

# CAREER PATHWAYS

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## Career Pathways

By Michael Carolan

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

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**[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)**

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First published, May 2014 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael

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

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## Advice to students

### Not yet completed

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

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.

One of the key requirements of the unit is to complete is ???

As part ??? you will need to compile a professional portfolio of job-seeking tools such as an application letter, a resume, references, certificates and so on. It's best to keep these in a folder with a label.

You are also required to undertake self-assessments throughout the unit, as well as prior to, during and after your work placement. A self-assessment pro-forma is included on p.26.

I wish you the best of success in this unit and in your future career pathway.

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

# Career Pathways

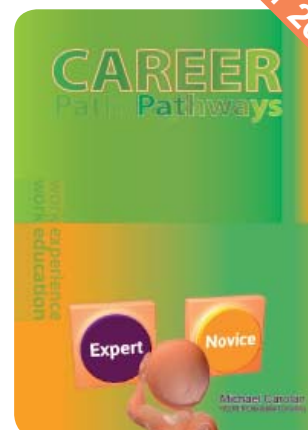
## For Work Experience, Work Education, Work Placement

New  
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workbook 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 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

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**Career Pathways is also complemented by the new Work Experience Journal (and activities booklet).**

### Career Pathways e-version

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If you are planning on booklisting please contact me directly so I can arrange complimentary teacher copies to support your program. If you don't use a bookseller for booklist supply, parents (on behalf of students) are able to order these resources directly from us.

Hard copies of the book will be available late July. If you want to preview this resource immediately download the PDF sample files. You can pre-order hard copies now or arrange inspection copies for late July by supplying a school purchase order number. (See overleaf).

**View sample files at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au)**

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Self-Assessment

**DELIVER Educational Consulting**

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

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# Work Experience Journal

## For Work Experience, Work Education, Work Placement

New  
full colour activities  
booklet for 2015.

### 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 journal pages
- ⇒ 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.

**The Work Experience Journal is also complemented by the new Career Pathways workbook/text. (See overleaf)**

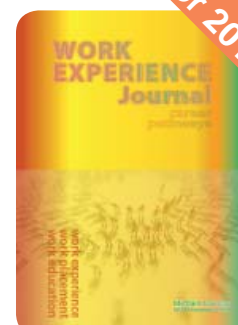
### Work Experience Journal: e-version

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 more information about acquiring a site license for the e-version.

### Work Experience Journal: Booklisting/previews

If you are planning on booklisting please contact me directly so I can arrange complimentary teacher copies to support your program. If you don't use a bookseller for booklist supply, parents (on behalf of students) are able to order these resources directly from us.

Hard copies will be available late July. If you want to preview this resource immediately download the PDF sample files. You can pre-order hard copies now or arrange inspection copies by supplying a school purchase order number.



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| <b>Work Experience Journal</b>                           | (New for 2015. Avail. late July) | _____ @ \$20   | _____ @ \$20                    | \$ _____                |
| <b>Note: Contact me for e-version<br/>site licenses.</b> |                                  | <b>(Postage both = \$10 or 1 only = \$5) Grand total =</b> |                                 | <b>\$ _____</b>         |

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# My Career Pathway

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Comments:



## My Career Pathway

### Introduction

Welcome to the beginning of your future career! Years 10 & 11 are vital parts of your schooling 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 future 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 Competition and
- ⇒ Personal goal-setting.

This section culminates with 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 fireman!"

Each of these people, for various reasons, has not been able to match their career with their personal values. 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."



## 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."

"I want to experience new things and cultures."

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

"I want to earn me some serious cash."

"I want to be challenged and to grow."

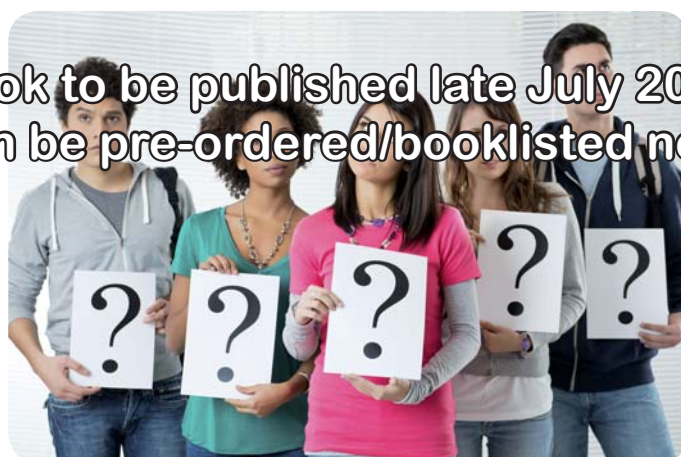


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## 2. Lifelong learning

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 a career pathway that is more complex.

Many people change direction 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

An average person will spend about 1/3 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 is 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 Quarfoth/  
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1. What do you think is the difference between a job and a career?

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

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

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

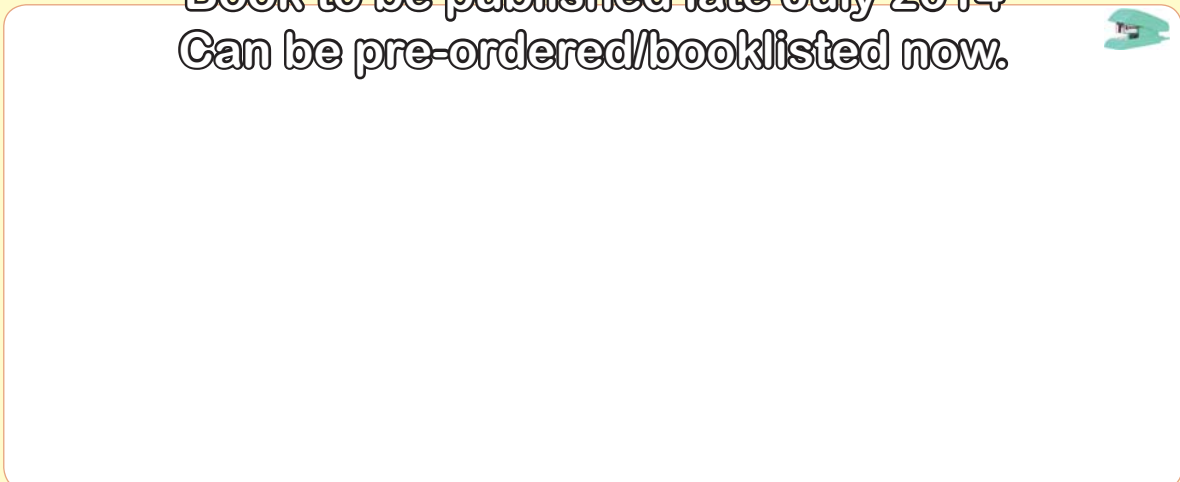
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5. Find an image or create a graphic that represents you in your future career pathway.

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## B My Future

Check out: [www.myfuture.edu.au](http://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 help you plan your future career.

Have a look at some of the occupation videos made by other students around Australia from the student competition.

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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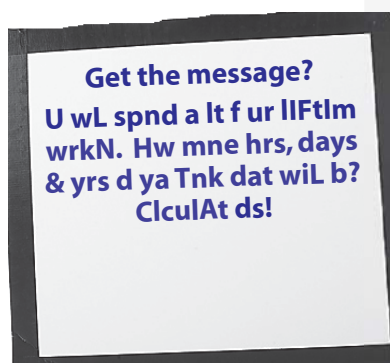
1. Use poster paper, (A3 sized or larger) to construct a timeline that maps out your life.
2. Include graphics or visuals that represent your key milestones that might influence the development of your career. Show at least 8 milestones with associated visuals.
3. Do a rough plan or sketch, in your workbooks, 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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#### 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. Choosing a suitable occupation 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."

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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 see how the industry operates.</i> |
|                         |   |
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|                         |   |



## 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.

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

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

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.

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

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

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

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# Why Do People Work?

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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 individually 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.



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## 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 of 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</div> <div>Uncorrected draft sample</div> <div>For preview purposes only:</div> <div>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 make the plague!



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

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Attitude Alert  
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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 rather 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 ..... Career Pathways  |  |
| 12. If a co-worker isn't up to ..... Uncorrected draft sample  |  |
| 13. My career will introduce me to new and different people, cultures and experiences. .... For preview purposes only: |  |
| 14. I want a job which I can leave behind at the end of the day. .... Do not copy                                      |  |
| 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. 14

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. 14

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' 14

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.

|                    |
|--------------------|
| <b>Occupation:</b> |
| 1.                 |
| 2.                 |
| 3.                 |

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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?

|  |
|--|
| <b>3 😞 areas (attitudes) that I need to improve, and the reasons why, are...</b> |
| 1.   |
| 2.   |
| 3.   |

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4. Imagine you have 3 jobs to do. Write down 3 different positive attitudes that describe you. (You could add to the list. And don't just say it, prove it!)

|  |
|--|
| <b>3 😊 attitudes that describe me, and an example of each is..</b> |
| 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-tasking. 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 labour force
- ✓ 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?

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



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

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

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### Career Pathways

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

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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 Cheetohs, 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 late in life. 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

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### Myth #98

**"An 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 with the queue of 300 applicants.
- ☹ It costs an 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: 1. 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 nurse!"
- ☺ 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.

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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 jobs throughout their working life - and more than 10% of the population do so.
- ☺ 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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1. 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." | <i>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.</i> |
| 1.  |   |
| 2.  |   |
| 3.  |   |

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2. 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?               |    |     |
| 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 17-19?"
- ⇒ "Where do I see myself in 21 years time and in my mid-20s?"

**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).**

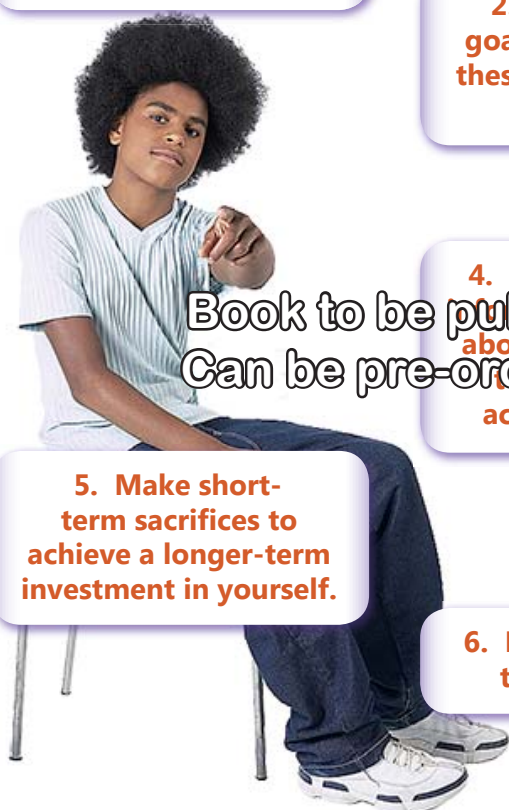
**3. Aim high but still keep your goals realistic.**

**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 \_\_\_\_\_, it is important to think about 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](http://www.usucceedinlife.com/famous-people)  
 have links to biographies of famous people.

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

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



## 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<br>Uncorrected draft sample<br>For preview purposes only:<br>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 (*I must do*) and initial them when checked.
- ⇒ Your teacher may also add other tasks, or combine this AT2; if so add these to the list.

| Name: |   |                                     |        |      |                     |
|-------|---|-------------------------------------|--------|------|---------------------|
| p.    | 1. My Career Pathways Activity                    | Re-<br>quired                       | Due by | Done | Teacher<br>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:

my career pathway

## New for 2014: Retail Trade industry-specific resources

### Key features of this new innovative series of resources.

- ⇒ New **industry-specific resource sets** and **workbooks** that support your **Applied Learning, work education** and **career/pathways** programs.
- ⇒ Each set/workbook includes the **same generic information** and structure but **with targetted industry-specific material**, explanations, examples, images and activities. This flexibility allows teachers to teach generic program content while disparate students within the same class can apply this to their own industry experience and context.
- ⇒ Relevant for students undertaking different **industry-based** work experience, work placements and **VET** courses within the same class in **Applied Learning** and **work education**.
- ⇒ Supports an **integrated approach** to **Applied Learning, work education** and **careers/pathways** programs.
- ⇒ Pages formatted as a write-in workbook featuring engaging 4-page topics and supported by a range of diverse and engaging student-focused activities for a variety of learning approaches.
- ⇒ **Workbook** is printed in **full-colour**; with an option to use fully writeable **PDF e-version** with students.

Check out print and e-version samples on the web.

Can be ordered and/or booklisted now.

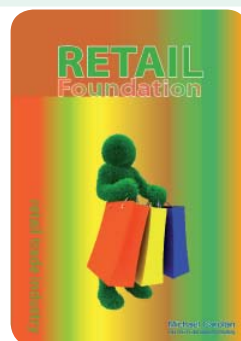
Planned next for this series are Hospitality and Food, then Construction and Trades, followed by Professional and Business Services. If interested contact me via email or phone.

#### Retail: Foundation

- 1 Retail Trade Industry
- 2 Retailing
- 3 Working in Retail
- 4 Skills and Competencies
- 5 Retail Skills in Action
- 6 Work Environment
- 7 Introductory OH&S
- 8 OH&S Induction
- 9 Working in Teams
- 10 Workplace Communication
- 11 Workplace Technology
- 12 Career Pathways
- 13 Job-Seeking Skills
- 14 Australian Apprenticeships
- 15 Dollars & Sense
- 16 Solving Problems
- Assessment Pro-Forma

#### Retail: Intermediate

- 1 Retail Trade Industry
- 2 Retailing
- 3 Working in Retail
- 4 Working Environments
- 5 Introductory OH&S
- 6 Interpersonal Effectiveness
- 7 Communication & Teamwork
- 8 Planning & Goal-Setting
- 9 Career Pathways
- 10 Industry-Specific Training
- 11 Job-Seeking Skills
- 12 Solving Problems
- 13 Being Enterprising
- 14 Workplace Technology
- 15 Industry & Community
- 16 Money Matters
- 17 Retail Trade Issues
- Assessment Pro-Forma



### Retail Trade Industry: Available formats

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## Attention: Careers, Pathways, Work Education, VCAL and Applied Learning Co-ordinators and teachers.

Over the past few years I have been writing a series of innovative and flexible resource sets to support your varied Applied Learning and work education teaching programs. A fully revised **Work Related Skills: Intermediate** as well as the new resources, **Work Related Skills: Senior** and **Work Related Skills: Foundation** are now available. A new **Numeracy: Intermediate** set of resources will be available for 2015.

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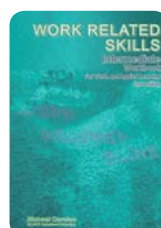
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| WRS - Intermediate 2ed.   | 2014             | _____                    | _____        | or _____            | _____  | or _____  | _____  | or _____   |
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