protective clothing this stops a <u>welder</u> from seeing the arc which causes eye damage. This PPE also reduces fire risk.
Maintaining safety signs and emergency equipment - fire extinguishers, alarms, exit signs and so on.	<p>Career Pathways Sample</p> <p>For preview purposes only: Do not copy</p>	
Installing appropriate guards, emergency cut-offs and barriers on machines such as power saws and conveyer belts.		
Following fall prevention and safe working at heights procedures.		
Following appropriate hygiene procedures such as preparing and serving food and sterilising equipment.		
Ensuring a workplace free from harassment, bullying, intimidation and violence.		
Clearly marking pedestrian/vehicle zones and traffic areas for use by forklifts and deliveries.		

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13. ITEACM safety procedure

Workplaces can develop and implement specific procedures to deal with hazards and minimise harm and risk. All procedures work best when people follow a step-by-step process with clearly defined roles and responsibilities. One example is the **ITEACM hazard control process**. ITEACM uses six steps or stages that all work-related stakeholders should follow when dealing with workplace safety hazards. Your teacher or workplace might also prefer a different hazard control process. That's fine as well.



ITEACM

- ⇒ Workplace stakeholders should work together to identify potential hazards.
- ⇒ Although the stages are sequential, some might need to be done at the same time. e.g. Employees being **trained**, and also shown how to use personal protective **equipment**, at the same time.
- ⇒ Different employees and managers might have responsibility for particular stages. e.g. Managers and supervisors might have to **assess** new employees.
- ⇒ Some tasks are required at all stages. e.g. Safety issues need to be **controlled** and **monitored** continually.
- ⇒ Some workplaces might change the order of these stages based on their own needs.

Shown below is an example of ITEACM in action for a pick'n'pack warehouse.

ITEACM in Action

Image:
d3images/
iStock/Thinkstock

1. Identify

Pim, a storeperson notices that packages are getting bulkier which is making it hard to pick them up, so he reports this to the supervisor.



2. Train

Staff are trained by the supervisor on staff telling them that packages above a certain size will need to be lifted by two staff members.

3. Equip

Workers are given new uniforms that have body-size specific measuring points sown on the arms that instantly indicate if a box is too wide or too tall for one single person.

4. Assess

Under supervision of a WHS/OH&S specialist, workers try out the new uniforms and the measuring guides, as well as safe lifting techniques.

5. Control

Management writes a policy that incorporates the new uniform and lifting techniques. Each employee gets a copy and new signs are posted in the loading area.

6. Monitor

Workers are asked to fill in a survey four weeks later to report on how the changes are going. Management will use the surveys to check to see if the policy is being followed and if any changes need to be made.

M Hazard control: ITEACM

Using ITEACM, list 2 points for each of the 6 steps for either a plumber, a beauty therapist or a retail worker; and for another occupation of your choosing.

1. Identify

The hazard, associated risk and the potential for harm.



⇒ Career Pathways
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2. Train

Employees to manage the hazard safely and minimise risk.



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3. Equip

Workers with correct personal protective equipment (PPE).



4. Assess

That employees can effectively control hazard



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5. Control

Ongoing work practices associated with the hazard.



6. Monitor

Check that hazards are being controlled consistently.



14. Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment, or in your school or at a workplace.

In order for safety signs to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message such as **red** for **danger**, **yellow** for **caution**, **green** for **exits** and so on.

Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment. Among other things, these signs:

- ⇒ Warn of potential hazards and dangers
- ⇒ Advise on first-aid equipment and procedures
- ⇒ Instruct on the correct personal safety equipment to wear and use
- ⇒ Display mandatory hygiene procedures
- ⇒ Reinforce WHS/OH&S rules and procedures that must be followed.

So do you know the meaning of different signs? Discuss this in a class now.



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Safety signs

N

1. Briefly identify the risk or hazard indicated by each of the warning signs shown below.
2. Suggest an occupation that has each sign as part of its work environment.
3. Add 2 more of your own. (You could generate these using a website such as www.says-it.com/safety/index.php or source images from www.seton.net.au.)



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workplace safety

O Danger signs

1. Fill in the missing letters to complete the danger signs shown below.
2. Suggest an occupation that might have each sign as part of its work environment.
3. Create 3 danger signs of your own related to a workplace you are familiar with.
4. Take and print photos of danger signs from industry and the wider world.



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15. Personal protective equipment

One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (**PPE**). This can include commercial grade safety boots and vests, eye and ear protection, special clothing, safety harnesses, respiratory barriers, gloves, mittens and many, many more. Before you commence work tasks you need to be:

- ⇒ **Informed** of the correct PPE required
- ⇒ **Supplied** with the appropriate equipment; in some cases you might have to supply your own PPE, (this is especially relevant for contractors)
- ⇒ **Instructed** on how to properly use this PPE to control hazards
- ⇒ **Monitored** on the safe and effective use of PPE

Workplace supervisors, OH&S/WHs reps and employers also have to check equipment periodically for signs of wear and tear, damage, whether the PPE is up-to-date with current guidelines and standards. Have you used before?



"My boss has given me the kit, so I'm fit to work!"

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Personal protective equipment

P

1. List the types of personal protective equipment required for an occupation in a workplace in which you are interested.
2. Briefly outline the hazard that this item of PPE is used to control.

Workplace:	Occupation:
Personal protective equipment	Hazard being controlled is...
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Q

Types of PPE

1. Identify each item of equipment shown below.
2. Also suggest an occupation that might use this.
3. Find 3 other images of PPE and label these.

		
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AT4b Workplace Safety Investigation

Overview

For this assessment task you are required to complete a detailed investigation of workplace safety based on a workplace you are familiar with. You should use the work environment in which you are undertaking your work experience placement, unless otherwise negotiated with your teacher. Your teacher will advise you of which tasks you are required to complete and may also add other tasks. Your teacher will also inform you of relevant due dates and the format required for submission.

Part A: Workplace safety audit

For the audit use “S”, “N” and “na”. You will need to seek permission and negotiate with your teacher and potential employer before doing this task.

1. Perform an WHS/OH&S audit of a workplace/worksite for an occupation related to your work experience placement. (See p.104)
2. Fill in an additional safety item for each category.
3. Add at least 6 other WHS/OH&S hazards specifically to this work environment.
4. Draw or photograph 3 WHS/OH&S hazards that are being controlled at the workplace.
5. Draw or photograph at least 3 WHS/OH&S hazards that could be controlled more effectively.
6. Outline how this hazard could be managed more effectively.



Don't tell you that my workplace has lots of hazards that they haven't really even thought about!"

Image:
Lisa F. Young;
iStock/Thinkstock

Part B: Workplace safety

1. Explain the role and importance of workplace safety signs for an occupation related to your work experience placement. (Use images.)
2. Explain the role and importance of 5 items of personal protective equipment for an occupation related to your work experience placement. (Use images.)
3. Summarise the main procedures that apply in this workplace to prevent injuries.
4. Describe how an employee in an occupation related to your work experience placement could be trained to prevent injuries.

Part C: Interview complete the following tasks.

1. Outline the process employees can use to report safety concerns and hazards.
2. Describe an emergency procedure, such as what to do in an accident; or outline an evacuation procedure that exists in this workplace.
3. Obtain an incident report and fill this out for a scenario that might occur in this workplace.
4. Obtain a Register of Injuries or similar form for your state (obtain a blank or sample copy or search www.workcover.vic.gov.au) and summarise its key requirements.
5. Obtain a Worker's Injury Claim Form (or similar form for your state) and fill out a sample form for a potential accident in this workplace.



Name:

Workplace/work environment:

Tasks - AT4b: Workplace Safety Investigation

Re-
quired

Due by

Done

Teacher
initials

Intro: Plan, organise and complete a safety investigation.

⇒ Negotiate a suitable work environment to investigate.

⇒ Organise relevant permissions and timelines.

Part A: Complete workplace safety audit.

i. Undertake a safety audit of a work environment.

ii. Collect or create appropriate images.

iii. Suggest and outline a suitable hazard control procedure for a work-related task(s).

Part B: Investigate a work-related OH&S/WHS problem, issue or hazard.

i. Identify and explain the purpose of safety training.

ii. Identify and explain the purpose of safety training.

iii. Summarise the main safety procedure.

iv. Describe how an employee undergoes safety training.

Part C: Interview a WHS/OHS rep and complete tasks.

i. Outline a process to report safety concerns and hazards.

ii. Describe an emergency procedure.

iii. Obtain and fill-in an incident report.

iv. Obtain a Register of Injuries and summarise key features.

v. Obtain a WHS/OHS report.

Prepare and present a report.

⇒ Prepare your report.

⇒ Present your report.

Additional information:

Signed: _____

Date: _____

Workplace Safety Audit

Workplace: _____ Worksite: _____

Inspected by: _____ Date(s): _____ Time(s): _____

→ Floors...

- ☐ Coverings free from holes.
- ☐ No spills, waste or rubbish.
- ☐ No stock, boxes or materials on floor.
- ☐ _____

→ Aisles...

- ☐ Free from clutter and spillages.
- ☐ Proper line-marking and/or traffic signs.
- ☐ Adequate vision and illumination.
- ☐ _____

→ Windows...

- ☐ No broken panes.
- ☐ Allowing adequate illumination.
- ☐ Allowing appropriate ventilation if appropriate.
- ☐ _____

→ Illumination...

- ☐ Proper lighting for area.
- ☐ Avoidance of shadowing.
- ☐ Light fittings in good repair.
- ☐ _____

→ Workspace...

- ☐ Free from clutter.
- ☐ Benches, desks, chairs etc. in good repair.
- ☐ Adequate lighting.
- ☐ _____

→ Safety equipment...

- ☐ Proper protective equipment available.
- ☐ All employees using equipment.
- ☐ _____

→ Machinery...

- ☐ Safety cutoffs accessible and working.
- ☐ Proper guards in operation.
- ☐ Adequate lighting.
- ☐ _____

→ First-aid...

- ☐ Trained first-aid officer available and known.
- ☐ Equipment clean, maintained and locatable.
- ☐ Emergency procedures known and displayed.
- ☐ _____

→ Electricals...

- ☐ Appliances tagged.
- ☐ No frayed leads.
- ☐ Appropriate storage of items.
- ☐ _____

→ Fire...

- ☐ Appropriate extinguishers in place & serviced.
- ☐ Fire exits marked and kept clear.
- ☐ Emergency procedures known and shown.
- ☐ _____

→ Other relevant WHS/OH&S issues...

- ☐ _____
- ☐ _____
- ☐ _____

- ☐ _____
- ☐ _____
- ☐ _____

Career Pathways

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Work-Related Skills

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5

5. Work-Related Skills: Activities	p.	Due date/Done?	Comment
A My personal competencies	107	<input type="checkbox"/>	
B My social competencies	108	<input type="checkbox"/>	
C My transferable skills	109	<input type="checkbox"/>	
D Skills audit			
E My work-related skills			
F Enterprise capabilities			
G Industry-specific competencies			
H Job tasks	116	<input type="checkbox"/>	
I Work-related skills in jobs	117	<input type="checkbox"/>	
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M Occupation skills and attributes	123	<input type="checkbox"/>	
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AT5 Work-Related Skills	125	<input type="checkbox"/>	
Work-Related Skills Journal	127	<input type="checkbox"/>	
Work-Related Skills Evaluation	128	<input type="checkbox"/>	

Comments:

Work-Related Skills: Introduction

This section focuses on both the recognition and development of a range of work-related skills required of employees in the workplace. It is not expected that you would have developed all of these skills at this stage of your career pathway. However, the aim is for you to recognise the skills needed to support your career pathway and then start to take active steps to develop these in work-related situations such as your work experience placement.

In this section you will investigate a number of topics including:

- ⇒ Personal and social competencies and transferable skills
- ⇒ Employability skills
- ⇒ Enterprise capabilities
- ⇒ Industry-specific competencies
- ⇒ Entry-level skills and requirements

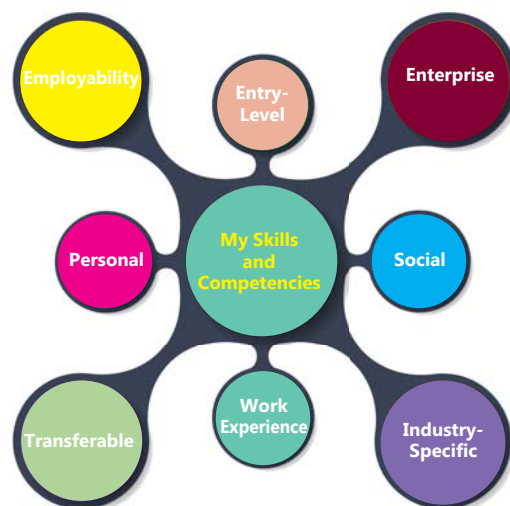


Image: Adapted from: RaZZers/iStock/Thinkstock

At the end of this unit you will undertake an assessment task requiring you to identify, discuss, apply and evaluate your own work-related skills related to a work experience placement or relevant occupation. Do not copy. Update your résumé and your job-seeking portfolio to reflect your own development of these work-related skills.

1. Work-related skills

So what are your skills? Do you have all the work-related skills you will need to make you employable, to help you gain entry into your preferred occupation and to assist you to develop your career pathway?

You need to have general employability skills that you can offer to potential employers. Can you work well with others, use technology and communicate effectively? If so you will be more employable. Employees need employability skills so that they are more productive for their organisation which in turn makes them much more employable themselves.

Work-related skills are the end product of your own abilities, attitudes, training, life experiences and your work experiences. You can build these work-related skills by working, education and training as well as through your personal life experiences.

Lifelong learning means that you will continually develop new work-related skills while improving on your existing skills. Further study at university, at TAFE or in vocational training such as an Australian Apprenticeship may help you with both professional and specific skills-based training. It could even be said that your participation in work experience or work placement this year is one of the first steps in developing your lifelong learning.



2. Personal competencies

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

You can turn your **aptitudes** into useful workplace abilities by developing skills and competencies through training. "Gregor is doing a VET course in IT and might study computing at TAFE or uni."

Personal competencies also reflect your personality and as you have already seen in Section 1, your values.

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

So what are you good at?

Key personal competencies

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



"I'm very good at following instructions."

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My personal competencies

A

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

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

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work-related skills

3. Social competencies

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

Socialisation skills are extremely important in the workplace. Positive

interpersonal relationships

are a key factor in whether you will develop a sense of job satisfaction and enjoy working. And happy workers are productive workers and are more likely to succeed in a work environment. So how are your people skills?

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



Key social competencies

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

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B

My social competencies

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

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

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4. Transferable skills

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



Tina has always been good with children and has built up transferable skills in communicating effectively, being patient and accepting responsibility. She hopes to study child-care or pre-school education.

Generic knowledge and skills

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

At this stage of your career, you can start to put on your résumé or to talk about in a job interview. So it is important to recognise all those transferable skills you might have developed. You can build your transferable skills into work-related skills by performing work-related tasks while still in a school setting. You can then explore how these skills can be transferable to a workplace situation through your work experience or work placement. These skills can help assist you to gain entry-level employment opportunities in industries.

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

My transferable skills

C

1. List 4 transferable skills you have already developed (or could develop).
2. Explain how you should try to develop these transferable skills.

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

work-related skills

D Skills audit

Circle high, medium or low for what you think your current skill level is for each of the (generic) skills in the Skills Audit. Later, after your work experience you should complete the final column to see whether your skills have developed.

Skills Audit	What is my current skill level now...			...and after work experience.		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and interpreting diagrams and plans.	high	medium	low	high	medium	low
4. Making/fixing things with my hands.	high	medium	low	high	medium	low
5. Using a telephone effectively.	high	medium	low	high	medium	low
6. Fixing machines and equipment.	high	medium	low	high	medium	low
7. Helping people with problems.	high	medium	low	high	medium	low
8. Following instructions.	high	medium	low	high	medium	low
9. Coming up with new ideas.	high	medium	low	high	medium	low
10. Planning and organising my time.	high	medium	low	high	medium	low
11. Calculating prices and making change.	high	medium	low	high	medium	low
12. Working with other people.	high	medium	low	high	medium	low
13. Working out timelines and rosters.	high	medium	low	high	medium	low
14. Asking appropriate questions.	high	medium	low	high	medium	low
15. Developing a résumé.	high	medium	low	high	medium	low
16. Writing a job application.	high	medium	low	high	medium	low
17. Using the internet to find jobs.	high	medium	low	high	medium	low
18. Cold-calling about job interviews.	high	medium	low	high	medium	low
19. Recording people's information details.	high	medium	low	high	medium	low
20. Preparing a budget.	high	medium	low	high	medium	low
21. Planning my career pathway.	high	medium	low	high	medium	low
22. Identifying future job prospects.	high	medium	low	high	medium	low
23. Finding out about courses I need to do.	high	medium	low	high	medium	low
24. Preparing for a job interview.	high	medium	low	high	medium	low
25. Being punctual and keeping appointments.	high	medium	low	high	medium	low
26. Using the internet and email professionally.	high	medium	low	high	medium	low
27. Using tools and equipment safely.	high	medium	low	high	medium	low
28. Understanding another language.	high	medium	low	high	medium	low
29. Calculating percentages.	high	medium	low	high	medium	low
30. Using office equipment and technology.	high	medium	low	high	medium	low
31. Giving directions and instructions.	high	medium	low	high	medium	low
32. Filling out application and other forms.	high	medium	low	high	medium	low
33. Driving a motor vehicle.	high	medium	low	high	medium	low
34. Following first-aid procedures.	high	medium	low	high	medium	low
35. Solving customer/client problems.	high	medium	low	high	medium	low
36. Helping people to understand new things.	high	medium	low	high	medium	low
37. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
38. Greeting customers and clients.	high	medium	low	high	medium	low
39. Analysing financial information.	high	medium	low	high	medium	low
40. Working flexible hours and shifts.	high	medium	low	high	medium	low

5. Employability skills

Way back in 2002, the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These are required not only to gain employment, but also to progress within an enterprise so as to achieve one's full potential. These eight skills are a set of **lifelong and work-related skills** that are developed through working, education, training and your personal life experiences.

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

It is expected that all workers in all work settings should be able to demonstrate these as part of their day-to-day work activities. Employees and citizens with well developed employability skills will help develop an **enterprise culture**. You should be looking to develop in each of these eight skills during your work experience placement.

Image: ZavvSG/
iStock/Thinkstock



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

Sample Employability Skills For preview purposes only:

Planning & Organising

Managing your own and other peoples' time, meeting deadlines, being responsible and carrying out activities successfully.

Teamwork

Being able to work effectively with others, help out, ask questions when needed and seek feedback from others.

Self-awareness

Honestly knowing your strengths and weaknesses and being able to take steps to improve yourself.

Communication

Being able to effectively speak, listen and interact for workmates, supervisors, customers and others.

Technological

Being able to use computing and communications (ICT), machinery equipment and tools safely and effectively.

Problem-solving

Being able to work out the best solutions, persevere, use maths and logic and seek help when needed.

Learning

Involves both on-the-job training under supervision and off-the-job training by doing relevant courses.

Initiative and enterprise skills

Being able to use all your skills to develop better ways of completing tasks, being flexible, negotiating, communicating and solving problems.

E My work-related skills

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

Work-related skills	Personal setting	School setting	Work/employment setting
communication			
adaptability			
problem-solving	Career Pathways Sample For preview purposes only: Do not copy		
planning and organising			
managing and leading			
learning	Book to be published late July 2014 Can be pre-ordered/booklisted now.		
technological			
initiative (and enterprise skills)			

6. Enterprise skills

Enterprise skills are other work-related skills that are needed to become an effective employee. Sometimes you might see different list of varied enterprise skills. For our purposes, based on this stage of your career pathways development, we will classify enterprise skills into five sets of **enterprise capabilities**. These five sets include a number of interrelated enterprising skills and behaviours.

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



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Career Pathways

Enterprise Sample Capabilities

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Initiative

Includes but is not limited to:

- ⇒ Identifying opportunities
 - ⇒ Being proactive
 - ⇒ Creating ideas
 - ⇒ Using new technologies
 - ⇒ Asking questions
 - ⇒ Seeking feedback
 - ⇒ Accepting responsibility
- and working with others.**

Adaptability

Includes but is not limited to:

- ⇒ Being flexible
 - ⇒ Learning new skills
 - ⇒ Developing industry-specific competencies
 - ⇒ Embracing change
 - ⇒ Accepting challenges
 - ⇒ Seeking innovation
- and working with others.**

Problem-solving

Includes but is not limited to:

- ⇒ Analysing issues
- ⇒ Making decisions
- ⇒ Dealing with change

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Communication

Includes but is not limited to:

- ⇒ Building interpersonal skills
 - ⇒ Using ICT devices
 - ⇒ Demonstrating cross-cultural skills
 - ⇒ Developing a professional and technical vocabulary
- and working with others.**

and working with others.

Managing and leading

Includes but is not limited to:

- ⇒ Taking charge
 - ⇒ Managing oneself and others
 - ⇒ Planning and organising
 - ⇒ Managing risk
 - ⇒ Using resources effectively
 - ⇒ Working sustainably
 - ⇒ Reviewing performance
- and working with others.**

F Enterprise capabilities

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

Enterprise capability	Personal or school setting	Work/employment setting
Initiative i. ii.		
Adaptability i. ii.	Career Pathways Sample For preview purposes only: Do not copy	
Problem-solving i. ii.		
Communication i. ii.	Book to be published late July 2014 Can be pre-ordered/booklisted now.	
Managing and leading i. ii.		

7. Industry-specific competencies

In order to successfully complete a task, a person must be competent in the specific requirements of that task. Industry-specific competencies are certain competencies that an individual must demonstrate for a particular occupation within an industry.

Industry-specific competencies are set down in training packages developed by industry training boards and form the basis of **competency-based training** for VET and TAFE courses.

Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations. Training packages include units of competency that are developed by industry to meet the specific skill needs of that industry.

For example, using technology is a work-related skill expected generally for all occupations whereas using **55TPOS** for customer transactions might be an industry-specific competency for the Retail Trade industry.

In the Construction industry a carpenter would need to know how to use technology. Specifically for this occupation, carpenters would need to know how to use safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry a chef also would need to know how to use technology; specifically ovens, fryers, cutting tools and so on. These are industry-specific competencies and relevant for that occupation in that industry.



Training, including off-the-job at TAFE and on-the-job through mentoring and supervision is vital for the development of industry-specific competencies.

Industry-specific competencies

G

Choose an occupation that you are interested in. Identify and explain 6 industry-specific competencies that are important in that occupation. (Try: www.myskills.gov.au and search for an occupation, then follow relevant links.)



Occupation:

1.	2.	3.
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4.	5.	6.

work-related skills

8. Work-related skills for jobs

All occupations require the development and application of work-related skills by employees. However, some jobs will need employees who are more developed in some enterprise capabilities and employability skills than in others.

The general types of work-related skills required for occupations are usually set down in an occupation's **job description**, whereas the specific work-related skills needed to perform an occupation's work tasks are usually outlined in **job specifications**.

Job descriptions

- ⇒ Job descriptions are fairly detailed statements that outline the key functions and roles expected of an employee in order to carry out a particular occupation.
- ⇒ Job descriptions clearly communicate the role and tasks expected of an employee.
- ⇒ Job descriptions relate to the position and not to the person. i.e. "What is required of me in order to become this occupation?"

Job specifications

- ⇒ Job specifications are the nuts and bolts of a particular occupation.
- ⇒ Job specifications outline the 'specifics' needed by an employee to successfully perform a designated position. These specifications involve:
 - Skills
 - Competencies
 - Experience
 - Qualifications and technical abilities.

Career Pathways

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H Job tasks

Choose an occupation you are interested in and list 10 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the work-related skills would be most needed to successfully complete each task.

Occupation: Book to be published late July 2014			
Job task	Work-related skill		

1. For each of the work-related skills below 3 different occupational examples are given. Choose one of these occupations for each work-related skill and briefly explain how teamwork will also be used by employees in this occupation.
2. Also briefly explain how another work-related skill complements the original work-related skill that an employee in this occupation would need to demonstrate.

Work-related skill	Occupational example	Crossover skills
communication	<ul style="list-style-type: none"> - A fast food cashier is required to explain new items on a menu. - A hairdresser needs to suggest styles to suit a client. - A nurse might have to carefully explain a care routine to an outpatient. 	<p>1 e.g. Teamwork: Fast food cashiers will work with other employees as part of a service team to prepare, serve and sell food.</p> <p>2 e.g. Fast-food cashiers will need to pour post-mix drinks and use EFTPOS technology so they need to have well-developed <u>technological skills</u>.</p>
problem-solving	<ul style="list-style-type: none"> - A tiler must measure, quote and order the appropriate materials. - A mechanic needs to listen to engine sounds to diagnose possible faults. - A sales assistant must have to deal with an angry customer and offer a refund. 	
managing and leading	<ul style="list-style-type: none"> - A child care worker needs to plan and plan activities for pre-schoolers. - A cinema manager needs to organise rosters 28 days in advance. - Storepersons must ensure that trucks are loaded by the end of the day. 	
initiative and enterprise skills	<ul style="list-style-type: none"> - A gaming worker may have to be flexible and work a rotating shift. - A teacher may have to create easier ways of explaining work to children. - An event manager has to develop new themes, menus and ideas. 	
self-awareness	<ul style="list-style-type: none"> - An actor may need to be aware of their voice control for a character. - A retail manager might need to reflect on their personal and professional skills. - A tailor will have to check that their work is of a high standard. 	
learning	<ul style="list-style-type: none"> - An electrician will have to undergo ongoing learning and OH&S training. - A financial adviser will have to update their skills with training in new IT systems. - A graphic designer might have to learn new design techniques at TAFE. 	
technological	<ul style="list-style-type: none"> - A receptionist may need to use telephone and switch systems. - A theatrical arts worker might have to operate lighting, sound & other equipment. - A landscape gardener might have to operate earthmoving equipment. 	

9. Entry level requirements

Everybody needs to start somewhere. 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.

These entry-level requirements can be classified into three different areas:

- i. Personal qualities, attributes and abilities.
- ii. Qualifications, training and experience.
- iii. Minimum school-related entry requirements



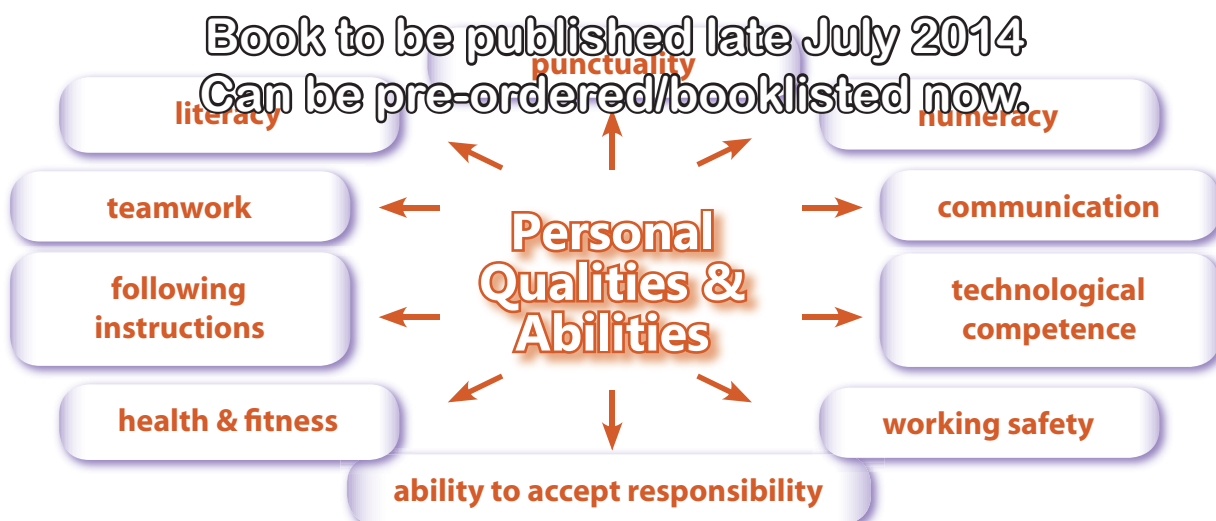
i. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** so as to function as an employee. These 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 quality and skills such as those shown in the diagram below.

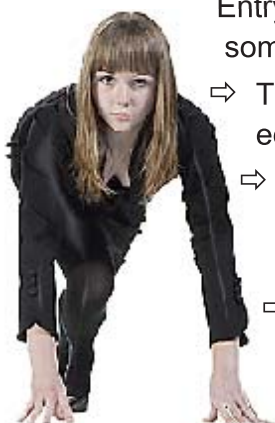
All occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions, among others. You need to develop these generic or general skills through schooling, work experience and workplace learning.

However, some occupations may require different standards for some of these. 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. 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.

iii. Minimum school-related entry requirements

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 and supply of places in that course; as well as a minimum study score in particular **prerequisite** subjects such as maths or science subjects as well as 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 **prior** 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 teacher and your relevant state tertiary selection organisation (refer p.57).

Entry level requirements

J

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.

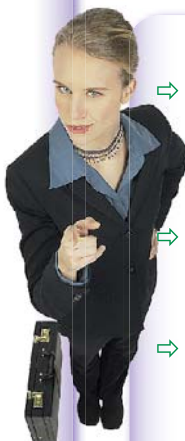
Occupation: Book to be published late July 2014		
Personal qualities etc	Qualifications, training / experience	School-related entry requirements
Can be pre-ordered/booklisted now.		

work-related skills

Entry to Occupational Levels

Professionals & Managers

- ⇒ 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 and registered nurses and many more.
- ⇒ Might include management-level occupations across all industries which might require extensive experience and/or university or higher level TAFE qualifications.



Para-professionals

- ⇒ Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- ⇒ As you can see by their names, para-professional occupations normally 'support' a professional.
- ⇒ These include accounts assistants, engineering associates, legal officers, medical technicians, computer technicians, scientific technical officers, teacher aides, division 2 nurses, office managers, etc..

Career Pathways Sample

Tradespersons

- ⇒ Require completion of a competency-based Australian Apprenticeship normally lasting one or more years. 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...



Trades assistants

- ⇒ Usually require completion of a competency-based Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining formal on-the-job and off-the-job training.
- ⇒ These are often specialised practical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a motor mechanic.
- ⇒ Many business services, retail, hospitality and community service occupations can also be entered by 'traineeship' styles of Australian Apprenticeships.

Practical & manual, and sales and service workers

- ⇒ These usually require completion of a specific industry or skills-related training course or licensing course.
- ⇒ These include truck drivers, forklift drivers, machinery operators, process workers, labourers, cleaners and other manual and practical support workers.
- ⇒ These might also include sales assistants, clerical and service based occupations that offer informal on-the-job training.
- ⇒ However the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies or pre-employment programs.

10. Entry-level skills

Entry-level skills at certificate I, II or III levels can be the first step towards your pathways development within an industry.

Some of you might already be doing a VET certificate. For entry into many trade-related occupations, it is recommended that young people undertake a 'pre-apprenticeship' so as to gain entry-level knowledge and skills. Part-time and casual work can help people get a foothold into an occupation, especially if the work is in a related-industry or if it involves some responsibility. Some occupations such as law enforcement want you to accumulate life skills and maturity.

As your career progresses into more senior, responsible and complex positions you might indeed be faced with a new set of entry-level requirements requiring new training challenges.

As part of the **Australian Qualifications Framework**

(AQF) a person can upgrade their qualification and level in order to advance their career as part of lifelong learning.

Images: Adapted from
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Wavebreak Media/Thinkstock
(r) Dean Mitchell/iStock/Thinkstock



Australian Apprenticeships

- ⇒ Involve a combination of on-the-job and off-the-job competency-based training (CBT).
- ⇒ 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 students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their careers.
- ⇒ Australian Apprenticeships are now available in more than 500 occupations. For more information contact an Australian Apprenticeships Centre. Industries include:

- | | |
|---------------------------------------|------------------------------|
| ✓ Horticulture and related industries | ✓ Local government |
| ✓ Automotive | ✓ Metals & engineering |
| ✓ Building and Construction | ✓ Printing |
| ✓ Business services | ✓ Process manufacturing |
| ✓ Finance services | ✓ Property services |
| ✓ Food | ✓ Public services |
| ✓ Hairdressing | ✓ Retail |
| ✓ Community services and health | ✓ Seafood |
| ✓ Information technology | ✓ Sport and recreation |
| ✓ Light manufacturing and energy. | ✓ Tele-communications |
| | ✓ Tourism |
| | ✓ Transport and distribution |

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Australian Apprenticeships

K

1. Research Australia Apprenticeships at: www.australianapprenticeships.gov.au
2. Prepare a summary report based on your investigations. Topics/key issues that you can summarise include:

- | | |
|---|--|
| <input type="checkbox"/> Steps to becoming an Australian Apprentice | <input type="checkbox"/> Financial information |
| <input type="checkbox"/> Who does what? | <input type="checkbox"/> Employer incentives |
| <input type="checkbox"/> Group training | <input type="checkbox"/> Living away from home allowance |
| <input type="checkbox"/> Australian School-based Apprenticeships | <input type="checkbox"/> Employment conditions |
| | <input type="checkbox"/> National skills needs list |
| | <input type="checkbox"/> Australian Apprenticeships Centre |

work-related skills

L Entry-level 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 tertiary 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 of your own that you are interested in pursuing.

(Use *My Future*, *Job Guide*, your state's tertiary selection guide 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	Career Pathways Sample For preview purposes only: Do not copy			
financial advisor				
motor mechanic				
fire-fighter				
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Complete this table for an occupation using the information drawn from:

www.joboutlook.gov.au



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

Occupation:

Skills	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Knowledge	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Abilities	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Interests	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Job environment	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Work values	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
Activities	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒

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N

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

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

Word/terms	Definition	Example/information/resource
	Career Pathways Sample For preview purposes only: Do not copy	
	Book to be published late July 2014 Can be pre-ordered/booklisted now.	

Overview

You are required to investigate the work-related skills required of an employee for an occupation you are interested in.

- ⇒ Usually this will be the occupation most closely related to the one in which you undertake work experience placement.
- ⇒ You might instead choose an entry-level position (such as an apprenticeship) that exists in the work setting at which you are undertaking your work experience placement.
- ⇒ In some special cases you might be able to negotiate with your teacher the most appropriate occupation to choose, this could be a future career ambition.

Part A: Work-related skills activities

Complete some or all of the following tasks as instructed by your teacher.

Name:		Re-quired	Due by	Done	Teacher initials
Part A: Work-related skills activities					
107	My personal competencies	✓			
108	My social competencies	✓			
109	My transferable skills	✓			
110	Skills audit	✓			
112	My work-related skills	✓			
114	Enterprise capabilities				
115	Industry-specific competencies	✓			
116	Job tasks				
117	Work-related skills in jobs	✓			
119	Entry level				
121	Australian Curriculum				
122	Entry-level requirements	✓			
123	Occupation skills and attributes	✓			
Part B: Work experience journal and report					
Complete daily work experience journal		✓			
Prepare submit/present work experience report		✓			

Part B: Work experience journal and report

Choose an occupation in a specific work setting within an industry. This should be directly related to your work experience placement. You must prepare a work experience report that successfully completes each of the following tasks.

- i. Maintain and complete a suitable workplace journal as directed by your teacher.
- ii. Describe how an employee would use 5 work-related skills on a day-to-day basis.
- iii. Describe 3 specific work-related skills and/or industry-specific competencies that an employee would need for this occupation.
- iv. Explain the types of training and qualifications an employee in this occupation would need to undertake in order to develop these work-related skills and competencies.
- v. Summarise advice from a supervisor in this workplace on how a young person could best develop those work-related skills and competencies needed in order to gain entry into this occupation and industry.

Add any important information here:

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Workplace Learning Journal			
You must complete one of these record pages for each day of your work placement/work			
Name:		Day:	
Workplace:		Supervisor:	
		Date:	
		Page:	
Times	Description of main work tasks and duties performed.		
7.30-8.30			
8.31-9.30			
9.31-10.30			
10.31-11.30			
11.31-12.30			
12.31-1.30			
1.31-2.30	<div> <div>Career Pathways</div> <div>Sample</div> <div>For preview purposes only:</div> <div>Do not copy</div> </div>		
2.31-3.30			
3.31-4.30			
4.31-5.30			
5.31-6.30			
Work-related skill	Description of how you developed this work-related skill. (Consider enterprise capabilities, employability skills or specific skills as per your teacher's instructions.)		
	<div> <div>Book to be published late July 2014</div> <div>Can be pre-ordered/booklisted now.</div> </div>		
Describe a WHS/ OH&S practice you followed or observed in action today.			
Outline any special arrangements or requirements for tomorrow.			
Student signature:			Date:
Supervisor's signature:			Date:

Work Experience Evaluation - Work-Related Skills

A copy of this evaluation needs to be completed by your supervisor in relation to your work experience. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

	Excellent	Very Good	Good	Basic	Not shown
☹ Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Showing initiative (and enterprise) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Solving-problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Managing and leading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Planning & organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Learning new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Being self-aware.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Working in teams.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☹ Working safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

Signed: _____ Date: _____

Work-Related Issues

Introduction	130
1. Rights and Responsibilities....	132
2. Workplace Conditions	138
3. Interpersonal Effectiveness ..	144

4. Changing Work Environment...	152
5. Labour Market Trends.	158
Assessment Task 6.....	164
Unit Summary Record	166

6

6. Work-Related Issues: Activities	p.	Due date/Done?	Comment
A Work-related issues: interview	131	<input type="checkbox"/>	
1A Rights and responsibilities	133	<input type="checkbox"/>	
1B Equal opportunity	135	<input type="checkbox"/>	
1C Australian unions	137	<input type="checkbox"/>	
2A Workplace conditions	142	<input type="checkbox"/>	
2B Wages and conditions	143	<input type="checkbox"/>	
3A Interpersonal skills	144	<input type="checkbox"/>	
3B Emotional intelligence	145	<input type="checkbox"/>	
3C Multiple intelligences	147	<input type="checkbox"/>	
3D Team roles	149	<input type="checkbox"/>	
3E Resolving conflict	151	<input type="checkbox"/>	
4A Workplace flexibility	153	<input type="checkbox"/>	
4B Workplace technology	155	<input type="checkbox"/>	
4C Innovation	157	<input type="checkbox"/>	
5A Industry trends	159	<input type="checkbox"/>	
5B Employment	164-	<input type="checkbox"/>	
5C For your career	165	<input type="checkbox"/>	
AT6 Work-Related Issue	166	<input type="checkbox"/>	
Unit Summary Record			

Comments:

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Work-Related Issues: Introduction

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

- ⇒ **Rights and responsibilities**
- ⇒ **Workplace conditions**
- ⇒ **Interpersonal effectiveness**
- ⇒ **Changing work environments** and
- ⇒ **Labour market trends.**

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

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

So consider the common issues listed below and throughout section 6, and think about how you and stakeholders in workplaces you are familiar with might develop and use work-related skills to deal with each of these work-related issues.



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

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

1. Rights and Responsibilities

i. Rights and responsibilities

Both employees and employers have certain rights and responsibilities in relation to the workplace. Work involves a legal contract between the employee and the employer. Many workplace rights and responsibilities are set down in law.

You have the right to receive fair pay for work done, a right to be treated with respect and a right to a safe workplace. An employer has the right to expect productive work from employees, a right to expect that employees treat each other with respect and a right to expect that employees maintain a safe workplace.

In order to meet these rights employees and employers must fulfil certain responsibilities. These responsibilities usually require a joint effort on the part of both employees and employers and create a positive workplace culture with minimal conflict. Many employee responsibilities may also often extend to external stakeholders of the organisation such as contractors and others.



"How do I find out my rights and responsibilities?"

Check out:
www.worksite.actu.asn.au
This site has lots of useful information about your rights at work.



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Basic workplace rights

As an employee you naturally have the right to the following.

- ⇒ Fair and proper pay.
- ⇒ Minimum working conditions such as personal leave and other basic entitlements.
- ⇒ A safe and healthy workplace environment.
- ⇒ Safe work practices that minimise harm.
- ⇒ Access to appropriate training and career development.
- ⇒ Freedom from discrimination.
- ⇒ Freedom from verbal or physical harassment and bullying.
- ⇒ Freedom of association to join or not to join a union.
- ⇒ Protection against unlawful termination and unfair dismissal (only valid in some settings).
- ⇒ To be treated with respect and dignity.

Basic workplace responsibilities

As an employee you are expected to fulfil certain responsibilities.

- ⇒ To perform a fair day's work.
- ⇒ To act in the best interests of employers.
- ⇒ To not disclose confidential information about the employer, clients, customers and processes.
- ⇒ To carry out work duties in a safe and healthy working workplace.
- ⇒ To not harass, bully or intimidate other workers, customers or suppliers.
- ⇒ To undertake relevant training as directed by your employer.
- ⇒ To contact and inform the employer of absences and other issues in accordance with workplace guidelines.
- ⇒ To appropriately, safely and correctly use equipment, tools and machinery.
- ⇒ To follow relevant legal guidelines and rules.

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Complete the table for the one of the following options.

- ☐ A workplace in which you are interested (e.g. work experience or work placement).
- ☐ Your casual or part-time job.
- ☐ A manager/supervisor or owner in a workplace that you can interview.
- ☐ A workplace agreed to by negotiation with your teacher.

Specific rights of employees in this workplace.	Specific responsibilities of employees in this workplace
e.g. Junior employees are paid \$12.75 per hour on weekends as part of the EBA.	e.g. Employees must not disclose the personal details of any customer.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Explain how employees find out about their rights and responsibilities in this workplace.	

ii. A fair workplace

It is essential for both your own personal wellbeing and for the wellbeing of society in general that workplaces are free from unlawful discrimination and harassment. Workplaces should also aim to provide positive incentives to help promote a more culturally diverse society.

- ☺ **Equal opportunity** and **anti-discrimination** exists to give people a fair go; which is an underlying notion of equity in Australian culture.
- ☺ Equal opportunity legislation makes it illegal to discriminate against people.
- ☺ Each state has its own similar equal opportunity legislation. There is also Commonwealth legislation related to this area as well.
- ☺ Various legislation outlaw discrimination because of marital status and gender in employment, education, accommodation and provision of goods and services.
- ☺ The Australian Fair Work Commission point to find out information about this topic: www.humanrights.gov.au.



Image: Nelosa/
iStock/Thinkstock

Equal Opportunity

It is unlawful to discriminate against a person based on their:

- ⇒ Gender
- ⇒ Race
- ⇒ Age
- ⇒ Religious beliefs
- ⇒ Disability or illness
- ⇒ Marital status
- ⇒ Industrial activity
- ⇒ Political beliefs
- ⇒ Sexuality
- ⇒ Parental status
- ⇒ As well as some other reasons.

Affirmative action

- ⇒ Affirmative action is a policy used by the government and by some organisations to positively target and support under-represented groups in society generally.
- ⇒ Organisations use affirmative action policies to try and attract, recruit, develop and retain students, trainees, employees and others to create a more culturally diverse workforce.
- ⇒ Under-representation is often caused by socio-demographic factors such as gender, ethnicity, age, disability, income level and other such factors.

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1. Why is discrimination unfair?

2. List 5 grounds or bases on which it is unlawful to discriminate against people.

3. How does equal opportunity make things fairer?

4. What is affirmative action? Give an example of an affirmative action policy.

5. Find out the meaning of **lawful discrimination**. Describe an example.

6. Design a poster or multimedia resource that illustrates an area of equal opportunity/anti-discrimination that you believe is important. Include:

- ⇒ Why the discrimination is not on and who they can contact or go to for help and
- ⇒ The name and details of outside agencies that they can get help from such as the Australian Human Rights Commission, your state's human rights or equal opportunity agency, Job Watch, the ACTU, and other agencies.

Check out their websites for ideas and get designing! You might be best doing this activity in pairs or groups.



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iii. You and unions

One decision you will need to make when you enter the workforce is whether or not to join a union. Some of you might already be a member of a union through your part-time or casual employment.

Unions exist across all industries and all occupations. According to Australian laws you cannot be forced to join a union nor can you be prevented from joining a union. This right to choose is called '**freedom of association**'.

Many workers are happy to join and become a member of a union so that they can enjoy the benefits of belonging to a group with power and experience in workplace negotiation. Unions will help support you and stand up for your rights, protecting you from unfair work practices. "In union there is strength."

Many workers refuse to join unions as they don't wish to pay union fees and/or they don't feel that unions provide any positive benefit for them.

Some occupations and industries are highly unionised such as public administration and safety, some trades, utilities, transport, nursing and education. Other industries have low rates of unionisation. In recent years there has been an overall decline in union membership due to factors such as:

- ☹ Increased casualisation and contract workers
- ☹ A shift towards professional and white-collar occupations
- ☹ Increased female workplace participation and
- ☹ Changing industrial laws such as AWAs and Workchoices under the previous **industrial relations** system.



"But who'll stand up for you if your boss is not treating you right?"

Role of unions

- ⇒ The main aim of unions is to protect workers' rights and conditions such as:
 - ✓ Rates of pay
 - ✓ Sick leave
 - ✓ Working hours
 - ✓ Penalty rates
 - ✓ Overtime and other entitlements.
- ⇒ Unions have a large role in workplace safety development and monitoring, and also in developing and implementing training arrangements including Australian Apprenticeships.
- ⇒ Many large firms, especially in transport and manufacturing industries work with unions and the ACTU in order to provide a positive workplace culture.
- ⇒ The Australian Council of Trade Unions (ACTU) is the peak union body representing all unions in Australia. ACTU represents Unions NSW, Unions ACT, Unions NT, Unions Tasmania, SA and Victorian Trades Hall Council.
- ⇒ The ACTU has a key role negotiating with governments and employer groups and in trying to bring about positive change in society to promote equity and fairness.
- ⇒ In Australia as of August 2013, 1.7m or 17% of all employed persons in their main job were union members. (16.3% of males, 17.8% of females, 41.7% of public sector and 12.0 % of private sector employees.) (Source: ABS, 6310.0)

1. Find out the names of these unions. List their web addresses. Add 2 unions to this list.
2. Identify the main industry and an occupation that each union is likely to represent.



You might be best completing this task in pairs. Use www.actu.org.au for help.

Union	Full name	Web	Industry	Occupation
TWU				
AMWU				
CEPU				
CFMEU				
MUA				
TCFUA				
FSU				
HSU				
NTEU				
RTBU				
UFU				
FAAA				
APFA				
SDA				
AEU				

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3. Outline why you might, or might not, join a union when you become an employee.

2. Workplace Conditions

i. Workplace conditions

Workplace conditions relate to both the monetary and non-monetary benefits and rewards that an employee obtains from working. Many of these conditions are set down in law and are guided by the type of workplace arrangement that an employee is employed under. The most obvious work conditions are rates of pay and whether penalty and overtime loadings apply. Minimum rates of pay are protected under law but penalty rates and overtime loading can apply for many occupations. If you have part-time or full-time employment you might be interested in your annual, personal and long service leave entitlements. For your future career you might be interested in conditions such as superannuation, career progression and family leave provisions. You also need to consider days and hours of work, minimum shift lengths and others.

Wages

- ⇒ Wages are calculated on an hourly basis and normally apply for trades or for lower, semi-skilled, and temporary employees.
- ⇒ A set rate is determined in a state award, a federal pay scale or a registered (enterprise) agreement.
- ⇒ In some cases employees can earn higher wages if they perform higher duties such as when acting in a supervisory role.
- ⇒ Employees might also be paid on a piece-rate basis depending on shift, holiday and weekend work.
- ⇒ A wage will be related to an employee's classification and junior wage rates will apply in most industries; and in Australian Apprenticeships.



"I don't want a high salary I just want a job that has family-friendly arrangements so that I can balance my work/life commitments."



Salaries

- ⇒ Salaries are calculated on an annualised basis and normally apply for higher-skilled, managerial, para-professional and professional occupations.
- ⇒ Although salary earners don't automatically earn more than wage earners, salaried occupations tend to have higher income levels.
- ⇒ Salaries are not just paid once a year! Just like wages they are usually paid fortnightly or monthly.

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Retainers, commissions, piece-rates and bonuses

- ⇒ Employees in sales occupations, such as real estate agents and sales reps, may be paid an annual retainer topped up with a sales commission or a bonus. A retainer is usually quite low but the salesperson has the potential to earn more based on achieving sales targets. The bonus or commission acts as an incentive that rewards employees.
- ⇒ Many employees, including those in managerial positions may have access to bonus payments or team bonuses as part of their salary package. Usually these bonuses are based on an employee's performance in their annual review.
- ⇒ A piece-rate of pay is given to an employee for producing a quantifiable amount of output or performing tasks. Pay is not structured on an hourly basis.

Superannuation

- ⇒ Under law, employers are required to contribute at least 9.25% of an employee's average annual income as superannuation as at 2014.
- ⇒ This was planned to rise to 12% by 2020, but the Coalition government proposes to delay the rise by 2 years (until about 2015-16).
- ⇒ This contribution applies to full-time, part-time and casual employees, employees aged 18+ (also for employees <18 who are working 30+ hours/ week) and those earning more than \$450 gross a month.
- ⇒ Some employers offer higher superannuation as part of their employment conditions which encourages workers to be loyal to that organisation.



Fringe benefits

- ⇒ Many professional and managerial workers are rewarded with fringe benefits as part of their overall salary package.
- ⇒ Fringe benefits may include items such as company cars, fuel allowances, rent allowance, travel allowance, laptops, tablets, mobile phones, private gym memberships, health insurance and other relevant benefits.
- ⇒ Fringe benefits are paid instead of cash income. The employee receives these fringe benefits as part of their employment package but doesn't have to spend their own cash to pay for these items. By 'sacrificing their salary' an employee receives a lower income and might pay less tax, but still gets the benefit!
- ⇒ The employer pays fringe benefits tax on these benefits.

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Workplace freebies, perks and discounts

- ⇒ Some employees are given other benefits that come from working for companies that produce particular goods and services. They may be entitled to discounts on travel, home loans, products and other non-income benefits.
- ⇒ Some organisations also offer employees workplace perks and incentives such as free gymnasiums and health care, childcare facilities, free food and snacks and even alcohol(!), as well as coffee, coffee and more coffee. But you should really see what happens when employees have to buy their own milk! Some of these perks, such as discounts, are actually fringe benefits!
- ⇒ Ask your teachers about all the perks they don't get!



ii. Basic workplace conditions

Workplace conditions are set down in law. As at mid 2014, all employees working in Australia are protected by a set of minimum workplace rights and conditions of employment. This set of 10 '**National Employment Standards**' are basic entitlements that apply to all full-time employees, and to part-time employees (on a pro-rata basis). The safety net also includes a set of minimum pay rates reviewed annually.

Minimum pay rates

The **Fair Work Commission** reviews minimum wages each year. This national minimum wage applies to employees who aren't covered by an award or agreement

- ⇒ In July 2014 the minimum rose to \$16.87/hour (\$640.90 for a 38 hour week) for adults, from \$16.37/hour in 2013
- ⇒ All pay rates in future years will increase by 3% for all classifications.
- ⇒ Casuals get an extra 25% hourly.
- ⇒ Apprentices get between 55-95% of this rate.
- ⇒ Juniors get between 36.8-97.7% of this rate.
- ⇒ Workers with a disability have different rate levels.

(Source: Annual Wage Review, Fair Work Australia, 2014.)

National Employment Standards

1. A maximum standard working week of 38 hours for full-time employees, plus 'reasonable' additional hours.
2. A right to request flexible working arrangements to care for a child under school age, or a child (under 18) with a disability.
3. Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.
4. Four weeks paid annual leave each year (pro rata).
5. Ten days paid personal/carer's leave each year (pro rata), two days paid compassionate leave and two days unpaid carer's leave, for each permissible occasion.
6. Community service leave for jury service (paid up to 10 days) or for dealing with certain emergencies or natural disasters (unpaid).
7. Long service leave.
8. Paid days off on public holidays unless required to work.
9. Notice of termination and redundancy pay.
10. The right for new employees to receive the Fair Work Information Statement.

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"So how much do we get paid?"



PayCheck Plus
Fair Work Ombudsman has an online tool that will help you determine which award you are employed under, relevant job classifications and associated rates of pay. It takes some getting used to but is a good starting point for your research.

www.paycheck.fwo.gov.au/PayCheckPlus.aspx

The Fair Work Ombudsman also has a range of guides that list pay rates and other relevant conditions for employees covered by awards.

www.fairwork.gov.au/pay/minimum-wages/pay-guides

You can call for assistance on 13 13 94



"Beats me, I only work here!"



iii. Specific workplace conditions

When you start employment you are required to sign some official documentation from your employer. One of these documents will be your employment declaration relating to your tax file number and another is likely to be your employment contract or workplace agreement.

Many employees are unaware of the type of workplace arrangement they work under. If you are aged under 18 and covered under a registered agreement, this must be co-signed by a parent or guardian. You cannot be forced or coerced into signing an agreement or contract that you don't understand.

Which workplace arrangement?

The type of workplace arrangement workers are employed under depends on a number of factors. In most cases, managers and other highly-skilled professionals are likely to be on individually negotiated contracts. Many trades and manual workers will be on a registered enterprise agreement (this might still be called an EBA) or paid according to (modern) awards.

Some industries and workplaces have a history of successful unionisation and as such are more likely to have negotiated a registered enterprise agreement. Many medium-sized and large organisations favour registered enterprise agreements while others use the (modern) award system. Small businesses often use (modern) awards under the federal system, or the minimum conditions of the NES, or relevant state awards (WA).

One of the most complex parts of workplace law is finding out the wages and other conditions that you are entitled to. Many employees might be entitled to other and better conditions, as well as higher rates of pay, depending on the type of workplace arrangement they are employed under. Your wage rates and conditions depend on a number of interrelated factors as outlined below.

- ⇒ The official title of your occupation in which you are employed.
- ⇒ The classification level of your occupation.
- ⇒ Whether you are employed as a junior or an Australian Apprentice.
- ⇒ Whether you are employed as a full-time, part-time or casual employee.
- ⇒ Whether you are covered by a **registered enterprise agreement** (such as the *Woolworths National Supermarket Agreement, 2012*) negotiated on your behalf with your employer, or whether your wages and conditions are covered under an **award** (such as the *General Retail Industry Award 2010*).
- ⇒ Whether you are employed by a pty. ltd. company; or by a non-incorporated entity such as a partnership or sole trader (usually a small business).
- ⇒ The state in which you are employed (WA and others might have some variations).
- ⇒ Whether you have an **individual contract** negotiated with your employer (usually for senior management positions).

Your teacher can guide you on how to find more information or advice if you need it. A great starting point is the **Fairwork Infoline (13 13 94)** or by searching **PayCheck Plus** through www.fairwork.gov.au. I'd recommend calling first!

Workplace Agreements

Registered enterprise agreements

- ⇒ A registered enterprise agreement (or EBA) is an agreement negotiated between an employer (or employers) and employees; or most likely a union acting on their behalf.
- ⇒ Many medium-sized and large organisations use these to set wages and conditions.
- ⇒ Workers employed under these agreements usually have much better wage rates and conditions than the 10 NES and usually better pay rates than (modern) awards.
- ⇒ An agreement will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up these through:

www.fwc.gov.au/awards-and-agreements/agreements/find-agreement



Awards

- ⇒ Modern awards (or simply awards) apply to an industry or to an occupation and proscribe a set of minimum conditions for employers and employees across Australia who work in that same industry or occupation.
- ⇒ These minimum conditions apply in addition to the National Employment Standards.
- ⇒ On 1 January 2010, modern awards replaced thousands of federal and state-based awards (pre-modern awards).
- ⇒ Modern awards might not apply to some managers, nor some high income employees.
- ⇒ You can look up modern awards through:

www.fwc.gov.au/awards-and-agreements/awards/find-award



Contracts (individual)

- ⇒ Some management and nearly all senior, executive, subcontracting and consultant positions are negotiated as common law contracts.
- ⇒ Think of these when you hear about CEOs, executive positions, AFL coaches (getting sacked!) and other high-flyers.
- ⇒ One day it might be you on one of these!

2A

Workplace Agreements

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You are required to investigate a senior position or an occupation related to your work experience. Use the headings below to develop a table in your workbooks. Your teacher might also instruct you to complete a similar investigation for a more senior position that you might be interested in later in your career.

- | | | |
|---|---|--|
| <input type="checkbox"/> Occupation/classification | <input type="checkbox"/> Job classification/level or grade | <input type="checkbox"/> Relevant allowances |
| <input type="checkbox"/> Workplace | <input type="checkbox"/> Relevant wage rates | <input type="checkbox"/> Rostering |
| <input type="checkbox"/> Type of workplace agreement that applies | <input type="checkbox"/> Casual loading & minimum shift hours | <input type="checkbox"/> Loading/penalty rates |
| <input type="checkbox"/> Title of workplace agreement that applies | <input type="checkbox"/> Junior wage rates (%'s) | <input type="checkbox"/> Overtime loadings |
| <input type="checkbox"/> Position title/main functions or description | <input type="checkbox"/> Apprenticeship/traineeship rates (%'s) | <input type="checkbox"/> Meal/rest breaks |
| | | <input type="checkbox"/> Leave provisions |
| | | <input type="checkbox"/> Other information. |

1. Answer the following statements as true or false. Then discuss these as a class.

- a. All employees earn wages on a per/hourly basis.
- b. Junior wage rates are usually calculated as a proportion of adult rates.
- c. The minimum adult wage rate is \$16.87 per hour.
- d. A person on a salary always earns more than a person on a wage.
- e. Most employees being paid a salary are usually not likely to be paid any overtime.
- f. Employees who work as professionals are more likely to be paid a salary.
- g. Salespeople are often paid a combination of a retainer and commission.
- h. A piece-rate is paid on a per/hourly basis.
- i. By law, employers must pay superannuation on behalf of most of their employees.
- j. Employees cannot receive fringe benefits.
- k. Some employers offer perks and discounts as part of their employment conditions.
- l. Employees must never work more than 38 hours per week.
- m. Full-time employees are entitled to 4 weeks of paid annual leave per year.
- n. All employees are entitled to paid parental leave.
- o. Part-time employees can take ten days of paid personal/carer's leave per year.
- p. An employee on the minimum pay will earn \$622.20 for a standard 38-hour week.
- q. No employee in Australia can be paid less than \$16.87 per hour (as at July 2014).

2. Reply to the following statements and then discuss these as a class.

- i. Employees can receive pay and conditions better, but not worse, than the 10 minimum workplace conditions.

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- ii. Money is the most important workplace condition for employees to worry about.

3. Interpersonal Effectiveness

i. Interpersonal skills

In workplaces of the 21st century more emphasis is being placed on employees requiring well-developed interpersonal skills. Interpersonal skills relate to one's ability to work effectively with other people. Interpersonal skills might even be more important to an employee than traditional measures of intelligence such as IQ or technical skills.

The way we act and relate to other people forms the basis of our interpersonal skills. It is important that you can recognise your own interpersonal strengths and weaknesses. This will help shape your emotional intelligence. Some people also say that an individual's personality and overall mood influences their emotional intelligence.



It's important to develop interpersonal skills as well as technical skills in the workplace.

Some of you may have already experienced a boss or some other person in a position of authority who is well-skilled in their position but has poor interpersonal or people skills. These ineffective relationships can affect your emotional intelligence.

For you to develop as a well-rounded individual, you must have the **people-skills** to match and support your technical skills and qualifications.

3A Interpersonal skills

Briefly describe 3 interpersonal skills that you will need in order to succeed in your workplace. How will you, or did you, develop these?

Workplace/occupation:

1.

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2.

3.

ii. Emotional intelligence

Modern research is showing that people as employees must be much more than just technically skilled, they must also have well-developed **emotional intelligence**.

Emotional intelligence is a type of **social intelligence** that involves the ability to monitor the feelings and emotions of yourself and other people.

People with well-developed emotional intelligence are able to interact positively with fellow workmates and with customers and clients. Although theories on how to accurately measure emotional intelligence do differ we can say that a person's level of emotional intelligence is a strong indicator of their ability to work successfully with other people.

Many jobs call on different emotional abilities. The varied nature of work tasks and different work environments means that different emotional intelligences are needed.

Occupations such as nursing and counselling require a high level of empathy, sales and marketing might need active listening, engineering might need a discipline and teaching requires patience.

Studies have also found that men and women score differently on emotional intelligence with women scoring higher in social responsibility and men in self-confidence.

It is important to develop work teams that involve people who have varied emotional intelligences. This allows a group to make up for individual strengths and weaknesses and creates a sense of **synergy** whereby, "...the sum of the whole is greater than the sum of the parts."

Skills of EI

Some generally accepted skills related to emotional intelligence include:

- ⇒ Empathy
- ⇒ Self-awareness
- ⇒ Self-assessment
- ⇒ Self-confidence
- ⇒ Self-control
- ⇒ Teamwork
- ⇒ Communication
- ⇒ Flexibility
- ⇒ Adaptability
- ⇒ Trustworthiness
- ⇒ Conscientiousness
- ⇒ Conflict management
- ⇒ Initiative
- ⇒ Intuition.

Emotional intelligence

3B

1. Describe 2 workplace examples that demonstrate your emotional intelligence.

2. Use the internet to research theories, issues and tests surrounding emotional intelligence.
3. In pairs create and act-out workplace scenarios showing strong and weak emotional intelligence.



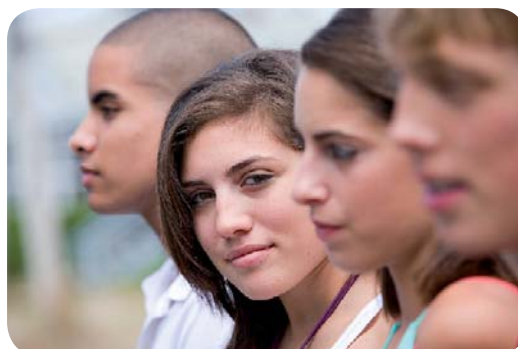
iii. Multiple Intelligences

As workers you will have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight 'Multiple Intelligences' that form the basis of emotional intelligence. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of co-related intelligences.

Multiple intelligences and emotional intelligence have become key considerations in developing workplace teams. So what are you good at?



"eFctv Tmz r creatD by blncn Tm mmbzr
varid ntLgncz. Ds z caLd SNRG."

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1. List each multiple intelligence. Rank yourself using *very low, low, medium, high, very high*. Also rank another member of the class. Tabulate and discuss these results as a class.

My multiple intelligence rankings.			
<i>Interpersonal</i>			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

Multiple intelligence rankings for _____			
<i>Interpersonal</i>			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

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2. Choose 4 of the multiple intelligences and for each one explain how this relates to your duties as part of your work experience.

MI	Explanation

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iv. Workplace teams

All workplaces consist of teams of people working together. Being able to work effectively as part of a team is a fundamental employability skill.

Everyone must co-exist in the workplace, no matter the work environment or the organisation. This includes large organisations employing tens of thousands of people, all the way through to small organisations, or even micro businesses with fewer than five people. Even a sole-trader (someone who works on their own) has to interact with customers, clients, suppliers, contractors and other professionals.



Your role in a team

One of the most important factors that employers look for when employing someone is their ability to work with other people. As you know, work environments are team environments. So what strengths do you have that you can contribute to create a positive team environment?

And while we're at it, what are your weaknesses? What are the areas you need to build and develop to make you a more effective team member and therefore more employable? Are you avoiding things because they're too hard or just too hard for you? An honest assessment of your strengths and weaknesses, as well as the areas in which you need to improve, will help you understand your potential to contribute to a team.

Synergy

Have you heard the saying, "The sum of the whole is greater than the sum of the parts"? We call this 'synergy'. Effective teams are based on team members having a range of skills. This means that individual weaknesses can be avoided. Working as a team creates synergy because people are selected to work together based on their complementary strengths and weaknesses and not on their friendships.

Team dynamics

Teamwork is a skill. It is not just about working with others, but also about working with other work-related skills. Colleagues must work together in work teams. Managers and employees must communicate effectively as a team. Some organisations invest millions of dollars into team-building exercises in order to build effective workplace relations and minimise interpersonal conflict.

When people are in teams they often take on roles which creates interesting team dynamics. A key to developing effective workplaces is to employ staff who not only get along with each other but that can work co-operatively. Staff who are happy are more likely to stay, whereas those who are unhappy are more likely to leave.

Remember you don't need to be best friends with everyone in a workplace. But just because someone isn't your friend it doesn't make them your enemy. In order to minimise interpersonal conflict in teams you need to be tolerant, cooperative and professional rather than personal.

Team Roles

Driver Their role is to lead the group so as to achieve the team's goals.	Recorder Their role is to take minutes and keep records of all important matters.	Facilitator Their role is to provide resources and links that help goals be achieved.
Critic Their role is to challenge ideas to ensure that things are being done properly.	Implementer Their role is to put the plans into action by organising and doing.	Supporter Their role is to go along with good ideas and support the suggestions.
Innovator Their role is to suggest new and creative ideas and processes.	Monitor Their role is to chair, review and make sure that everything is on track.	Influencer Their role is to encourage members to accept established or new ideas.
Timekeeper Their role is to make the team aware of deadlines and to establish urgency.	Peacemaker Their role is to ensure that team harmony is achieved and people get along.	



Image: adapted
boygovideo,
iStock/Thinkstock

Team roles

3D

Observe a team or group situation in a workplace you are familiar with.

- Note the 'roles' that various team members are 'performing'.
- Describe if they are performing their role in a positive or in a negative manner.
- Describe whether any roles, different from those listed above are being performed.
- Explain whether this team will benefit from any other of the roles listed above.

(Draw up an expanded version of this table in your workbooks to record your observations.)

Team meeting/activity: _____			
Observed by: _____		Date: _____	
Team members: _____			
How could the team benefit from another role(s)?			

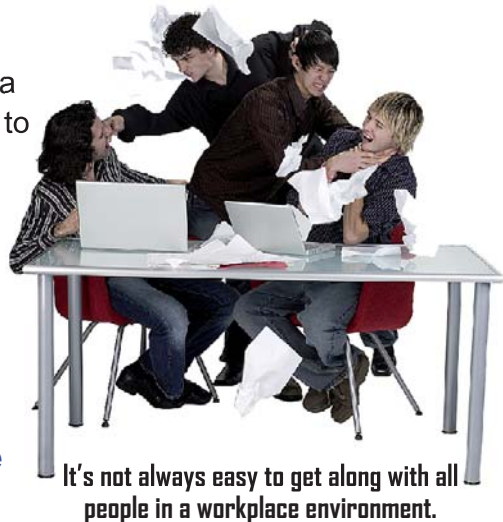
work-related issues

v. Interpersonal conflict

Interpersonal conflict occurs in the workplace as a result of poor interaction between people, or due to problems that arise when completing work tasks.

Interpersonal conflict can lead to high levels of stress, illness, absenteeism, labour turnover, lost productivity and poor relations between employees and managers, customers or other employees.

However various work-related skills can be developed and used to help deal with **workplace conflict**.



It's not always easy to get along with all people in a workplace environment.

Interpersonal conflict

Not all people in a workplace get along! Conflict might occur due to a clash of personalities, positions, responsibilities, values, attitudes and even territoriality.

Career Pathways

Sample

Management/subordinate conflict

Many employees face conflict due to poor management and employee relations. Conflict arises due to a clash of values, attitudes and behaviour.

Effective training and cooperation will see all levels of employees work together to achieve positive outcomes.

Personal/working life conflict

We live a life and work gets in the way! Personal/working life conflict uses a conflict between our work and personal lives. Working hours, overtime, rosters, deadlines, workload, stress, interpersonal relationships, responsibilities; they all impact on our working and personal lives.

Conflict resolution: Create a Win-Win situation

1. Change conflict to co-operation by working together.

- ☺ Aim to satisfy the underlying needs of the parties rather than focusing on possible solutions.
- ☺ Attack the problem, not the person.

2. Communicate, be empathetic and gain an understanding of the other party's needs.

- ☺ Ask questions about their point of view.
- ☺ Remain calm and don't accuse or judge the other person.

3. Explain how the other party's behaviour or position makes you feel.

- ☺ Use words that emphasise feelings.
- ☺ Show how the consequences of actions or inaction impacted on your feelings.

4. Use a mediator to solve the problem.

- ☺ In industrial disputes an independent third party may be brought in to help the parties negotiate and reach an agreement.
- ☺ In neighbourhood disputes trained mediators can help to reduce personal confrontation.
- ☺ In a workplace you might need to refer a difficult customer to an appropriate supervisor.

5. Workplaces should have conflict resolution policies.

- ☺ Follow established policies and guidelines.
- ☺ Document the situation in writing.
- ☺ If unsure, intimidated or you feel that the conflict isn't being resolved seek help from a supervisor, senior work colleague, your union rep or an outside agency.

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Stuck in the middle

Freida is an office manager at Posh Panels, a smash repair and panel beating business. She has two bosses, Larry and Chlohee.

Larry and Chlohee have very different attitudes towards Frieda and what she should be doing in the business. This often causes arguments between them, sometimes in front of Frieda.

Larry is laid-back and is happy for Frieda to get on with the job and only asks her to do specific tasks for her occasionally. To Larry, Frieda doing her job well, with high quality and efficiency is more important than her always being busy or the number of hours she clocks up. On slow days, Larry is happy to let Frieda go early if she always stays back when things are busy.

On the other hand, Chlohee likes to make sure that she is getting her money's worth out of Frieda and checks constantly that Frieda is busy enough and is at work for the prescribed hours each day.

Chlohee may often give Frieda 'busy work' to fill in time on slow days.

Frieda is often put in an uncomfortable position. For example, last Friday she had arranged with Larry to leave a bit early and put off some work tasks to Monday, because it was her boyfriend's 21st party that night. When she was packing up to go, however, Chlohee, asked her what she thought she was doing. This led to another argument between Larry and Chlohee and Frieda ended up working late because Chlohee was so angry.

Frieda likes the work she does, it is close to home and she gets good training. But she hates the conflict and doesn't like Chlohee intimidated by her actions.

She's thinking of looking for another job but feels that it is unfair that she should have to do just because Larry and Chlohee can't agree on Frieda's duties.



Complete the following questions in your workbooks.

1. Describe the conflict that seems to be occurring in this scenario.
2. Outline the reasons for the conflict occurring.
3. Who is the conflict between? Explain.
4. Describe how you would feel if you were:
 - i. Freida
 - ii. Larry
 - iii. Chlohee.
5. Use the steps in a conflict resolution process to suggest strategies to solve this conflict.
6. Develop and role play a conflict scenario and then model effective conflict resolution using the 5-steps in the conflict resolution process.

4. Changing Work Environment

Introduction

The work environment is constantly changing and evolving and will continue to do so as you develop your career pathway. Workers are expected to be more flexible, to have a greater suite of technological skills and to be prepared to embrace and drive innovation. These three issues are addressed in this section. As you work through the material think of examples of how workplace flexibility, technology and innovation occur in your workplace.

i. Workplace flexibility

Workplace flexibility is a key force for change impacting on the workplace resulting in the development of enterprising flexible work arrangements. At the most basic level we can categorise workplace flexibility as being either **numerical flexibility** which refers to when an employee performs their tasks; and **functional flexibility** which refers to what an employee actually does when performing those tasks.

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

Workplace flexibility can also be considered a quality management initiative that aims to get better value from employees. Workplace flexibility aims to increase employee efficiency through increased availability and **multi-skilling**. It is expected that all workers will be both more numerically and more functionally flexible. Was that the case in your workplace?

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Numerical flexibility

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

- ⇒ Hours of work
- ⇒ Weekend work
- ⇒ Holiday work
- ⇒ Varied start and finish times
- ⇒ Overtime
- ⇒ Rotating rosters
- ⇒ Broken or split shifts
- ⇒ Duration of shifts
- ⇒ Part-time arrangements
- ⇒ Casual working arrangements
- ⇒ On-call arrangements
- ⇒ Contract arrangements.

Functional flexibility

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

- ⇒ Multi-skilling employees to perform a variety of tasks.
- ⇒ Job rotation through different occupations and departments
- ⇒ Telecommuting to allow employees to work from home.
- ⇒ Job redesign and redeployment to increase the complexity of an employee's role.
- ⇒ Training employees to be higher skilled.
- ⇒ Organising work practices to have employees operating in teams.
- ⇒ Increasing employee responsibility through job enrichment.

Flexible Work Arrangements

Casual

- ⇒ Employment on a non-permanent basis. Casual shifts may be as little as 3 hours.
- ⇒ The employer is not required to supply leave and other entitlements to casual workers and employment can be terminated at short notice, however, a higher hourly rate of pay is usually offered.

Part-time

- ⇒ A time fraction that is less than full-time but which entitles the worker to all conditions enjoyed by full-time workers on a pro-rata basis.
- ⇒ Part-time work, unlike casual work, is usually permanent and generally between 1-34 hours per week.

Multi-skilling

- ⇒ Training one's employees in a variety of skills that allow maximum flexibility of deployment and which supports synergy and teamwork.
- ⇒ Workers can be rotated through different work tasks. This allows work to be shared in very busy times since a variety of employees have been trained to be competent in a range of tasks.

Redeployment

- ⇒ The movement of an employee from one job task within an organisation to another.
- ⇒ This may be desirable for a number of reasons including changes in technology, up-skilling of the staff-member or as part of a process of up-skilling.

Job-sharing

- ⇒ This occurs when a job is divided between more than one worker.
- ⇒ Hence one worker may work for two days a week and the other for three. They may even work on the same day to allow continuity and avoid duplication of tasks.

Telecommuting

- ⇒ When an employee works from home using an organisation's ICT infrastructure to communicate and complete work. e.g. Computers, internet, intranet, phones, video-conferencing and so on.
- ⇒ This is increasingly becoming more common in work settings in the Professional, Scientific & Technical Services industry and with the 'cloud'.

Outsourcing/contracting

- ⇒ Work that is undertaken for a specified period of time or for a particular job using external stakeholders.
- ⇒ This allows employers to buy in or outsource specialised skills only when they are needed, such as IT or marketing specialist.

Flexitime/time-off-in-lieu

- ⇒ Time off in compensation for overtime or for extra hours worked.
- ⇒ This allows a worker puts in additional hours at the request of the employer and take the same amount of time off at a later date.

"In my job as a dance performer and teacher it is important that I am flexible; but also that I am flexible."

Workplace flexibility

4A

work-related issues

1. Classify these flexible work arrangements as either examples of numerical or functional flexibility.
2. Describe examples from your workplace that illustrate flexible work arrangements.
3. What do/did you need to do to be more flexible as part of your work experience? How was this flexibility supported by your employer?

ii. Workplace technology

Technology is a tool used by humans in order to achieve a desired aim. In industry we can say that technology is a capital input in which an organisation invests. This investment is aimed at using natural resources more effectively, improving the productivity of labour and/or developing the process of enterprise. So technology is an example of **capital** that is used to improve **productivity**.

Consider some of the tools used by humans to improve productivity and efficiency in workplaces throughout modern industry. From the simplest example of a pen, hammer or screwdriver right through to advanced robotics and sophisticated information technology systems, technology is an ever-present and ever-evolving constant in our personal and working lives. You can clearly see how the appropriate use of technology can make businesses and people more enterprising.

Productivity

Productivity is a measure of the ratio of **inputs** required to generate a given amount of **outputs**. If more products are being made with fewer employee-hours and/or less dollars, then productivity is likely to be rising. Productivity growth can be measured as a percentage change in the ratio of **outputs** to **inputs**.

Probably the most significant questions asked by organisations when considering updating their technology are, "How much will it cost," and "How much will it save?" If the cost of any technology falls, **labour costs** become relatively more expensive. This makes businesses more willing to invest in technological advancements. Of course there is a greater up-front **fixed cost** associated with new technologies. However, over the long-term, **overheads** should fall, productivity should rise and the business should earn greater returns.

For example, a nailgun might save a carpenter 30 minutes out of a 10-hour day, each day. All else being equal, the carpenter's productivity (time) has increased by 5%; (30 min. / 600 min.) However, in order to measure true **multi-factor productivity**, the carpenter will need to assess whether the saving in labour time makes up for the cost of the nailgun. The cost of the nailgun must be compared to the cost associated with the use of the new nailgun such as safety, quality, accuracy and so on.



Manufacturing technology

- ⇒ These items of technology are used directly to produce and manufacture goods.
- ⇒ These include tools, equipment and machinery and all other items used by employees to effectively carry out the production process.
- ⇒ Manufacturing technology also includes sophisticated infrastructure and ICT systems.

Service technology

- ⇒ These items of technology are used to support organisations that produce services; as either their direct service technology (cash registers for retailers), or indirect service technology (telephone systems for retailers).
- ⇒ Service technology is also used by manufacturers to support production of goods; such as their office ICT systems or maintenance services and so on.

Labour-intensive production

Labour-intensive production refers to using a greater proportion of employee effort in the production process. In Western countries such as Australia, the cost of modern technological innovations is falling, while at the same time, labour costs are constantly rising. This is leading to a shift away from labour-intensive production.

However, some industry sub-sectors are still quite labour-intensive. This relates especially to high value-added goods in manufacturing where human skill and care is needed, such as with designer clothing. Also small specialised goods producers that service niche markets are often quite labour-intensive. Human expertise in these crafts is still superior to mass production.

Service industries such as education, child-care, health and community services are also very labour-intensive. How labour-intensive is your workplace?



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bottom;
Stockbyte/Stockbyte/

Capital-intensive production

Investment in new technology is a move towards a more capital-intensive method of production. Capital is basically money, the money invested by the owners of a business, or the funding contributed by the government to a government organisation, or the funding contributed by some other agency such as a not-for-profit organisation.

Ongoing technological innovation is enabling enterprises to invest more easily in technological processes rather than in labour-intensive processes. This is making it relatively more attractive to invest in technological innovations, or these more capital-intensive methods of production. An enterprising organisation may invest in new and innovative technology to increase productivity and efficiency.

For example, a tractor manufacturer might invest \$1m in a new tractor. A mining company might invest \$1m in a new mining machine. A construction firm might invest \$5m into new graders. A beverage manufacturer might invest \$50m on a new automated bottling facility. And an electricity supplier might invest billions into a new power station!

So what types of capital-intensive production processes did you experience as part of your work experience?



Workplace technology

4B

1. Investigate a workplace you are familiar with and prepare a summary report of the types of work-related technologies it uses.
2. Clearly explain whether it relies on labour-intensive or capital-intensive or production processes and why.

iii. Innovation

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

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

New goods or services or new processes may involve the development of new technology (e.g. tablet devices), an adaptation of existing technology to a new use (e.g. eCommerce), or may be non-technological in nature (e.g. a change in work practices or managerial change; as well as some changes in marketing, such as ‘live sites’ using QR codes).

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

Innovation demonstrates a culture of leadership and comes from being enterprising, being **proactive** and seeking out opportunities. The key to innovation is in ensuring that Australian organisations adapt to new technological changes and opportunities to improve work practices. Enterprising workers are innovators. They seek better ways to achieve their outcomes. Have you experienced in your workplace that improved outcomes for stakeholders?

i. Technology-focused innovation

Workplace technology is a fundamental part of modern industry and technology-focused innovation is often a product of invention, discovery, research and development.

Many innovations that focus on the development of new workplace technologies usually improve one or more of the factors of safety, productivity, accuracy, precision, speed, force, capacity and so on. New technological inventions are innovative, new uses for technology are innovative and new work practices that incorporate technology are innovative.

ii. People-based innovation

Although many innovations are technology-driven, enterprising organisations recognise that, in reality, innovation is people-driven. Given this, the success of any innovation relies upon the people that use that innovation.

People-based innovation recognises that people are the most important agents of change as part of a culture of innovation and enterprise. Therefore, any new technological innovation relies on the willingness and ability of people to embrace that innovation. This also extends to the provision of adequate and suitable training as part of lifelong learning.

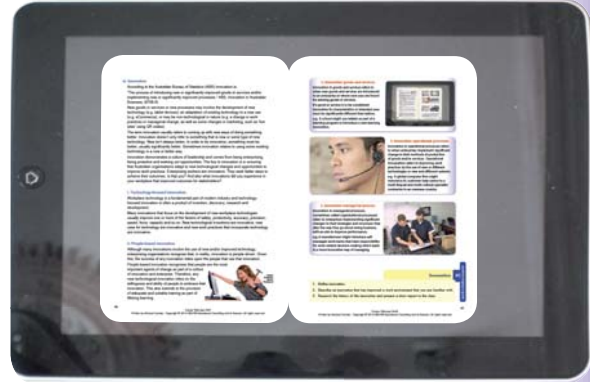


Image:
Zardinax/
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1. Innovative goods and services

Innovation in goods and services refers to when new goods and services are introduced to an enterprise or where new uses are found for existing goods or services.

If a good or service is to be considered innovative its characteristics or intended uses must be significantly different than before.
e.g. A school might use tablets as part of a learning program to introduce a new learning innovation.



2. Innovative operational processes

Innovation in operational processes refers to when enterprises implement significant change in their methods of production of goods and/or services. Operational innovation refers to improving work practices by the use of new or different technologies or new and different systems.

e.g. A firm might outsource its customer help centre to a bilingual and multi-cultural specialist contractor in an overseas country.



Career Pathways
Sample
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3. Innovative managerial process

Innovation in managerial processes, (sometimes called organisational processes) refers to enterprises implementing significant changes to their strategies and structures that alter the way they go about doing business, with an aim to improve performance.

e.g. A manufacturer might introduce self-managed work teams that have responsibility for work-related decisions, moving to a more innovative way of managing.



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Innovation

4C

work-related issues

1. Define innovation.
2. Describe an innovation that has improved a work environment that you are familiar with.
3. Research the history of this innovation and present a short report to the class.

5. Labour market trends

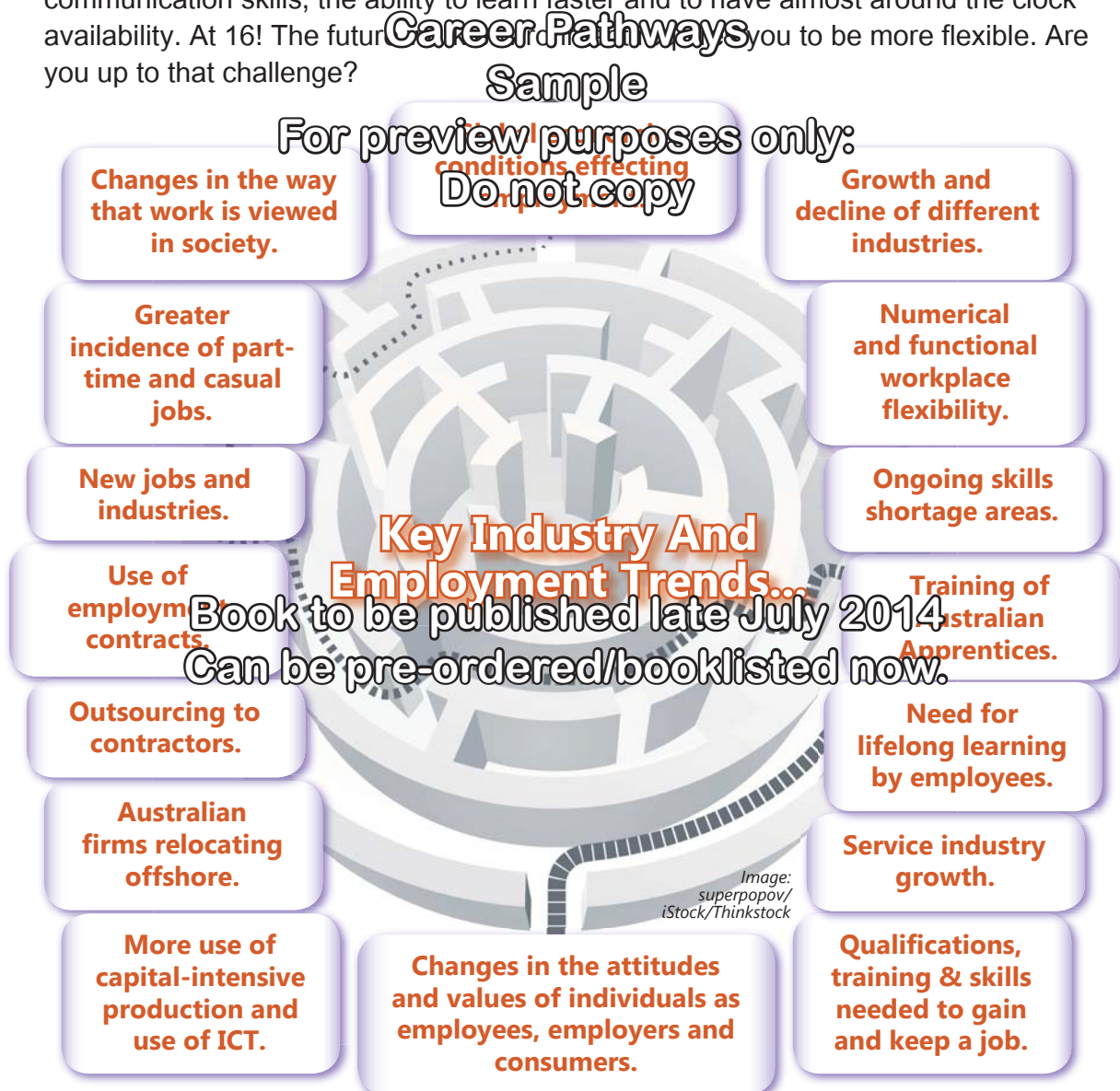
i. A changing world

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

As an employee you might now be expected to work any day of the week, for as little as a 3-hour shift and be notified of this by SMS while still sitting at school in your English class!

Some industries such as hospitality and retail trade, which both employ significant numbers of young people, operate 24-7! Work availability clashes with your 'life' making it harder to achieve a positive work/life balance.

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



Employment In Australian Industries Nov. 2013						
Industry	Employment	Part/time	Female	Actual emp. change (2009-13)	Projected emp. change (2014-18)	
Agriculture, Forestry and Fishing	319,100 (3%)	27%	29%	-12.9%	-0.9%	
Mining	274,500 (2%)	3%	15%	55.6%	-4.5%	
Manufacturing	934,100 (8%)	15%	27%	-9.6%	-4.3%	
Electricity, Gas, Water & Waste Services	157,100 (1%)	7%	21%	18.9%	6.2%	
Construction	1,038,100 (9%)	15%	12%	3.5%	8.0%	
Wholesale Trade	403,300 (3%)	17%	33%	0%	4.9%	
Retail Trade	1,251,000 (11%)	49%	57%	2.0%	7.8%	
Accommodation and Food Services	780,100 (7%)	58%	56%	8.7%	7.1%	
Transport, Postal and Warehousing	588,300 (5%)	20%	22%	-1.6%	5.5%	
Information Media & Telecommunications	193,700 (2%)	22%	42%	-14.6%	0.1%	
Financial and Insurance Services	420,100 (4%)	17%	52%	4.3%	4.9%	
Rental, Hiring & Real Estate Services	195,900 (2%)	24%	49%	-1.7%	7.7%	
Professional, Scientific & Technical Services	896,300 (8%)	22%	43%	13.4%	9.9%	
Administrative and Support Services	390,600 (3%)	42%	51%	12.8%	9.6%	
Public Administration and Safety	774,200 (7%)	17%	47%	15.3%	6.3%	
Education and Training	895,800 (9%)	38%	70%	10.85	13.3%	
Health Care and Social Assistance	1,405,300 (12%)	44%	79%	23.8%	16.3%	
Arts and Recreation	111,100 (1%)	44%	45%	6.05	7.4%	
Other Services	474,800 (4%)	29%	43%	4.15	4.4%	
Total (all industries)	11,645,100	30%	46%	6.5%	7.2%	

Source: Australian Jobs For People with Disabilities

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Industry trends

5A

1. Use statistics to show whether you are likely to work in a growing or declining industry.

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2. Describe one other statistic about the industry in which you are most likely to work.

3. What can you do to improve your employment prospects?

work-related issues

ii. Changing employment trends

Generally speaking employment trends are influenced by three main factors:

1. The overall strength of the economy driving employment growth including skills shortages,
2. The changing structure of industry including the growth and decline of certain industries, and
3. Changing patterns in the way that work is performed including numerical flexibility and functional flexibility of employees.

You must realise that you cannot control these trends. But you can control whether you have the work-related skills necessary to suit changing employment trends. Therefore, it is important that you consider how industry is changing and evolving. Opportunities will continue to emerge in occupations and industry sub-sectors that you might not even have thought of yet! Make yourself ready.



"It's a different world now. When I started working I was a telephonist and then a typist. When I got married I was expected to give up my job!"

Career Pathways

Skills shortages

Sample

One of the key factors in planning your future pathway is to consider jobs that are experiencing a skills shortage. These are the occupations for which employers need workers; both now and also likely in the future. Skills shortages provide opportunities for the future.

Skills shortages arise because of a mismatch between the occupations in demand within the labour market and the skills offered by potential workers. Young people who are aware of future skills shortages may be best placed to train for entry into these occupations. Australian industry is experiencing skills shortages in many areas and in some cases has had to 'import' skilled workers to fill vacancies.

The skills shortage has been blamed on factors such as poor industry image, lack of appropriate training opportunities and ineffective recruitment. One thing is sure, a lot of money, time and expertise is now being allocated to attracting young people to these occupations and industries; perhaps you could consider these as a pathway?

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⇒ Airconditioning and Refrigeration Mechanic	⇒ Farm Managers	⇒ Panelbeater
⇒ Arborist	⇒ Floor Finisher	⇒ Pastrycook
⇒ Audiologist	⇒ Geologist	⇒ Petroleum Engineer
⇒ Automotive Electrician	⇒ Geophysicist	⇒ Physiotherapist
⇒ Baker	⇒ Glazier	⇒ Production Manager (Mining)
⇒ Building Associate	⇒ Hairdresser	⇒ Registered Nurses
⇒ Butcher or Smallgoods Maker	⇒ Landscape Gardener	⇒ Roof Tiler
⇒ Chef/Cook	⇒ Locksmith	⇒ Sheetmetal Trades Worker
⇒ Child Care Worker	⇒ Midwife	⇒ Small Engine Mechanic
⇒ Early Childhood (Pre-primary School) Teacher	⇒ Mine Deputy	⇒ Solid Plasterer
⇒ Electrical Linesworker	⇒ Mining Engineer (excluding Petroleum)	⇒ Sonographer
	⇒ Motor Mechanics	⇒ Stonemason
	⇒ Optometrist	

Source: Skills Shortage List - Australia,
Department of Employment/
www.docs.employment.gov.au/node/7770



iii. Future trends

There are some clear trends occurring in the labour market and throughout Australian industry.

- ⇒ Employment in goods-producing industries is under threat whereas employment in service industries will continue to grow as more and more people are employed in 'white-collar' and customer-service roles.
- ⇒ Australia's mining boom has caused huge local employment growth in that industry and its support industries, and this is expected to continue for some time yet. However, this will not continue indefinitely.
- ⇒ Manufacturing employment continues to decline due to greater use of capital-intensive manufacturing processes and relocation of local producers offshore.
- ⇒ Employment in Health-Care and Social Assistance as well as Education and Training will continue to provide professional services.
- ⇒ Workers who have higher skills will continue to be in demand but lower-skilled workers and those in firms which are closing (such as the automotive manufacturing industry) will have to retrain and upskill in order to suit the needs of an evolving labour market.
- ⇒ Youth unemployment continues to be a growing burden, especially for young people who do not have post-secondary qualifications.
- ⇒ Opportunities still exist through Australian Apprenticeships, and some areas of the labour market are experiencing ongoing skills shortages and a need for more trainees.
- ⇒ New occupations will emerge and specific industry sub-sectors will grow. This will be mainly driven by innovation, capital-intensive technology and changing patterns in the use of ICT.
- ⇒ Online technologies are creating opportunities for niche operators to start their own micro business in 'retail', professional services and media-related enterprises.



Some Key Statistics

Labour force ^{1&2}

Total employment
Nov 2004: 9.8m May 2014: 11.60m
Total part-time employment
Nov 2004 2.8m May 2014: 3.53m
Number of people unemployed
Nov 2004: 548,600 May 2014: 713,900

Part-time ^{1&2}

% part-time employees
Nov 2004: 28.4% May 2014: 30.5%
% of employed males part-time
Nov 2004: 15.1% May 2014: 17.2%
% of employed females part-time
Nov 2004: 44.9% May 2014: 46.1%

Casual ^{4&3}

% employees nominally 'casual' ^{4&3}
Aug 2003: 27.6% Aug 2013: 23.8%
Males: Aug 2003: 24% Aug 2013: 21%
Female: Aug 2003: 31.9% Aug '13: 27%

Skill level ^{1&2}

% employed as managers & professionals
Nov 2004: 27.0% Aug 2013: 34.2%
% employed in lowest-skilled occupations
Nov 2004: 18.8% Aug 2013: 16.2%
Note: Differences in classifications over time.

Industry ^{1&3}

% employed in manufacturing industries
Nov 2004: 11.1% Aug 2013: 8.3%
% employees in service industries (incl construction)
Nov 2004: 83.9% Aug 2013: 89%

Unemployment duration ^{4&5}

Male 2004: 50 weeks, 2010: 16 wks
Female 2004: 39 weeks, 2010: 14 wks

Sources: ABS: ¹ Australian Labour Market Statistics, 6105.0, Jan 2005. ² Labour Force, 6202.0, May 2014. ³ Employee Earnings, Benefit and Trade Union Membership, 6310.0, Aug 2013. ⁴ Australian Social Trends, 2005, 4102.0. ⁵ Australian Social Trends, 2010, 4102.0.

5B Employment trends

1. You must use evidence to either prove or disprove each of the following statements about Australian employment trends

i. Mploymnt is grwn ovr tMe

ii. Der z mo fL-tMe MployEz thN pRt-tMe & cz MployEz.

iii. D % f pRt-tMe MployEz z grWN.

iv. IMst 1/2 f aL fmle MployEz r pRt-tMe.

v. D % of mle wRkrz hu r cz z < thn the % f Fmle wRkrz hu r cz.

Career Pathways

vi. Mo MployEz cNtinU 2 b Mployc Sample EZ cMpard wit mNufCtrn

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vii. MployEz r mo likLy 2 b hiR Do not copy

viii. ppl r lkLE 2 b unMployD for < tMe.

2. After discussing these statistics as well as industry and employment trends outline 5 actions you should undertake so as to make yourself more employable.

In order to deal with future employment trends I should ensure that I....

1.

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2.

3.

4.

5.

1. What are the 3 main factors influencing employment trends?
2. What should or can you do to deal with these trends?
3. What is a skills shortage? Why do skills shortages occur?
4. Are there any skills shortages occupations that you are interested in? Find a more recent list of skills shortage occupations by searching online.
5. Research online for youth unemployment rates generally, and for your region.
6. What can you do to improve your chances of gaining employment as part of your career pathways development?
7. Consider some of the questions below? What are the answers to these questions? How do you know that these are the right answers? Will these answers change in 2-3 years when you finish secondary school?
8. So, what is your next step in your career pathways development?



Career Pathways Sample

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AT6 Work-Related Issue

You must select **one work-related issue** to investigate based on a **selected occupation** that occurs in a **specific workplace** or **work environment**. (This should be the one in which you will undertake, or have undertaken, work experience.) You should choose from one of the following issues, however, your teacher might suggest others.

- | | |
|--|---|
| Work-related issues to choose from: | <input type="checkbox"/> Workplace flexibility |
| <input type="checkbox"/> Workplace rights and responsibilities | <input type="checkbox"/> Workplace technology |
| <input type="checkbox"/> Equal opportunity and anti-discrimination | <input type="checkbox"/> Innovation |
| <input type="checkbox"/> Role of unions in the workplace | <input type="checkbox"/> Employment trends |
| <input type="checkbox"/> Interpersonal effectiveness | <input type="checkbox"/> Issues affecting young workers |
| <input type="checkbox"/> Conflict resolution | |

Tips: This activity is best completed as a report using headings and sub-headings. Your teacher will advise you on word limits, due dates and other matters.

1. **Explain one work-related issue and how this issue relates to a selected occupation for a specific workplace.**

(Consider: Explain this issue generally. How does it relate to this workplace generally? How does it relate to this specific occupation in this workplace?)

2. **Outline the role of 2 different workplace stakeholders in relation to the issue.**

(Consider: What are their rights and/or responsibilities in relation to this issue? What are they required to do in response to this issue? Do/did they have a role in establishing any policy, rules or laws?)

3. **Discuss the ways that at least 2 different work-related skills might be used to deal with this issue, (other than teamwork/working with others).**

(Consider: Identify and explain each work-related skill generally. Discuss how each work-related skill has been, or could be, used to deal with this issue. Consider how these work-related skills complement others.

4. **Discuss the ways that teamwork and working with others might be used to deal with this issue.**

(Consider: Identify and explain each skill generally. Discuss how each skill has been, or could be, used to deal with this issue. Consider how these skills complement others.

5. **Evaluate the effectiveness of these work-related skills in dealing with this issue.**

(Consider: How has the issue been addressed? What is being done better? What role did these work-related skills play in these improvements? What still needs to be improved for this occupation?

6. **Summarise suggestions and recommendations, based on your experience, to help deal with the issue for the future.**

(Consider: Summarise your experiences. Outline strategies to deal with any problems related to this issue. What might you need to do or change as a result of this issue?)

Use this planner to record the specific tasks and activities you will be required to do as part of your investigation, as well as due dates and other information.

Name:

Workplace:

Work-related issue:

[illegible]

Other information:

**Attention: VCAL and Applied Learning, Careers, Pathways,
and Work Education Co-ordinators and teachers.**

New for 2015: Numeracy: Intermediate.

**Available as a master set on CD and/or as a printed workbook and
printed Activities Portfolio, both in full colour.**

**New for 2015:
Numeracy
Intermediate.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 144-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. The resource sets also include teacher support material and assessment sheets. Each of these resources are available as:

☐ **Reproducible master sets on CD featuring PDF files of:**

- ⇒ Set A: Workbook/Text (WB) (reproducible master license)
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- ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.

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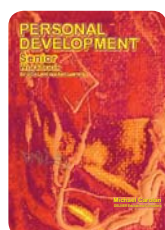
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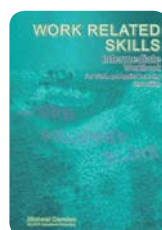
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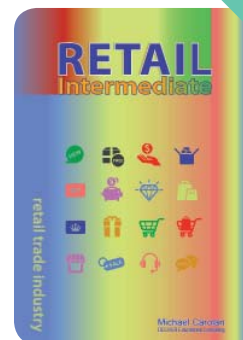
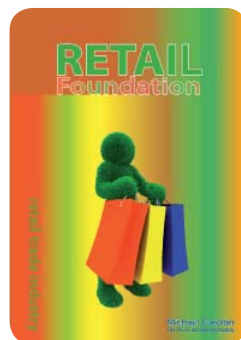
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