

# I&E Unit 1: WORKPLACE PARTICIPATION

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3rd edition  
VCE Industry and Enterprise 1  
Careers & Pathways Education

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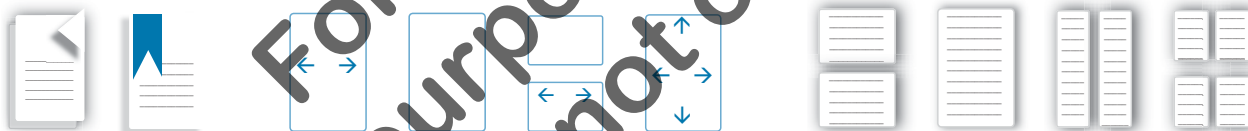
## Instructions- I&E Unit 1: Workplace Participation: e-version (Designed for use with Adobe Reader 8 rather than version 9.)


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2. **Save** the **file** as **IEWP\_3ed\_S1\_eversion\_Yourschool\_Yourname.pdf**  
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If it is not already done, do this right away by selecting **File, Save as**, and changing it to **IEWP\_3ed\_S1\_eversion\_Yourschool\_Yourname.pdf**
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3. You can navigate pages using the **←** and **→** controls. You can also type in the file page number in the box i.e. **5 ( / 41)**. You can also use the **Home, End, Page Up, Page Down, arrow keys** and **mouse scrolling**. Work out which suits you best.
4. The **Reading** mode is **Control H** (and again to restore) and **Full Screen** mode is **Control L** (and again to restore). **Menu bar** is shown and hidden with the **F9 key**.
5. There should also be quick navigation **Bookmark** and **Page icons** in the **left hand column** of the reader and also **Page Display icons** in the **navigation bar**. Use those that suit your browsing style.



Note: You can **right-click** on the document to access quick navigation controls such as the **select**  tool.

### Filling-in answer fields

1. Complete the activities on different pages as directed by your teacher.
2. Click the **Highlight Fields** icon in the menu bar at the top of the document to show you all the fields that can be filled in.
3. Use the **Tab** key to navigate to fields or **mouse-click** on a field to type in it.
4. Some field boxes are for text, some are for numbers and some require you to click and choose a symbol or number. Some are calculated automatically.
5. The font, size and number of characters that can be entered into field boxes are limited so that each page will print properly.
6. If you **rest your mouse over a field box** an instruction will pop-up such as... 'Click in me and type your answer.' or 'Click in me to tick this occupation box.' and so on.
7. Remember to **save every time that you pause**.
8. You can print out your page with your answers or your teacher will instruct you to hand-in your work electronically. You might choose to save the file and e-mail it to your teacher as an attachment.

**DO NOT USE THE SUBMIT FORM BUTTON ON THE FIRST PAGE OF THE FILE  
(ADOBE READER 8) OR IN THE NAVIGATION BAR (ADOBE READER 9) AS  
THIS CAN CAUSE YOU TO LOSE ALL OF YOUR WORK.**

# Industry and Enterprise: Unit 1

## Workplace Participation

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### Advice to students

I&E Unit 1: Workplace Participation includes three areas of study each with an associated outcome.

- ⇒ AOS 1: Building A Career Pathway - Outcome 1: Career pathways investigation.
- ⇒ AOS 2: Developing Work-related Skills - Outcome 2: Work placement and report on entry-level and work-related skills.
- ⇒ AOS 3: Workplace Effectiveness - Outcome 3: Investigation of work-related issue.

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 this unit is that you need to complete at least 35 hours of structured workplace learning in an appropriate setting, as well as relevant OH&S induction related to this work placement. Your teacher will give you more information about this.

As part of Outcome 1 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.

You are also required to undertake self-assessment throughout the unit, as well as prior to, during and after your work placement. Various self-assessment pro-formas are located throughout this workbook.

Section 7 also has a number of pro-formas you can use to help complete your workplace learning journal as well as other useful pro-formas.

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

# Building a Career Pathway: Career Pathways

## Contents

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## 1.01 Career Pathways

### Your career

Welcome to the beginning of your future career!

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 even already be employed and have casual and part-time jobs. But do you think that casual employment for teenagers is just a 'job' or will it become a career? How many of you will seek a different career?

**For preview only:**

**Check out:**  
[www.myfuture.edu.au](http://www.myfuture.edu.au)  
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 from the student competition.

**“I want to experience new things and cultures.”**

**“I want to help my fellow women & men.”**

**“I want to meet new people.”**

**“I want to be challenged and to grow.”**

**“I want to be powerful.”**

**“I want to earn me some serious cash.”**

**“I want to forget about work at the end of the day.”**

**“I want to enjoy what I do.”**

### Career pathways

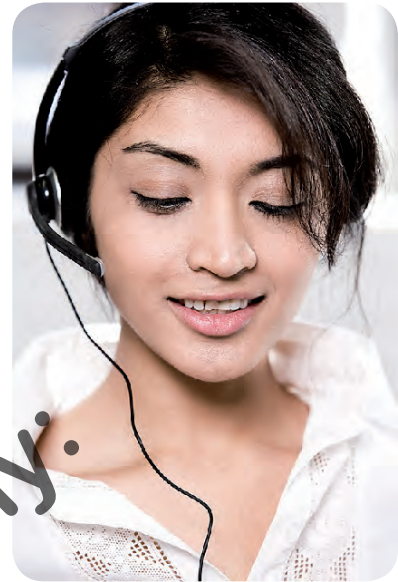
A career can be described as the types of employment that a person undertakes in order to satisfy their personal values. Your career is part of your pathway to future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons.

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." Sometimes 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 chosen jobs with their preferred career. It's sad that in each case these people have 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!

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



Career pathways A

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

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## 1.03 Career Pathways

### Career development

- ⇒ One of the most important ways to live a happy and healthy life is to match your personal values with your career.
- ⇒ Many people develop career pathways in areas that don't suit their interests and their values and end up experiencing an unfulfilling work life.
- ⇒ It is important that you choose work that will best lead to the fulfilment of your personal goals.

### Combining career & personal life

- ⇒ An average person will spend about 40 years of their adult life working.
- ⇒ 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.
- ⇒ At different stages of your life your personal and family responsibilities will influence your ability to develop a career.



### Multiple career pathways

- ⇒ These days, very few people experience a linear career pathway. Instead people develop multiple career pathways.
- ⇒ 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.

### 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.
- ⇒ You also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, Uni, professional development, industry courses,

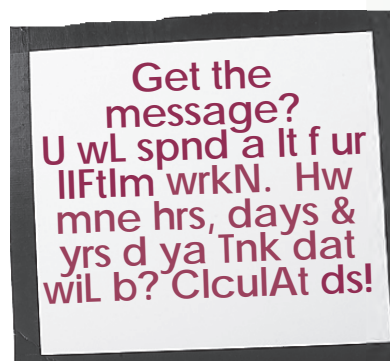
My career pathway B

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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## 1.05 Values

### Values

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...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.

### Great expectations

There are 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 attitude towards work. 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."



## Why do people work? A

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

- |                        |                                    |                       |
|------------------------|------------------------------------|-----------------------|
| ⇒ <i>income</i>        | ⇒ <i>job satisfaction</i>          | ⇒ <i>security</i>     |
| ⇒ <i>respect</i>       | ⇒ <i>contribution (to society)</i> | ⇒ <i>self-esteem</i>  |
| ⇒ <i>socialisation</i> | ⇒ <i>health</i>                    | ⇒ <i>power/status</i> |

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 can help contribute to a better society and might improve the lives of

Our work might improve our physical **health and fitness and** also improves our

Working allows us to plan for the future and can help us set achievable goals and

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.

## 1.07 Values

### 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 'social 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 directly or indirectly to the broader community.
- ☹ People should have access to education and training opportunities.
- ☹ People should be given a fair go, including freedom from discrimination.
- ☹ People should be able to achieve a positive work/life balance.

### Generational work values

You've all heard it 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 and anti-corporate they reacted against the previous generation's blind workplace loyalty. And 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!

So 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."

### B Work values

Listed below are some common values that people hold in relation to working. People might actively seek these things out when choosing a career.

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

1. Use the values opposite as well as any others that are relevant to you and compile a list of your top 5 values that might influence your choice of career.
2. Create a list of 5 values that are of little or no importance to you when influencing your choice of career.

The top 5 values that might influence my choice of career are:	The reasons for these are...
1.	
2.	
3.	
4.	
5.	
5 values that are of little or no importance to my career choices are...	The reasons for these are...
1.	
2.	
3.	
4.	
5.	

3. Explain whether you agree or disagree with the generational work values cliches.

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





## 1.09 Attitudes to Working

### 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!"

### Attitude Alert

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 want to start building my financial independence."

"I welcome the 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."

## Survey: My work attitude A

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 at least! ....
12. If a co-worker isn't up to speed then they should get out of my way. ....
13. My career will introduce me to new and different people, cultures and experiences. ....
14. I want a job which I can leave behind at the end of the day. ....
15. Work stops me from being bored. ....
16. I want to know that at the end of the day I've made a small difference in someone's life. ....
17. If I had a choice I would rather build a family than a career. ....
18. I want to retire as early as possible. ....
19. I need new challenges from work every day. ....
20. I find it hard to focus on things I'm not interested in. ....
21. My job will open doors to success. ....
22. I'd rather do or try 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 1,6,8,10,12,13,15,16,19,21,22,23.

W

This is your **'W' Score**: This score gives an indication of your attitude to work and can be described as your **'Live to work'** rating. It indicates how much you are committed to working, your balance of values between your work life and personal life and your commitment and willingness to sacrifice towards building a meaningful career - at this stage of your life.

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

L

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.

## 1.11 Attitudes to Working

### Employee attitudes valued by employers

According to the 2001 report, *Employer Attitudes about Job Seekers*, the top 6 valued attributes rated 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%)
- ✓ Presentation (31%).

Attitudes sought 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 two things 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.

"A young kid wrote off one of my trucks 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.

Positives associated with employing young people included:

- ☺ Balance of age
- ☺ Cheaper
- ☺ Opportunity to train 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: 2001 Employer Survey Papers, *Employer Attitudes about Job Seekers*, DEWR, Commonwealth of Australia.



### B Attitudes values by employers

1. Have a class discussion about the issues raised by this 2001 survey. Consider:
  - ⇒ What is an attitude?
  - ⇒ Why is the 'right attitude' important for job-seekers?
  - ⇒ Explain how the top 6 attributes that employers want, show an applicant's attitude.
  - ⇒ What attitudes do employers rate poorly in young people? Do you think this is fair?
  - ⇒ Are these the types of attitudes and perceptions that remain pretty much the same over time? Would these feelings still hold true today?
2. 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. How do you stack up?
3. Go online and try to find recent research about employer and employee attitudes. Why not consider a formal debate on this issue?

## My attitudes to work C

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.



## 1.13 Personal and Social Competencies

### 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."

Personal competencies also reflect your personality and as we have already seen, 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."

### A My personal competencies

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.	

## Social competencies

Social competencies describe your skills in dealing with people and social situations.

Your personalities, 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?



"I think 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?

### My social competencies

B

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.	

## 1.15 Career Goal-Setting

### You and goal-setting

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.

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 2-3 years time, when I am 17-18?"
- ⇒ "Where do I see myself in 9-10 years time, when I am 25?"



## Goal-Setting Process

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 information as possible about what you need to do in order 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.



Where will I be? A

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 passage.

When planning a \_\_\_\_\_ it is important to take into account one's \_\_\_\_\_. These are the things that are important and they will \_\_\_\_\_ a person's choice of career. Some people are \_\_\_\_\_ 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.





## 1.17 OH&S Induction

### 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. Indeed the Victorian WorkCover Authority's (formerly WorkSafe) vision was, "Victorian workers returning home safe every day".

Young workers face an increased risk of being injured. Before you enter the workplace you need to be work ready. A strong awareness of Occupational Health and Safety issues is one important aspect of work readiness.

Certain industries (construction), occupations (nurses), certain work environments (factories) and certain work tasks (lifting) are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so with repetition e.g. Using a computer.

Another major OH&S issue is increased workload which can cause workers to rush, cut corners and be careless. All workplaces and work tasks can present physical, mental or emotional dangers.

### OH&S student induction

As a student you are required by law to complete an appropriate OH&S induction program before you are allowed to go on work experience or structured workplace learning.

That might be safe@work or another similar program for your state. If you are undertaking a TAFE certificate you will need to complete the relevant OH&S units before commencing any work placement.

### Are you ready?

Before you undertake work experience, work placement or structured workplace learning you need to ask yourself if you are safe and ready to be let out into the workplace.

The world of work is much different from your school. Different work environments have their own OH&S issues. You need to have excellent OH&S awareness to operate safely and effectively in these workplaces.

Nobody wants you to be injured (or worse) at work. Your school is not going to let you out until you are safe and ready. So if you are not safe@work you are staying at school. Everyone has a shared responsibility in safe work practices. Your teacher and/or your coordinator will give you lots more information on your OH&S responsibilities.



### OH&S induction/training programs

- ⇒ TAFE, VET and VETis OH&S units.
- ⇒ Australian Apprenticeship OH&S outcomes.
- ⇒ Safe Working at Heights certificate.
- ⇒ Certificate 1 in Food Handling.
- ⇒ Responsible Service of Alcohol.
- ⇒ First-aid certificates.
- ⇒ In-house induction programs, films and practical simulations.
- ⇒ Worksite tours and inductions.
- ⇒ Safety equipment demonstrations.
- ⇒ Licensing and certification programs.
- ⇒ safe@work modules and certificate.

### Check out:

[www.vwa.vic.gov.au](http://www.vwa.vic.gov.au)

For more information, advice, factsheets and other resources on safe work practices.



**safe@work**

You must complete the safe@work General Module and then a related Industry Module prior to going out into the workplace.

After you have worked through each module you are required to undertake a multiple choice test.

You must answer at least 12 out of 16 questions correctly to receive your Award of Attainment.

If 12 months or more have passed since you completed the General Module and Industry Module then you have to complete the Review Module and redo the appropriate Industry Module.

If you want to undertake a placement in a different industry you need to do the Review Module and then do the Industry Module for the new industry.

If you are undertaking a VET course then you must complete the relevant OH&S components related to that course.

**Hazard fact sheets**

The safe@work site also has a number of hazard fact sheets for different industries. These fact sheets assist in the planning of work tasks for students and help support induction, training and supervision programs.



[www.education.vic.gov.au/safe@work/index.asp](http://www.education.vic.gov.au/safe@work/index.asp)

**General Module**

1. Health & Safety Responsibilities
2. Hazard Identification, Risk Assessment & Risk Control
3. Manual Handling
4. Hazardous Substances & Dangerous Goods
5. Noise
6. Electricity
7. Mechanical Equipment
8. Falls from Height
9. Personal Safety
10. Personal Protective Equipment (PPE)
11. Dealing with an Emergency
12. Health & Safety Laws
13. Duties of Employers
14. Duties of Employees
15. Health & Safety Representatives & Committees
16. The Role of Inspectors
17. Resolving Health & Safety Issues

**Industry Modules**

- |                               |                                |
|-------------------------------|--------------------------------|
| ⇒ automotive                  | ⇒ metals and engineering       |
| ⇒ building and construction   | ⇒ office and business services |
| ⇒ electrical work module      | ⇒ painting                     |
| ⇒ hairdressing                | ⇒ plumbing                     |
| ⇒ health & community services | ⇒ primary industry             |
| ⇒ hospitality & tourism       | ⇒ retail                       |
| ⇒ manufacturing               | ⇒ veterinary                   |

**My OH&S responsibilities A**

After talking with your teacher, clearly outline your OH&S induction responsibilities.

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## 1.19 OH&S Induction

### B OH&S induction

Use the terms to complete the following passage about 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 must be given an i\_\_\_\_\_ tour of your work environment so that you are made aware of any potential d\_\_\_\_\_. You must also be made familiar with the location of f\_\_\_\_\_ facilities, be shown the emergency safety e\_\_\_\_\_ and be introduced to 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\_\_\_\_\_, your c\_\_\_\_\_ nor any other person.

If you are ever unsure of anything you should speak up and ask; your s\_\_\_\_\_, a fellow workmate, a safety or union rep or anyone s\_\_\_\_\_. If you feel you are in danger, are being t\_\_\_\_\_ or 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"/> supervision |
| <input type="checkbox"/> before     | <input type="checkbox"/> environment     | <input type="checkbox"/> induction   | <input type="checkbox"/> supervisor  |
| <input type="checkbox"/> boots      | <input type="checkbox"/> exits           | <input type="checkbox"/> practices   | <input type="checkbox"/> threatened  |
| <input type="checkbox"/> clothing   | <input type="checkbox"/> first-aid       | <input type="checkbox"/> protective  | <input type="checkbox"/> training    |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards         | <input type="checkbox"/> senior      |                                      |
| <input type="checkbox"/> customers  | <input type="checkbox"/> health & safety | <input type="checkbox"/> shared      |                                      |

## Signs and symbols

You probably have already been exposed to safety signs in your everyday environment, school or in workplaces. Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment.

Safety signs have to be universal in order to be effective. This means that a 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. Red for danger, yellow for caution, green for exits and so on.



## Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to Victorian WorkCover Authority:

- ☹ Young workers are 17% more likely to be injured at work than any other age group.
- ☹ When young workers are injured they are 21% more likely to be hospitalised as a result of their injuries.
- ☹ Males working in rural and regional areas are particularly at risk.
- ☹ The most common injuries are •musculoskeletal injuries and open wounds, usually caused by hitting or being hit by objects, body stressing, and slips, trips & falls.

(Source: ABS (2006), *Work-Related Injuries, Aust. 2005-06*, via Victorian WorkCover Authority.)

Special care needs to be taken to ensure that young workers are safe in the workplace. So what do you think of the VWA's ad campaign targeting younger workers?

## Personal safety plan C

1. You are required to conduct an investigation of a worksite at a work setting related to an occupation relevant to your career, e.g. Factory workshop (worksite) at J&G Constructions (work setting) for a cabinet-maker (occupation).
2. Make an appointment to meet with the person responsible for OH&S at the worksite. Find out the most common workplace hazards related to the occupation you are interested in.
3. List the work-related tasks that you will and will not be permitted to undertake and any training you will need.
4. Find, reproduce and explain 10 workplace safety signs.
5. Identify the personal protective equipment you might require for the occupation you are interested in.
6. Complete a preliminary safety audit/investigation of this worksite noting potential hazards and strategies to deal with these hazards.
7. Summarise the procedures for dealing with accidents and emergencies that exist in this workplace.
8. Visit [www.vwa.vic.gov.au](http://www.vwa.vic.gov.au) and download the *Injury Hotspots* safety poster most relevant for your potential workplace learning work setting.





## 1.21 Work-Related Trends

### Your future work environment

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 work environment requires 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 Services	212,100 (2%)	45%	45%	6.05	7.4%	
Other Services	474,800 (4%)	29%	43%	4.15	4.4%	
Total (all industries)	11,645,500	30%	46%	6.5%	7.2%	

Source: Australian Jobs 2014, Department of Employment, Employment by Industry, p.12.

## Industry trends

A

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.

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3. What can you do to improve your employment prospects?

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## 1.23 Work-Related Trends

### 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.
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!"

### Skills shortages

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 into 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?

#### Occupations in skills shortage (Australia as at Dec. 2013)

⇒ Airconditioning and refrigeration mechanic	⇒ Floor finisher	⇒ Petroleum engineer
⇒ Arborist	⇒ Geologist	⇒ Physiotherapist
⇒ Audiologist	⇒ Geophysicist	⇒ Production manager (mining)
⇒ Automotive electrician	⇒ Glazier	⇒ Registered nurses
⇒ Baker	⇒ Hairdresser	⇒ Roof tiler
⇒ Building associate	⇒ Landscape gardener	⇒ Sheetmetal trades worker
⇒ Butcher or smallgoods maker	⇒ Locksmith	⇒ Small engine mechanic
⇒ Chef/cook	⇒ Midwife	⇒ Solid plasterer
⇒ Child care worker	⇒ Mine deputy	⇒ Sonographer
⇒ Early childhood (pre-primary school) teacher	⇒ Mining engineer (excluding petroleum)	⇒ Stonemason
⇒ Electrical linesworker	⇒ Motor mechanics	
⇒ Farm managers	⇒ Optometrist	
	⇒ Panelbeater	
	⇒ Pastrycook	

Source: Skills Shortage List  
- Australia, Department of  
Employment/  
[www.docs.employment.gov.au/  
node/7770](http://www.docs.employment.gov.au/node/7770)

### 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 grow, as too will industries that 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 need more apprentices and 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.



## Key Statistics

### Labour force <sup>1&2</sup>

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 <sup>1&2</sup>

% 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 <sup>4&3</sup>

% employees nominally 'casual' <sup>4&3</sup>  
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 <sup>1&2</sup>

% 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: Different classifications over time.*

### Industry <sup>1&3</sup>

% employees in manufacturing industries  
Nov 2004: 11.1% Aug 2013: 8.3%  
% employees in service industries (inc construction)  
Nov 2004: 83.9% Aug 2013: 89%

### Unemployment duration <sup>4&5</sup>

Male 2004: 50 weeks, 2010: 16 wks  
Female 2004: 39 weeks, 2010: 14 wks

Sources: ABS: <sup>1</sup>Australian Labour Market Statistics, 6105.0, Jan 2005. <sup>2</sup>Labour Force, 6202.0, May 2014. <sup>3</sup>Employee Earnings, Benefit and Trade Union Membership, 6310.0, Aug 2013. <sup>4</sup>Australian Social Trends, 2005, 4102.0. <sup>5</sup>Australian Social Trends, 2010, 4102.0.

## 1.25 Work-Related Trends

### B Work-related trends

1. What are the 3 main factors influencing employment trends?

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2. What can you do to deal with these trends?

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3. What is a skills shortage? Why do skills shortages occur?

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4. Are there any skills shortages occupations that you are interested in? Find a more recent list of skills shortage occupations by searching the 'net.

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Check out: [www.employment.gov.au/national-state-and-territory-skill-shortage-information](http://www.employment.gov.au/national-state-and-territory-skill-shortage-information)





Labour market trends C

1. You must use evidence to either prove or disprove each of the following statements about Australian employment trends.

i. Employment is grown over time

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ii. There is more full-time employment than part-time & casual employment.

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iii. The % of part-time employment is growing.

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iv. Almost 1/2 of all female employment is part-time.

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v. The % of male workers who are casual is less than the % of female workers who are casual.

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vi. More employment continues to be employed in service industries compared with manufacturing

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vii. Employment is more likely to be high skilled rather than low skilled

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viii. People are likely to be unemployed for less time.

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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.

2.

3.

4.

5.

## 1.27 Investigating Occupations

### Occupations

An important part of developing your career pathway is to start investigating different occupations in which you might be interested.

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

Listed on pp.32-33 are hundreds of occupations given by their correct Australian job title. They are grouped in boxes of six under one of 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 to employees throughout the Australian economy. You should also think about the types of VCE subjects to help you best achieve your career pathway. See your careers teacher.

#### Australian Occupations (Nov 2013)

##### ⇒ 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 ops/Cashiers .... 148,700

##### ⇒ Least common

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

Source: Australian Jobs 2014 DEEWR

### A Australian occupations

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

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

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

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Interest area	Description
<b>Artistic &amp; Creative</b>	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.
<b>Clerical &amp; Administration</b>	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.
<b>Figures &amp; Computational</b>	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.
<b>Helping &amp; Community Service</b>	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.
<b>Influencing &amp; Personal Contact</b>	You are likely to have good communication skills, the ability to effectively deal with people and skills in influencing people. You may also be suited in business roles such as management and sales. Strong crossover with Helping & Community Services, Literary, Medical or Clerical & Administrative Fields.
<b>Literary</b>	You might be good with writing, speaking, presenting ideas or other forms of communication. You are also likely to be good at developing and expressing opinions and to have research skills. Strong crossover with Influencing & Personal Contact, Artistic & Creative and Helping & Community Service.
<b>Medical</b>	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.
<b>Outdoor</b>	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.
<b>Practical &amp; Manual</b>	You may be skilled in the use of your hands to operate tools, make products or repair equipment. You may need to solve problems and be accurate, active and physically fit. Strong crossover with Technical & Engineering, many Outdoor situations, Artistic & Creative or 'hands-on' Medical roles.
<b>Scientific</b>	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.
<b>Technical &amp; Engineering</b>	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.

Interest areas **B**

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

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

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

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## 1.29 Investigating Occupations

### Mini GOALscorer - Match-up

1. SCIENTIFIC Meteorologist Meteorological Tech Officer Geologist Landcare Worker Engineer-Environmental Winemaker	2. TECH & ENGINEERING Programmer (Info Tech) Systems Designer Computer Engineer Multimedia Developer Computer System Auditor Business Equipment Tech.	3. LITERARY Librarian Editor Archivist Writer Historian Teacher	4. PRACTICAL & MANUAL Dressmaker Clothing Patternmaker Visual Merchandiser Graphic Design/er Textile Designer Tailor	5. INFLUENCE & PCONTACT Psychologist Welfare Worker Social Worker Youth Worker Counsellor Indigenous Health Worker
6. FIG'S & COMPUTATIONAL Laboratory Worker Engineer - Chemical Patent Examiner Optical Mechanic Medical Lab Technician Teacher - Secondary	7. OUTDOOR Army/Navy/Airforce Ship's Officer Police Off/icer Customs Officer Correctional Officer Park Ranger	8. OUTDOOR Landscape Gardener Pest & Weed Controller Florist/ Horticultural Trades Nursery Assistant Landcare Worker	9. TECH & ENGINEERING Foundry Worker Engineering Trades -Fabric Engineering Trades -Mech. Engraver Vehicle Body Builder Tool & Die Setter	10. ARTISTIC & CREATIVE Fashion Designer Dressmaker Wardrobe Supervisor Visual Merchandiser Graphic Designer Fashion Coordinator
11. MEDICAL Dietician Dietary Aide Weight Loss Counsellor Hospital Food Service Mgr Health Promotions Officer Food Technologist	12. FIG'S & COMPUTATIONAL Pilot Army/Navy/Airforce Engineer - Aerospace Aircraft Mainten. Engineer Air Traffic Controller Flight Attendant	13. HELPING & COMMUNITY Teacher - Primary Childcare Worker Teacher - Secondary Teacher - Early Childhood Education Aide Nanny	14. LITERARY Journalist Editor Writer Public Relations Officer Publisher Copywriter	15. LITERARY Interpreter Translator Teacher TAFE Lecturer Community Worker Tour Guide
16. ARTISTIC & CREATIVE Photographer Camera Operator Media Equipment Operator Desktop Publisher Multimedia Developer Audiovisual Technician	17. INFLUENCE & PCONTACT Sports Coach Fitness Instructor Teacher - P.E. Recreation Officer Sportsperson Teacher - Primary	18. SCIENTIFIC Statistician Actuary Astronomer Accountant Economist/ Programmer (Info Tech)	19. LITERARY Desktop Publisher Editor Multimedia Developer Copywriter Advertising Account Executive Secretary	20. ARTISTIC & CREATIVE Graphic Designer Visual Merchandiser Illustrator Architectural Drafter Fashion Designer Architect
21. OUTDOOR Construction Worker Rigger Crane Operator Scaffolder Building Technician Dogger	22. ARTISTIC & CREATIVE Artist Illustrator Teacher - Art Graphic Designer Architectural Drafter Signwriter	23. HELPING & COMMUNITY Childcare Worker Childcare Supervisor Teacher - Early Childhood Teacher - Primary Nanny Family Day Carer	24. HELPING & COMMUNITY Sports Scientist Sports Coach Recreation Officer Fitness Instructor Teacher - P.E. Physiotherapist	25. SCIENTIFIC Computer Engineer Programmer (Info Tech) Systems Manager Business Equipment Tech. Computer Systems Auditor Information Tech. Manager
26. TECH & ENGINEERING Engineer - Aerospace Engineer - Mechanical Aircraft Maintenance Engineer Army/Navy/Airforce Pilot Computing Engineer	27. SCIENTIFIC Chemist Engineer - Chemical Pharmacist Laboratory Worker Research Scientist Forensic Scientist	28. CLERICAL & ADMIN Secretary Receptionist Accounts Clerk Desktop Publisher Office Administrator Call-Centre Operator	29. PRACTICAL & MANUAL Motor Mechanic Light Engine Mechanic Bicycle Mechanic Panel Beater Vehicle Painter Engineer-Mechanical	30. SCIENTIFIC Engineer - Civil Engineer - Aerospace Engineer - Mechanical Engineer - Chemical Computing Engineer Engineer - Industrial
31. SCIENTIFIC Forensic Scientist Research Scientist Biochemist Medical Lab Technician Laboratory Worker Funeral Attendant	32. CLERICAL & ADMIN Bank Officer Accounts Clerk Costing Clerk Public Servant Secretary Cashier	33. FIG'S & COMPUTATIONAL Storeperson Forklift Operator Purchasing Officer Automotive Parts Interpreter Exporter/Importer Airline Services Operator	34. ARTISTIC & CREATIVE Signwriter Screenprinter Illustrator Printing Machinist Multimedia Developer Artist	35. HELPING & COMMUNITY Police Officer - State Police Officer - Federal Customs Officer Security Officer Private Investigator Correctional Officer
36. ARTISTIC & CREATIVE Multimedia Developer Programmer (Info Tech) Desktop Publisher Business Systems Analyst Graphic Designer Media Producer	37. FIG'S & COMPUTATIONAL Systems Manager Computer Engineer Business Systems Analyst Programmer (Info Tech) Business Equipment Tech. Computer Systems Auditor	38. INFLUENCE & PCONTACT Lawyer Court Officer Criminologist Legal Executive Conveyancer Secretary	39. INFLUENCE & PCONTACT Beauty Therapist Hairdresser Make-up Artist Weight Loss Counsellor Model Naturopath	40. PRACTICAL & MANUAL Carpenter Joiner Cabinet Maker Building Technician Wood Machinist Construction Worker
41. PRACTICAL & MANUAL Electrician Engineer - Electrical Electrical Linesperson Electronics Engineering Tech. Automotive Electrician Security Systems Installer	42. CLERICAL & ADMIN Accountant Accounts Clerk Economist Financial Dealer & Broker Bank Officer Purchasing Officer	43. CLERICAL & ADMIN Accounts Clerk Secretary Office Administrator Clerk Public Servant Data Processing Operator	44. HELPING & COMMUNITY Education Aide Teacher - Primary Special Care Worker Childcare Worker Teacher - Early Childhood Personal Care Worker	45. PRACTICAL & MANUAL Florist Horticultural Tradesperso Nursery Assistant Landcare Worker Pest & Weed Controller Landscape Gardener
46. MEDICAL Vet Nurse Animal Technician Animal Attendant Horse Manager Stablehand Veterinarian	47. FIG'S & COMPUTATIONAL Bookmaker Gaming Worker Accounts Clerk Credit Officer Financial Dealer's Assistant Insurance Officer	48. ARTISTIC & CREATIVE Chef Cook Kitchenhand Catering Manager Confectioner Pastrycook	49. INFLUENCE & PCONTACT Real Estate Agent Auctioneer Sales Representative Town Planner Conveyancer Valuer	50. CLERICAL & ADMIN Financial Dealer & Broker Financial Dealer's Assistant Accountant Accounts Clerk Management Consultant Economist
51. CLERICAL & ADMIN Travel Consultant Flight Attendant Tourist Information Officer Tourism Manager Recreation Officer Airline Passenger Officer	52. FIG'S & COMPUTATIONAL Sales Assistant Cashier Retail Buyer Retail Manager Accounts Clerk Sales Representative	53. HELPING & COMMUNITY Welfare Worker Social Worker Youth Worker Psychologist Teacher - Secondary Counsellor	54. MEDICAL Pharmacist Biochemist Engineer - Chemical Naturopath Medical Lab Technician Sales Assistant	55. ARTISTIC & CREATIVE Hairdresser Beauty Therapist Make-up Artist Florist Wardrobe Supervisor Visual Merchandiser
56. MEDICAL Medical Practitioner Physiotherapist Nurse - Registered Medical Scientist Forensic Scientist Medical Lab Technician	57. SCIENTIFIC Research Scientist Medical Scien/tist Medical Lab Technician Physicist University Lecturer Agricultural Scientist	58. MEDICAL Veterinarian Vet Nurse Animal Technician Laboratory Worker Animal Attendant Zoologist	59. CLERICAL & ADMIN Data Processing Officer Secretary Receptionist Accounts Clerk Call-Centre Operator Office Administrator	60. HELPING & COMMUNITY Teacher - Secondary Teacher - Primary Education Aide Training Officer Teacher - Early Childhood Youth Worker

## Mini GOALscorer - Match-up

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 - P.E. 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: 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 Officer Quality Assurance Inspector Building Surveyor Nurse - Registered Rehabilitation Counsellor Health Promotions Officer	Also: P&M I&P
76. LITERARY Archeologist Historian Anthropologist Sociologist Archivist Museum Curator	Also: OUT C&A	77. PRACTICAL & MANUAL Plumber Refrigeration & Aircon Mech Automotive Air Fitter Environmental Health Officer Water & Plant Operator Tiler - Roof	Also: OUT T&E	78. MEDICAL Massage Therapist Physiotherapist Occupational Therapist Fitness Instructor Chiropractor Orientation & Mobility Instructor	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 Archeologist Miner Cartographer	Also: SCI F&C
81. FIG'S & COMPUTATIONAL Architect Architectural Drafter Landscape Architect Engineer - Industrial Building Technician Engineer - Civil	Also: A&C T&E	82. HELPING & COMMUNITY Firefighter Firefighter - Aviation Army, Navy, Airforce OHS Officer Ambulance Officer Building Surveyor	Also: OUT P&M	83. LITERARY Actor Dancer Stage Manager Announcer Media Producer Film Producer & Editor	Also: A&C I&P	84. TECH & ENGINEERING Business Equipment Techn. Computer Engineer IT Support Technician Systems Designer - IT Programmer - Info Tech Multimedia Developer	Also: SCI F&C	85. LITERARY Film Producer & Editor Film & TV -Producer's Ass. 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. FIG'S & COMPUTATIONAL Farm Manager Agricultural Engineer Agricultural Scientist Agricultural Tech. Officer Horticultural Tradesperson Aquaculture Technician	Also: OUT P&M	89. ARTISTIC & CREATIVE Musician or Singer Music Therapist Teacher - Music Sound Technician Announcer Diversional Therapist	Also: UT 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. FIG'S & COMPUTATIONAL Management Consultant Accountant Insurance Agent Public Relations Officer Marketing Officer Human Resources Officer	Also: C&A I&P	92. HELPING & COMMUNITY Training Officer Teacher - Secondary TAFE Lecturer Human Resource Officer Personnel Clerk University Lecturer	Also: C&A I&P	93. INFLUENCE & P.CONTACT Public Relations Officer Human Resource Officer Marketing Officer Advertising Account Executive Copywriter Journalist	Also: UT 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 Gemologist 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: C&A I&P	102. ART & CREATIVE Photographer Photographic Processor Media Equipment Operator Camera Operator Artist Audiovisual Technician	Also: T&E P&M	103. MEDICAL Audiologist Audiometrist Speech Pathologist Sound Technician Disability Services Instructor Broadcasting Technician	Also: SCI I&P	104. CLERICAL & ADMIN Court & Hansard Reporter Legal Executive Secretary Word Processing Operator Data Processing Operator Desktop Publisher	Also: UT I&P	105. OUTDOOR Landscape Architect Architect Town Planner Quantity Surveyor Horticultural Tradesperson Nursery Assistant	Also: A&C P&M
106. MEDICAL Dental Technician Prosthetic/Orthotic Tech'n 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. FIG'S & 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: A&C 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 Acc. 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



## 1.31 Investigating Occupations

### C Mini GOALscorer match-up

1. Circle any of the 120 occupation boxes from the Mini GOALscorer Match-up on pp.32-33 that you might be interested in pursuing as a career pathway.
2. Complete the table below.
  - i. In Column 2 write all the box numbers you have circled in the row that matches the interest area that was the heading for that box. (e.g. If you circled box 1, you would write 1 next to Scientific. If the next box you circled was 15, you would write 15 next to Literary.)
  - ii. Look at the Also: 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 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.)
  - iii. For Column 4 calculate your total score for that interest area by adding up the number of times you have a box number next to an interest area. Compare these scores to the descriptions on p.31 and activity 1.28B.
  - iv. In Column 5, list those occupations from your circled boxes you are most interested in. If an occupation appears more than once give it a tick.
  - v. Highlight those occupations you are most interested in and then use the Job Guide, My Future or Job Outlook to find out more information.

1. Interest group	2. Box numbers circled	3. Boxes circled 'Also'	4. Interest area score	5. Some occupations from the boxes I might be interested in; I should research some of these.
e.g. Artistic & Creative	10, 20, 34, 89	14	5	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				

## Occupation summary D

1. Choose an occupation you are interested in pursuing as part of your career pathway.
2. Check out The Job Guide book or online: [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) or [www.myfuture.edu.au](http://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? \_\_\_\_\_

For preview purposes only.  
Do not copy

## 1.33 Assessment Task

### AT1 Careers pathways investigation

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.

Task	Page	I must do	Title	Date due/ Date done	Student initials/ Teacher initials
1.02A	5	<input type="checkbox"/>	Career pathways		
1.04B	7	<input checked="" type="checkbox"/>	My career pathway		
1.06A	9	<input type="checkbox"/>	Why do people work?		
1.07B	10-11	<input type="checkbox"/>	Work values		
1.10A	13	<input type="checkbox"/>	Survey: My work attitude		
1.11B	14	<input checked="" type="checkbox"/>	Attitudes valued by employers		
1.12C	15	<input checked="" type="checkbox"/>	My attitudes to work		
1.13A	16	<input type="checkbox"/>	My personal competencies		
1.14B	17	<input type="checkbox"/>	My social competencies		
1.16A	19	<input checked="" type="checkbox"/>	Where will I be?		
1.18B	21	<input type="checkbox"/>	My OH&S responsibilities		
1.19B	22	<input checked="" type="checkbox"/>	OH&S Induction		
1.20C	23	<input checked="" type="checkbox"/>	Personal safety plan		
1.22A	25	<input checked="" type="checkbox"/>	Industry trends		
1.25B	28	<input checked="" type="checkbox"/>	Work-related trends		
1.26C	29	<input type="checkbox"/>	Labour market trends		
1.27A	30	<input type="checkbox"/>	Australian occupations		
1.28B	31	<input checked="" type="checkbox"/>	Interest areas		
1.31C	34	<input type="checkbox"/>	Mini GOALscorer match-up		
1.32D	35	<input checked="" type="checkbox"/>	Occupation summary		
		<input type="checkbox"/>			
		<input type="checkbox"/>			