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TOWARDS AN ENTERPRISING YOU

5th edition

VCE Industry and Enterprise 1&2
Careers & Pathways Education

1&E Units 1&2



Michael Carolan
DELIVER Educational Consulting

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 DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia
 Contact: www.deliverededucation.com.au
 michael@deliverededucation.com.au (03) 9939 1229

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Comments:

1.01 Career Pathways

Your career

Welcome to your future, what will you make of it? As a post-compulsory student undertaking study or training beyond the official school leaving age, the main reason why you are still here is to develop some sort of **career** for yourself.

You 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.

Even as we speak, many of you might already be employed and have jobs. Being employed as a productive member of society enables you to:

- ⇒ earn an **income**,
- ⇒ gain **experience** and develop **work-related skills** and workplace competencies, and
- ⇒ build and grow self-esteem and **responsibility**.

So how many of you are currently working and if so, are you planning to build a career based upon your **career** or **part-time work**?

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What is a career?

When we refer to a career we are talking about developing a **pathway** to your future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons.

Often 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 an actress."

Sometimes a middle-aged worker might say "You know, I never wanted to be an accountant. I always dreamed of forging a career as a musician."

And we can even hear a retiring employee say, "You know, I spent 45 years as an engineer, but I always wanted to be a firefighter!" Each of these people, for various reasons, has not been able to match their chosen employment with their preferred career.

It's sad that in each of these cases the **employer** has left these people unfulfilled.

So we can say that a career describes the employment that a person undertakes in order to satisfy their personal values. **Personal values** are those things that we, as workers, wish to obtain from working.

It is important that you develop a career that matches your personal values, otherwise you might go through life unfulfilled.



Image: piotr_marcinski/
depositphotos.com

@twick/tweet?

@ A job might help you to pay life's bills, but a career will help you to enjoy life's thrills. #I&E1&2

7:33 PM Feb 2nd via fortune cookie from Con

Why work?

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**. Choosing a suitable occupation may help your expectations of work be fulfilled. So what do you want or expect to gain from working?



Pathways options A

- Match each of the reasons for working from the diagram above with the statements listed below. Give each one a score of 1 to 5 to rate the extent to which you agree with this reason.

| | |
|--|--|
| "I want to earn me some serious moolah." | "I want a lot of holidays and time off." |
| "I want to meet new people." | "I want to be able to do what I do." |
| "I want to work in a nice office." | "I want people to look up to me." |
| "I want to be able to feel good about myself." | "I want to be challenged and to grow." |
| "I want to be able to support my family." | "I want to do good for others." |

- List 3 part-time or casual jobs you have had, or that students or teenagers typically have.
- Briefly outline your possible future career pathway.
- Explain how your preferred career matches (or doesn't) these typical part-time/casual student jobs.

1.03 Career Pathways

Multiple career pathways

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

Most modern pathways branch off in different directions supported by **lifelong learning**. Many people change occupations and develop different careers throughout their working lives. 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 could involve changing jobs or industries in order to access better career growth opportunities.

Increasingly, in the contemporary world of work, many employees are creating a **portfolio career**. A portfolio career involves a combination of **part-time**, **casual**, **contract** and other modes of work, including **self-employment**.

Career life cycle

As people go through different stages of their lives they will have different **expectations** related to career development as part of their **career life cycle**. When first starting their careers people are likely to trade leisure time for income and usually have little loyalty to their employer.

As people age and develop through their lives, they might seek out more motivating, rewarding and satisfying jobs.

Later in life people might look to consolidate their careers and strike a balance between work, family and financial security.

In the final stage of their careers people might seek **self-actualisation** whereby they can fully achieve their potential. This might be in a senior role or it might be through a 'seachange' meaning a downsizing to a less lucrative, but more satisfying role.

Career development & personal life

One of the most important ways to live a happy and healthy life is to match your personal **values** with your **career**.

An average person will spend about 40-50 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.

Many people develop career pathways in areas that don't suit their interests or their values and end up experiencing an unfulfilling work life.

Choosing a career that matches your values is likely to help you satisfy your personal goals.

Starting a family can drastically alter your career pathway development. How long before you are planning to start your family?



What Do You Value?

Values:

- "I value freedom."
- "I value having a really high standard of living."
- "I value spirituality."
- "I value the opportunity to be creative."
- "I value certainty."
- "I value a lot of leisure time."
- "I value social contact and meeting people."
- "I value being my own boss."
- "I value my friends over anything else."
- "I value my health more than anything."
- "I value my family over anything else."
- "I value excitement and glamour."
- "I value helping the community as vital."
- "I value the opportunity to make decisions."
- "I value helping myself as number one."

Image: zhev/iStock/Thinkstock

Career pathways and values B

1. What is a career pathway?
2. Why is it better to develop multiple career pathways?
3. What is a career life cycle? How might this affect you over the course of your life?
4. When it comes to your personal life, explain which is more important - a job or a career?
5. Briefly describe how 4 values will influence the development of your career pathway.

| Values | Influence on my career pathway development |
|----------------|---|
| e.g. certainty | I want to develop a career pathway that allows me to have job security so that I know how much I will earn from week to week. |
| | |
| | |
| | |
| | |

1.05 Lifelong Learning

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 and training you might participate in throughout your career.

You need specific qualifications to enter certain occupations. However, you also need to maintain and upgrade your qualifications as your career evolves. This might involve **apprenticeships**, **TAFE**, **university**, **professional development**, industry courses and so on.

For example, an electrician will have to complete an approved **Australian Apprenticeship** in order to be qualified to enter the occupation. Electricians will then have to undertake regular training throughout their career in order to maintain their qualification and to specialise in certain areas. This training will reflect changes and developments in technology, legislation, safety and other industry issues.

An accountant will have to complete a **university degree** to be recognised as a qualified accountant. Throughout their career they will undertake more training so as to keep abreast of changes in taxation, superannuation and other financial and legal issues. If they want to be a qualified CPA, they will also have to undertake further intensive study.

Many employees now have to complete online **on-the-job learning** modules and short courses as part of their lifelong learning.

Keep on running

Life never stands still! Just when you get used to something, it changes.

The same goes for work. No one participating in the modern workforce can simply complete their initial qualification and then expect to be set up in a job for life. Career success requires employees to participate in **lifelong learning**.

Advances in technology cause the structure of industry and the economy to change and **skills shortages** can occur. As a result, workers must keep up to date with ongoing professional development and training.

Think of a motor mechanic who may have started their apprenticeship in the mid 1990s. Around 30 years have passed during their career, and technological advancements in motor vehicles and engines have drastically altered the **work-related skills** required of modern mechanics. And we might be talking about an employee who is only 45 years old (younger than some of your parents) and who still has more than half of their career ahead of them.



Types of Training

Formal training

- ⇒ Training that leads to certification and qualifications. Formal training may be performed both on-the-job and off-the-job.
- ⇒ Examples include school certificates, Australian Apprenticeships, VET, TAFE courses and higher education qualifications.

On-the-job training

- ⇒ Formal or informal training that takes place directly in the workplace.
- ⇒ This is usually a normal part of learning and undertaking work tasks. e.g. On-the-job supervision, etc..

Off-the-job training

- ⇒ This is training that takes place in a formal learning environment rather than in the 'everyday' workplace and often leads to a certified outcome. e.g. TAFE, e-learning, etc..

Competency-based training

- ⇒ CBT is learning based on demonstrating achievement of learning outcomes by performing specified tasks. e.g. Australian Apprenticeships.

Professional development

- ⇒ Training opportunities for employees, often funded by employers, to help their workers upskill and develop their careers.

Informal training

- ⇒ Training that usually occurs on-the-job.
- ⇒ This includes supervision, mentoring and day-to-day assistance, demonstration, advice and support.



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Types of Training A

Complete this table by outlining examples of the types of training you have participated in, or are likely to participate in, as part of your own career development.

| Training | Example |
|----------------------------------|---|
| e.g. Professional development | As an accountant I will need to undergo ongoing professional development training to keep up to date with new software, changes in tax laws and superannuation laws as well as new financial regulations. |
| | |
| | |
| | |
| | |

1.07 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 in my 20s?"

Preview

Start Planning Your Goals

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

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

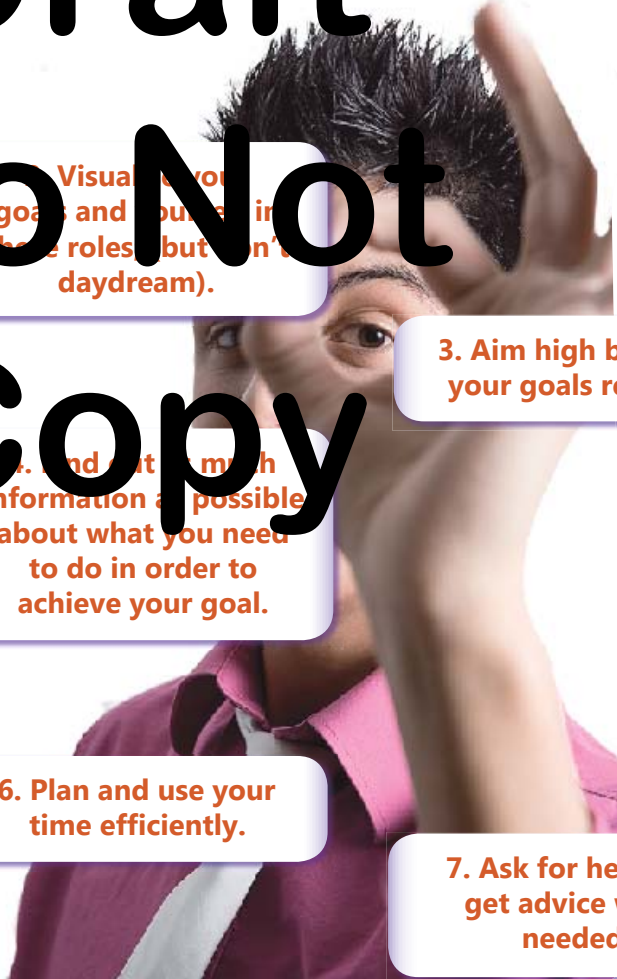
3. Aim high but keep your goals realistic.

4. Find out as much information as possible about what you need to do in order to achieve your goal.

5. Plan and 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.



1. Answer the following questions realistically 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 9-10 years?

v. What will I be doing in 25 years?

2. Use the 7 goal-planning steps to lay out an action plan so as to start developing your career pathway. You can draft some information below.

1. Break down your goals.

2. Visualise/describe yourself in these roles.

3. Aim realistically.

4. Find out information.

5. Plan and make sacrifices.

6. Plan your time.

7. Get advice.

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Kick'n the right goals

Do you like the idea of stumbling through life with no real idea of where you're headed? Just as having a clear focus and goals in your personal life is important, so too is having goals for your career. In fact the two go hand-in-hand.

And just as you can't expect to adequately plan your personal life in five minutes, neither can you work out what you want from work in such a short-time.

Goal-setting for different areas of your life takes time, and if done properly any time you spend will be a profitable investment. When undertaking any planning, including career planning, you need to divide your goals into long-term, mid-term and short-term goals.

Breaking down a long-term goal into a series of intermediate stages, and then further breaking down these intermediate objectives into a series of immediate aims, will help you more easily achieve something that is hard.

Imagine an AFL club such as Richmond that is aiming to win the premiership. They might embark on a 3-7 year rebuilding phase. That is a long-term or strategic goal. They aim to win a certain number of games to get into the finals, their mid-term or intermediate goal. They also have to win their weekly matches. These are their short-term or immediate goals. (Note: This passage was first written in 2011. And what happened? They won the flag in 2017!)

Even within short-term goals there are a series of smaller goals - quarter by quarter, minute by minute, kick by kick. Another analogy goes like this, "Take care of the cents and the dollars look after themselves!"

It can seem at times to be somewhat daunting and difficult to achieve broad long-term life objectives. They seem too hard and too far away! But by focusing on day-to-day achievements you will find that the bigger picture might fall into place; sometimes even without you really knowing it.

So far in your life your goals may have been piece-meal, clear and straightforward; saving to buy something special, planning for a holiday or goals related to school or sporting achievement.

Some of you will already be saving for a car. That seems a long way off. But you know that by earning a regular income from casual and holiday work and putting money away, week by week, you will save up enough money, maybe \$10,000 or more over the next 2 or so years to buy that car, to achieve that longer-term goal.

A sacrifice taken now can go a long way towards helping you achieve your longer-term goals and makes you more enterprising.

Career goals take quite a lot of planning as well as the ability to be realistic and to focus.

To do yourself what can you do today, right now to help you achieve what you want tomorrow and in the future?

Oh, and if you don't know the answer, then it's time to start planning.

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@twick/tweet?

@ If you don't know where you are going then how will you know when you have arrived?
#I&E1&2

7:33 PM Feb 5th via carrier pigeon by Dante

GROWMA Goal-Setting Process

1: Goals

- ⇒ In one clear sentence, state what you are trying to achieve.
- ⇒ Consider what outcomes are you aiming for, i.e. what are your objectives?

2: Resources

- ⇒ What are your strengths and what are your weaknesses?
- ⇒ What threats exist and what opportunities exist?
- ⇒ What do you need to put in, or invest; your time, money, study, work experience?
- ⇒ Who else might be involved and who could help?

3: Organise

- ⇒ What is your timeframe?
- ⇒ What are your priorities?
- ⇒ What tasks will you need to do?
- ⇒ What specific actions need doing?
- ⇒ What resources will you need?
- ⇒ Who assistance might you need?
- ⇒ What sort of backup is needed in case things go wrong?

4: Work

- ⇒ Plan and implement short-term, mid-term and strategic goals.
- ⇒ Use a diary and a planner to help you start achieving your immediate goals.
- ⇒ Put the plan into action by doing the relevant work!

5: Monitor

- ⇒ Check and review to see whether you are achieving your objectives.
- ⇒ Identify any reasons for non-achievement.
- ⇒ Change or modify your activities to better meet your objectives.
- ⇒ Change or modify your objectives to have more accurate and realistic goals.

6: Adjust

- ⇒ Carry out ongoing reviews to ensure that you are moving towards your long-term goals.
- ⇒ If you need to make changes then plan and implement these changes.
- ⇒ Implement your back-up plan if needed.

You might also use the PODR planning process, see p.93 to help achieve your goals.

GROWMA goal-setting B

1. Why is it important to plan and set goals? Use an example.
2. Use examples to explain the difference between short-term, intermediate and long-term goals.
3. How might breaking goals down into smaller, achievable bites help you to achieve your goals? Use an example.
4. Why does the achievement of goals rely on a sacrifice, or an investment? Use an example.
5. Use the 6-step GROWMA process to help plan and achieve a goal related to your career pathway. (Draw up a table or develop a pro-forma for this.)

1.11 Values and Attitudes

Personal values

You have already investigated how personal **values** are a key determinant of your career pathway. Values are the guiding principles upon which you live your life and will often dictate the things that you do. Your values will help you develop social and personal competencies. Your values will also help to form your **attitudes**. Therefore your attitude to work is strongly influenced by the things that you value, both in your personal life and from your working life.

Here are a number of key values identified as part of the *Employability Skills For The Future Project*, way back in 2002. So do many, or any, of these

sound like you, because these still apply today?



Community values

Community values and attitudes to work represent the shared values of people in society. As society changes, 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 the following.

- ⇒ 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 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 their 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** (or millennials) are the Peter Pans! The me-generation with an overblown sense of ego and entitlement. Brand-washed, tech-savvy and image-conscious these millennials jump from casual job to casual job. They want the world but aren't prepared to do anything for it - accept that, along with their parents. So to what extent do you agree with these clichés about previous generations?

And where does your generation (sometimes known as **Gen Z** or post-millennials) fit in to all of this? Is it too early to generalise an attitude to work for you and your peers? Or should we not be generalising about any generations at all?

Generational values

There are some clear generational differences in values and attitudes to work. People are now more likely to:

- ⇒ value certain types of occupations (white-collar) over others (blue-collar)
- ⇒ go to university; and spend more years studying
- ⇒ leave home at an older age and start a family later
- ⇒ change jobs, (and careers) more often and quit work to travel overseas more
- ⇒ expect greater workplace flexibility
- ⇒ combine a number of part-time and casual jobs as part of a portfolio career rather than work full-time.

Attitudes to work

One of the important aspects to developing a **career pathway** is to determine your attitude to work. Our society has an attitude that says we should work. But not everyone shares this attitude to the same extent.

Our society uses the **status** of our jobs to help define our place in society. Sometimes those who don't participate as workers are derided or put down.

It might surprise you to learn but there are other cultures in the world that 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.

So what is your attitude to work? Does it match the attitudes of your parents? Is it similar or different from your peers, and how does it vary from people older and younger than yourself? And perhaps most importantly, do you have the attitude that employers are looking for, or an attitude that employers will avoid like the plague!



"It was much harder in my day and we worked damned hard for every cent we ever got."

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 very trained and highly skilled."

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

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



"I find I would be very productive given my (outline skills/experience/industry)."

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

Preview
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A Attitude alert

1. How might a person's values influence the type of career pathway they might develop? Use examples.
2. Develop 2-3 more values that should be added to the list in the *Community values* section.
3. Why might values and attitudes to work change depending on someone's generation?
4. In one paragraph summarise your attitude to work (include some values as part of this summary). You can complete the survey on p.16 to gain an extra insight into your attitudes.
5. Do you believe that your generation has different values and attitudes to work compared to other generations? Interview some people and get their viewpoint. Share the information with the class.



“Wot’s wit’ d’tude, dude?”

When you ask employers what skills they want in new younger employees and trainees you might be surprised by their answers.

Employers know that when they are hiring a first-year apprentice motor mechanic that they are not going to get an employee who is able to perform the same tasks as a fully experienced employee. That’s not what they’re looking for!

What they do want, however, is someone who has well-developed work-related skills, and also strong personal and social competencies.

One thing, rightly or wrongly, expected of young people is an ease of use of new technologies, including computers, digital communications technologies and software applications (and not just games).

But what they are most often looking for in applicants is those who have ‘good attitude’ as well as strong general employability skills. “You can change someone’s skills with training, but it’s hard to change an attitude.”

When employees ring the referees of young people, and they do, they usually ask questions about punctuality, attendance, reliability, respectfulness, taking instructions, responsibility, initiative and working with others.

A person’s aptitude, interest and ability for an occupation will develop throughout their post-compulsory schooling years via their subject choices, work experience, casual and part-time work and enthusiasm for a particular occupation. But when does one’s attitude get formed?

Your personality strengths and weaknesses and your ability to interact positively in social situations will strongly influence whether you obtain employment.

As you develop your career pathway it is important that you reflect on your character strengths and weaknesses and assess your suitability for different occupations. An honest self-assessment now might save years of heartache and job dissatisfaction.

Many attributes rated as most important by employers when hiring new staff are:

- ✓ reliability
- ✓ willingness to work
- ✓ initiative
- ✓ relevant work skills
- ✓ ability to get on with co-workers
- ✓ relevant experience, and
- ✓ communication.

Employers say that the positives associated with employing young people include getting a balance of age in employees, cheaper staff, gaining the opportunity to train workers, and that it’s good to support youth of Australia.

Employers often report negative attitudes toward young people such as a lack of work ethic, poor attitude, lack of desire to work, lack of responsibility, unrealistic sense of self-worth, impact of social life on work attendance and priorities and low self-esteem.

So are these the sorts of things you are hearing? Ask around to go online and find out!



Attitudes to work B

1. Look at the list of commonly asked questions by referees. Classify each as relating more to a skill, or to an attitude.
2. Do you think that the attitudes of employers to potential staff are reasonable? Explain.
3. What do you think about the attitudes of employers to young potential employees? Justify your answer.
4. Consider the statement... “You can change someone’s skills with training, but it’s hard to change an attitude.” Carefully explain the meaning of this statement. Also explain whether you agree with this statement given that you are a potential employee. What about if you were the owner of a business, i.e. a small retailer or a tradesperson? Explain now whether you are more likely or less likely to agree with the statement.

C My attitude



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 when 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 a week as a week; I'd just as long as 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 up new opportunities.
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.

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.

W

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

This is your 'L' Score: This score gives an indication of your attitude to work and can be described as your 'Work to live' rating. It indicates how much more important you see your personal and social life, the balance of values between personal and working life and your willingness to place personal and social life above a career - at this stage of your life.

L

- 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.

Values and attitudes and me D

1

1. Choose key personal values that the commercial world commonly expects from workers. Start with those from p.12 and/or add others of your own choosing.
2. For each one describe how you could communicate to a potential employer that you could deliver on this value. Use a specific work-related example to 'convince' them.
3. For each of these, use one clear sentence to describe how this demonstrates a positive attitude on your behalf.

| Value | Values and me | My attitude |
|---|--|---|
| e.g. reliability | <i>I am reliable because I am rarely absent from school and always on time. I hate being late, it's better to be on time, or early, because then there is less stress all round and everybody is ready to get started.</i> | <i>Being reliable and on time shows that I am respectful to other people that I'll be working with because I accept responsibility for my role as people will be relying on me to be there.</i> |
| <div>Preview</div> <div>Draft</div> <div>Do Not</div> <div>Copy</div> | | |
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| | | |

Application



Role play some of these values and attitudes in action in work-related situations. Take turns playing the roles of workers, co-worker, bosses and customers/clients.

Switch around 'good' and 'bad' attitudes - do any of these behaviours seem natural or unnatural? Why so?

Video your interactions and share and discuss with the class to get feedback.

1.17 Sourcing Work

Finding work

Finding work requires a systematic approach whereby you use and combine as many different methods as possible. Finding work can be really hard work in itself! So you can't just rely on one single method of **job-seeking**. If you want to get an edge in the job market then you must use all the job-seeking tools at your disposal. And of course the jobs won't come to you; rather you have to get out there and actively seek work.

Some methods of finding work are much more effective than others. This depends on the type of work you are looking for and also the stage of your career. An effective modern day job-seeker is likely to use many online portals as well as utilising their network and contacts. So do you know where you can find suitable jobs advertised online? And are you aware of all the people in your life, and all of the **specialist agencies** you can register with, that can help you find employment? If not, then it's time to find out!

Job-seeking network

In today's **job or labour market**, it's what you know and who you know. It's often reported that almost three quarters of all jobs are not advertised. Although this statistic is not proven, it still is basically true that the large proportion of jobs are filled through recommendations and being 'in the know'. In other words, through your job-seeking network.

You are probably already familiar with the importance of continually developing your job-seeking network. Now you don't have to be special to know the right people. You just have to be in contact with people who might be able to help you develop your career. These people should be made aware of the types of jobs you're looking for. And if you're prepared, with a résumé and other information, then you're ready to go.



A My job-seeking network

- Identify 5 members of your own job-seeking network. They should be different 'categories' of people. Identify their area of speciality or industry and include their contact details.

| | | |
|--|--|--|
| | | |
| | | |

Sources of Jobs

Online employment websites

The growth of online employment portals has been staggering with online employment advertising becoming the dominant method for attracting applicants. Try:

www.adzuna.com.au

www.seek.com.au

www.careerone.com.au

<https://au.jora.com>

and www.jobsearch.gov.au

These are the main portals for sourcing employment. These sites also offer the benefit of lodging résumés, career profiling, matching and message alerts.

Newspapers and print media

Employment vacancies are now less widely advertised in print media.

The Saturday Age, the Weekend Australian and the Herald-Sun have some job ads (usually higher level) and supporting websites. Local and regional newspapers can be a good source of local jobs.

jobactive

jobactive members are called *jobactive providers* and they are contracted by the government to assist unemployed people to enter workforce opportunities.

Some providers specialise in remote jobs and disability support. Start with Centrelink or

www.jobsearch.gov.au

Organisation websites

Many organisations, especially government ones, advertise directly on their Human Resources, Careers, Working with Us etc. pages of their websites.

Youth-oriented agencies

Some are Group Training Organisations who specialise in apprenticeships. They connect to match potential apprentices with available training and employment opportunities. Examples include Apprenticeships Plus and Mentor.

Social and online media

Many entry, lower-level and casual positions are advertised through social media' making use of a 'word-of-mouth' approach; with opportunities shared through personal networks.

Classified sites such as Gumtree contain some job ads as well as ads posted by people seeking jobs - but beware - some may not be legit.

LinkedIn is a major source for professional referrals and positions.

These methods will continue to grow (and new ones will emerge) as society becomes even more digitised.

Employment agencies

Many employers use agencies such as Drake and Skilled. You can register with these agencies who can match you to jobs, especially temporary or contract work. Some agencies specialise in finding workers for particular industries.

Cold-canvassing

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

Networking

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

1.19 Sourcing Work

B Online job sites

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

| Online site | Job-seeking features to help young people |
|--|---|
| Careerone (News Limited job ads) www.careerone.com.au | |
| Adzuna (Fairfax job ads) www.adzuna.com.au/ | |
| Seek (Employment site) www.seek.com.au | |
| Australian Jobsearch (Commonwealth Government) www.jobsearch.gov.au | |
| My Future www.myfuture.edu.au | |
| Australian Apprenticeships www.australianapprenticeships.gov.au | |
| Youth Central (Victorian State Government) www.youthcentral.vic.gov.au | |
| https://au.jora.com | |
| Vic Tertiary selection or Vic Vocational (TAFE) courses www.vtac.edu.au www.skills.vic.gov.au/VictorianSkillsGateway/Pages/Home.aspx | |
| (Your choice) | |

Preview
Draft
Do Not
Copy

Online site investigation C

Produce a factsheet, brochure, guide, poster, website or multimedia presentation for young people your age summarising the features of an online careers or jobs site.

Include information about each of the categories below.

You might complete this activity in pairs.



| | | |
|--|--|--|
| Basic details <ul style="list-style-type: none"> <input type="checkbox"/> name <input type="checkbox"/> organisation <input type="checkbox"/> address <input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> social handles <input type="checkbox"/> etc. | Who are they? <ul style="list-style-type: none"> <input type="checkbox"/> Agency/organisation? <input type="checkbox"/> What do they do? <input type="checkbox"/> What is their mission? <input type="checkbox"/> Are there any fees or costs involved? | Features of the site <ul style="list-style-type: none"> <input type="checkbox"/> Describe these clearly. <input type="checkbox"/> Who are they targeting? <input type="checkbox"/> What does the site allow you to achieve? <input type="checkbox"/> What can you do/or find out directly from the site? How does it work? How effective are the searches and navigation? |
| Services they provide <ul style="list-style-type: none"> <input type="checkbox"/> What other services do they offer? <input type="checkbox"/> Can you contact people in the 'real' world? <input type="checkbox"/> Do they work with another agency? <input type="checkbox"/> Can they help you face-to-face? | Online resources <ul style="list-style-type: none"> <input type="checkbox"/> What resources are available? <input type="checkbox"/> Are there apps and email alerts? <input type="checkbox"/> What information about: <ul style="list-style-type: none"> • jobs data • job vacancies • courses • help and advice • career tips • registration facilities • some other information. | Contacts <ul style="list-style-type: none"> <input type="checkbox"/> Can you speak with them? <input type="checkbox"/> Do they have an office/branches? <input type="checkbox"/> Do they have one-to-one support services? <input type="checkbox"/> Which people should I contact and how? |
| Contacts <ul style="list-style-type: none"> <input type="checkbox"/> Who should use the site? Age, etc.. <input type="checkbox"/> When should they use it? Year level and stage of pathway, etc.. <input type="checkbox"/> Which features work best? <input type="checkbox"/> Do you have any quick tips or handy hints about the site? | Strengths <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the good points and usefulness of the site. <input type="checkbox"/> How easy is the site to use? <input type="checkbox"/> How much can the site assist young people to find work? | Weaknesses <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the not so good points and lack of usefulness of the site. <input type="checkbox"/> How difficult is it to use the site? <input type="checkbox"/> What improvements would you suggest? |

1

Steps:

- 

Total:

| Treasure Items | Points | Treasure Items | Points |
|--|--------|--|--------|
| <input type="checkbox"/> wearing runners..... | 1 | <input type="checkbox"/> wearing a ring..... | 6 |
| <input type="checkbox"/> has short hair..... | 2 | <input type="checkbox"/> a playing instrument..... | 6 |
| <input type="checkbox"/> has an accent..... | 3 | <input type="checkbox"/> can draw really well..... | 7 |
| <input type="checkbox"/> wants to be famous..... | 3 | <input type="checkbox"/> has a TAFE qualification..... | 7 |
| <input type="checkbox"/> has piercings..... | 3 | <input type="checkbox"/> has a learner's permit..... | 7 |
| <input type="checkbox"/> is taller than you..... | 2 | <input type="checkbox"/> works in retail..... | 7 |
| <input type="checkbox"/> likes hip-hop..... | 3 | <input type="checkbox"/> plays a team sport..... | 7 |
| <input type="checkbox"/> is younger than you..... | 3 | <input type="checkbox"/> can fix computers..... | 7 |
| <input type="checkbox"/> is funny..... | 4 | <input type="checkbox"/> doesn't drink smoke..... | 7 |
| <input type="checkbox"/> has younger siblings..... | 4 | <input type="checkbox"/> in curling all..... | 8 |
| <input type="checkbox"/> has painted nails..... | 4 | <input type="checkbox"/> doesn't watch TV..... | 8 |
| <input type="checkbox"/> is a good swimmer..... | 4 | <input type="checkbox"/> does volunteer work..... | 8 |
| <input type="checkbox"/> doesn't like R&B..... | 4 | <input type="checkbox"/> cooks regularly..... | 9 |
| <input type="checkbox"/> has/wants tattoos..... | 4 | <input type="checkbox"/> supports Geelong..... | 9 |
| <input type="checkbox"/> allergic to nuts..... | 4 | <input type="checkbox"/> wearing green..... | 10 |
| <input type="checkbox"/> has a Samsung mobile..... | 5 | <input type="checkbox"/> has a pet bird..... | 10 |
| <input type="checkbox"/> ate toast today..... | 5 | <input type="checkbox"/> has no ID on them..... | 10 |
| <input type="checkbox"/> can supermodel walk..... | 5 | <input type="checkbox"/> has piercings..... | 10 |
| <input type="checkbox"/> has been to your house..... | 5 | <input type="checkbox"/> doesn't eat chocolate..... | 10 |
| <input type="checkbox"/> can change a car tyre..... | 5 | <input type="checkbox"/> texts <10 times a day..... | 10 |
| <input type="checkbox"/> name begins with J..... | 5 | <input type="checkbox"/> can juggle well..... | 10 |
| <input type="checkbox"/> was born overseas..... | 5 | <input type="checkbox"/> has been to the NT..... | 11 |
| <input type="checkbox"/> has a hat with them..... | 5 | <input type="checkbox"/> works for their family..... | 11 |
| <input type="checkbox"/> is a tennis fan..... | 5 | <input type="checkbox"/> is good at maths..... | 12 |
| <input type="checkbox"/> has an iPad..... | 5 | <input type="checkbox"/> has done first-aid..... | 12 |
| <input type="checkbox"/> isn't on Facebook..... | 5 | <input type="checkbox"/> believes in aliens..... | 12 |
| <input type="checkbox"/> is a photographer..... | 5 | <input type="checkbox"/> works, but not in retail..... | 13 |
| <input type="checkbox"/> has dyed hair..... | 5 | <input type="checkbox"/> name has an X or Y..... | 14 |
| <input type="checkbox"/> is a good dancer..... | 5 | <input type="checkbox"/> has done ballet..... | 15 |
| <input type="checkbox"/> is an online gamer..... | 5 | <input type="checkbox"/> drove to school..... | 16 |
| <input type="checkbox"/> wants to be a cop..... | 6 | <input type="checkbox"/> likes classical music..... | 17 |
| <input type="checkbox"/> uses a gym..... | 6 | <input type="checkbox"/> has a university degree..... | 18 |
| <input type="checkbox"/> can play poker..... | 6 | <input type="checkbox"/> is a vegetarian..... | 19 |
| <input type="checkbox"/> rode to school..... | 6 | <input type="checkbox"/> is wearing odd socks..... | 20 |

Starting out

| | | | |
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| 2.01 The Australian Workforce | 24 | 2.19 Lifelong Learning..... | 42 |
| 2.05 Labour Market Trends..... | 28 | 2.21 OH&S Induction..... | 44 |
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| Activity | p. | Due date/Done? | Comment |
|---|----|--------------------------|---------|
| 2.02A Employment and unemployment | 25 | <input type="checkbox"/> | |
| 2.04B A skilled workforce | 27 | <input type="checkbox"/> | |
| 2.05A Skill-up | 28 | <input type="checkbox"/> | |
| 2.06B Unemployment | 29 | <input type="checkbox"/> | |
| 2.07C Industry trends | 30 | <input type="checkbox"/> | |
| 2.08D Industry trends II | 31 | <input type="checkbox"/> | |
| 2.09A Industry employment | | <input type="checkbox"/> | |
| 2.12B Work-related trends | 35 | <input type="checkbox"/> | |
| 2.14C The digital age | 37 | <input type="checkbox"/> | |
| 2.18A Types of training | 41 | <input type="checkbox"/> | |
| 2.18B AQF & training | 41 | <input type="checkbox"/> | |
| 2.20A Pathways to success | 43 | <input type="checkbox"/> | |
| 2.21A My OH&S/WHS responsibilities | 44 | <input type="checkbox"/> | |
| 2.23B OH&S/WHS induction | 46 | <input type="checkbox"/> | |
| 2.24C Personal safety plan | 47 | <input type="checkbox"/> | |
| 2.25A Occupations | 48 | <input type="checkbox"/> | |
| 2.25B Interest areas | 49 | <input type="checkbox"/> | |
| 2.29C Mini GOALscorer | 52 | <input type="checkbox"/> | |
| 2.30D Occupation investigation | 53 | <input type="checkbox"/> | |
| AT1 Career Pathways Portfolio | 54 | <input type="checkbox"/> | |

Comments:

2.01 The Australian Workforce

The labour market

The Australian labour market operates on the same principles as any other market. The **demand** for, and **supply** of labour is governed by the **scarcity** of the **skills** offered (supplied) by job-seekers combined with the demand for those particular skills required by potential employers.

This means, that in theory, employees with well-developed **skills-sets** are more likely to be 'in-demand' by employers. They are also more likely to earn higher incomes and less likely to experience long periods of unemployment. In other words, employers will try to look for and reward higher-skilled, i.e. 'more valuable', employees. A **skilled workforce** is needed to drive **economic growth** and help maintain Australia's **standard of living**.

And alternatively - well you know the drill! Lower-skilled workers may experience reduced demand for their labour. And this is an ongoing problem for entry-level employees such as younger job-seekers. They are also likely to be paid less and may have trouble finding and keeping work. Now that's a problem we want you to avoid!

The Australian **labour force** includes all those people working, which is measured by total full-time, part-time and casual **employment** levels, as well as all those people willing and able to work who are actively seeking work (which is measured by total **unemployment**).

The diagram below lists some of the key terms associated with the labour market. As you read each of these, reflect on how they relate to you and your potential 'value' in the contemporary

labour market.



Image:kaarsten/
iStock/Thinkstock

Employment

People are considered to be officially employed if they provide at least one hour of their labour in return for:

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

Obviously people are also officially employed if they are self-employed and own and/or operate a business (owner-operator).

Of course paid workers who work for charities are also employed. But unpaid volunteers are not officially counted as employed even though they are 'working'.

Both paid and unpaid family members working in a family business are classified as employed.

In Australia, as at October 2018, 12.7 million people were employed (full-time represented 68.7%).

(Source: ABS 6202.0)

Unemployment

People are only counted as being officially unemployed if they are actively seeking work. According to the *Australian Bureau of Statistics* (ABS), the official definition of unemployment requires someone aged 15+, who was not employed during the reference week to:

- ⇒ have actively looked for work during the previous four weeks, and
- ⇒ be available to start work in the reference week if a job is available.

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

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

In Australia, as at October 2018, 672,100 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 5.0%.

(Source: ABS 6202.0)

Employment and unemployment A

Use the official definitions to describe the difference between employment and unemployment.

Discussion

There are some people who will not be counted in either of these definitions. Why is that and who might they be? How might this effect the official statistics for each of these definitions? Where do you fit?



The Australian economy

Australia has a mature, developed western capitalist economy. The economy consists of the **private sector** and the **public sector** (government) producing a vast range of goods and services (**outputs**) using varied combinations of **inputs**. **International trade** through the **export** and **import** of goods and services is also a key part of Australia's economic activity.

Factors of production

Inputs are the productive resources that a firm uses to make its goods and services and can be grouped in four categories as the factors of production. Firms use these inputs (resources) and combine them together to produce an output.

i. **Land (natural resources)**: Raw materials and physical components.

ii. **Labour**: Human effort, skills and expertise.

iii. **Capital**: Investment in equipment, machinery and technology.

iv. **Enterprise**: The ability to combine and manage the other three factors of production.

Outputs may be goods or services. Some organisations produce goods that are sold as **final products** to consumers (e.g. a frozen chicken in a supermarket), while others make **producer goods** (e.g. bulk chickens) that are sold as **intermediate products** to other producers (e.g. a fast-food chicken franchise). Note: The same chicken 'farmer' might supply both for the retail and industrial markets.

Some organisations produce services that are sold as **final service** to consumers (e.g. an accountant doing personal income tax returns) while others produce services that are sold to other producers as an **intermediate**

service (e.g. an accountant preparing annual returns for a small business). Note: The same accountant might provide both personal and commercial accounting services.

Essential to successful economic production is the use of human effort, or **labour**. Humans manage and facilitate all aspects of the other three factors of production. Therefore it is vital to have a highly skilled workforce so as to generate successful productive outcomes.



This commercial bakery will manufacture bread that ends up both as an intermediate product and a final product.

Image: jackchen/depositphotos.com

A skilled workforce

In order to produce quality goods and services firms need to have a skilled workforce. Firms use employees to produce goods and services. **Employees** contribute their **skills**, **expertise** and **experience** to their **employers** in exchange for **wages**, **salaries** and other **payments**.

As the structure of the Australian economy continues to evolve, workers need to have well developed and sophisticated **work-related skills**. These skills are developed through general and **industry-specific vocational** and **TAFE training**, **university** qualifications, **on-the-job training**, **coaching** and **mentoring**, ongoing **lifelong learning** and **professional development** and many other skills development methods.

If Australia is to remain competitive in an increasingly **globalised** commercial world then private and public sector firms throughout all industries will require workers who are not only **multi-skilled** but also able and willing to retrain to **upskill** as part of lifelong learning. Workers need technical, professional, people and leadership skills in order to produce quality goods and services as efficiently as possible.

The benefits of a skilled workforce extend beyond the world of work to society more generally. Higher skills usually result in greater **employment opportunities**, increased **pay and remuneration**, greater **job satisfaction** and **motivation**, more access to **quality goods and services**, a sense of community, social and **economic contribution**, **personal wellbeing**, and a higher **standard of living**.

Towards a Skilled Workforce



Image:
photography33/
depositphotos.com

Do Not Copy

A skilled workforce B

This topic includes many key words that you may or may not be familiar with at this stage of your learning program. However, all of these key terms are relevant to understanding basic economic operations and the importance of a skilled workforce.

1. In your wordbooks choose 8 key terms from the section, *The Australian economy*.
2. Explain the meaning of each of these, and give an example from a workplace or industry with which you are familiar.
3. Explain using examples, 8 key terms from the section, *A skilled workforce*.
4. Describe 5 clear reasons why Australian and Australian industry needs workers who are skilled. Give examples from a workplace or industry with which you are familiar.
5. Summarise the key roles and responsibilities of the 3 stakeholders groups: *employees*, *employers* and the *government* in relation to developing and supporting a skilled workforce. Use examples where appropriate.

2.05 Labour Market Trends

Employment trends

In the Australian labour market there are a number of key issues and **employment trends** that impact on opportunities available for young people entering the workforce.

i. Higher skills and qualifications enhance employment prospects

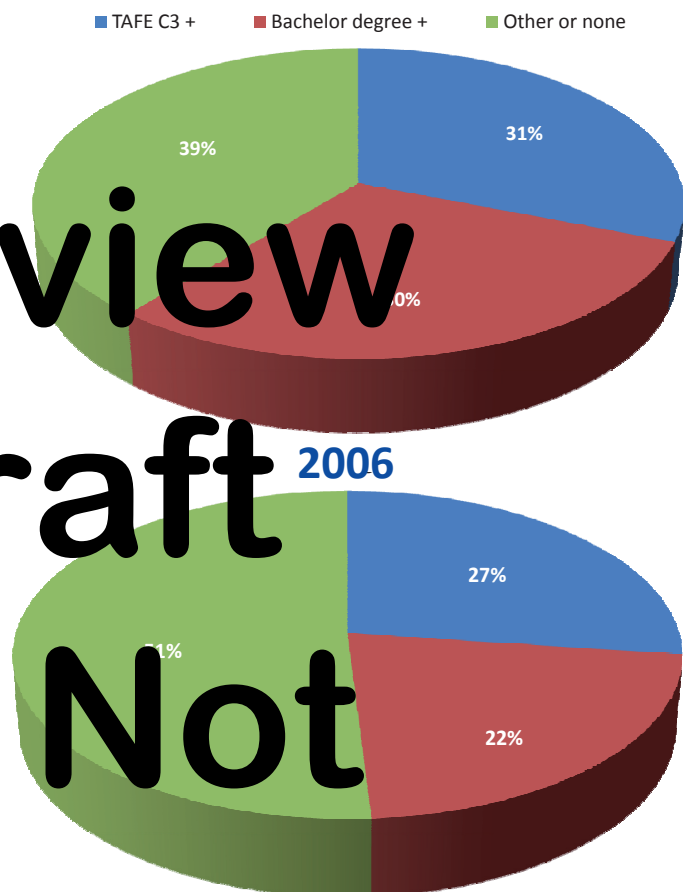
Most occupations within the Australian labour market require employees who can demonstrate that they have the skills and qualifications needed to fulfil the roles and responsibilities associated with that occupation. This means that young people who leave school without adequate qualifications are placed at a disadvantage when starting to develop a career pathway.

One key employment trend is that people need to have higher-level skills and qualifications just to access **entry-level employment**.

The proportion of workers with no qualifications, or very low qualifications (below Certificate 3) fell from about half of all workers in 2006 to about 40% by 2016. And this trend will continue. So it is vital that you **skill-up** to ensure that you have adequate skills and qualifications to assist you to gain entry-level employment.

And once people make a start in the workforce it follows that those who have non-school (i.e. post-secondary) qualifications such as VET, TAFE and uni are more likely to be employed than those who don't have these qualifications, and who only have Year 12 or lower! This is also indicated on this pie chart, i.e. 61% in 2016 versus 49% in 2006.

Employment by Qualification Level - Australia 2006 & 2016



Source: ABS, 6227.0 Education and Work.


A Skill-up



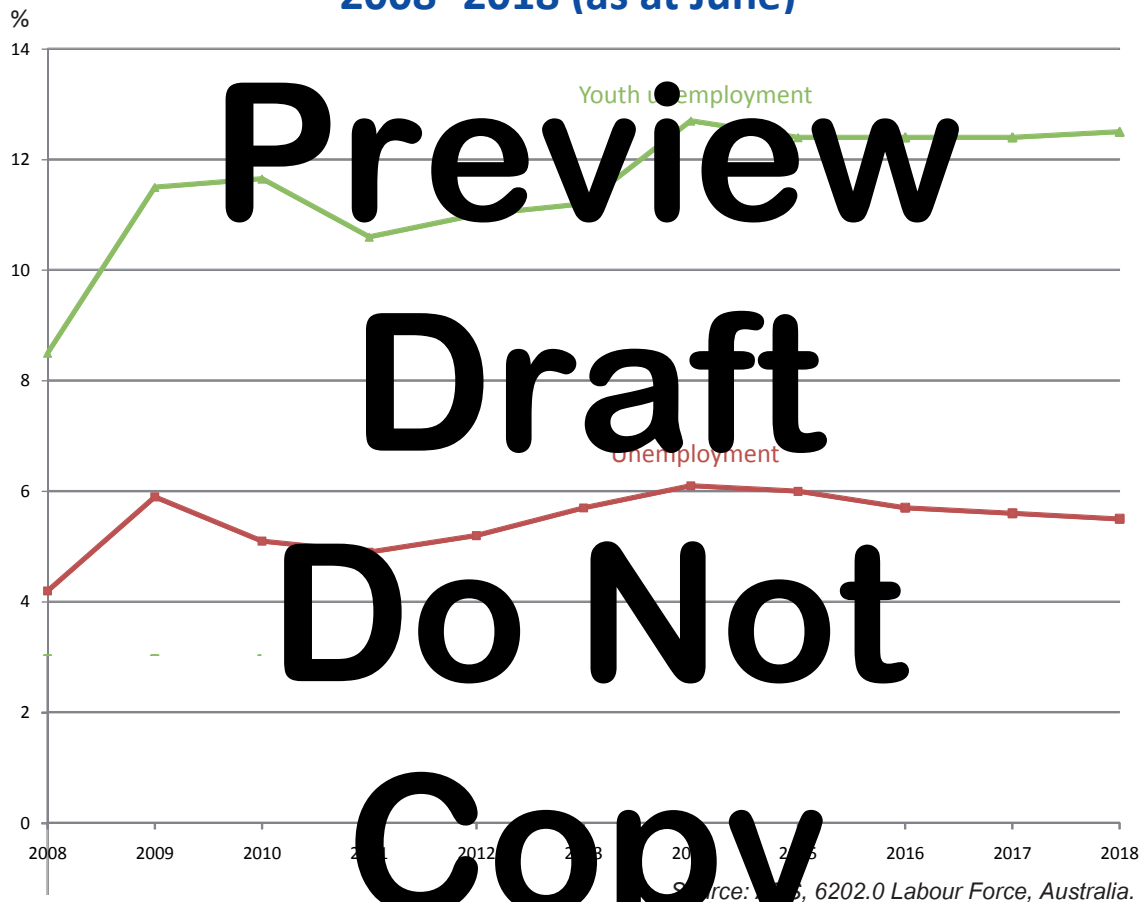
Why do you think young people who wish to enter the workforce need higher level qualifications than they did a decade ago? How might this impact on your choices?

ii. Youth unemployment rates are higher than overall unemployment rates

Two key economic terms that you need to understand clearly are **employment** and **unemployment**. Each has a clear and distinct meaning (see p.25) when it comes to measuring official statistics.

The graph below shows the official Australian **unemployment rate** as at June for the years 2008 to 2018, as well as the **youth unemployment rate** (aged 15-24). What do you notice about these trends? And how relevant is this 'macro' Australian figure for your own personal situation? 

**Australia: Unemployment & Youth Unemployment Rate %:
2008 -2018 (as at June)**



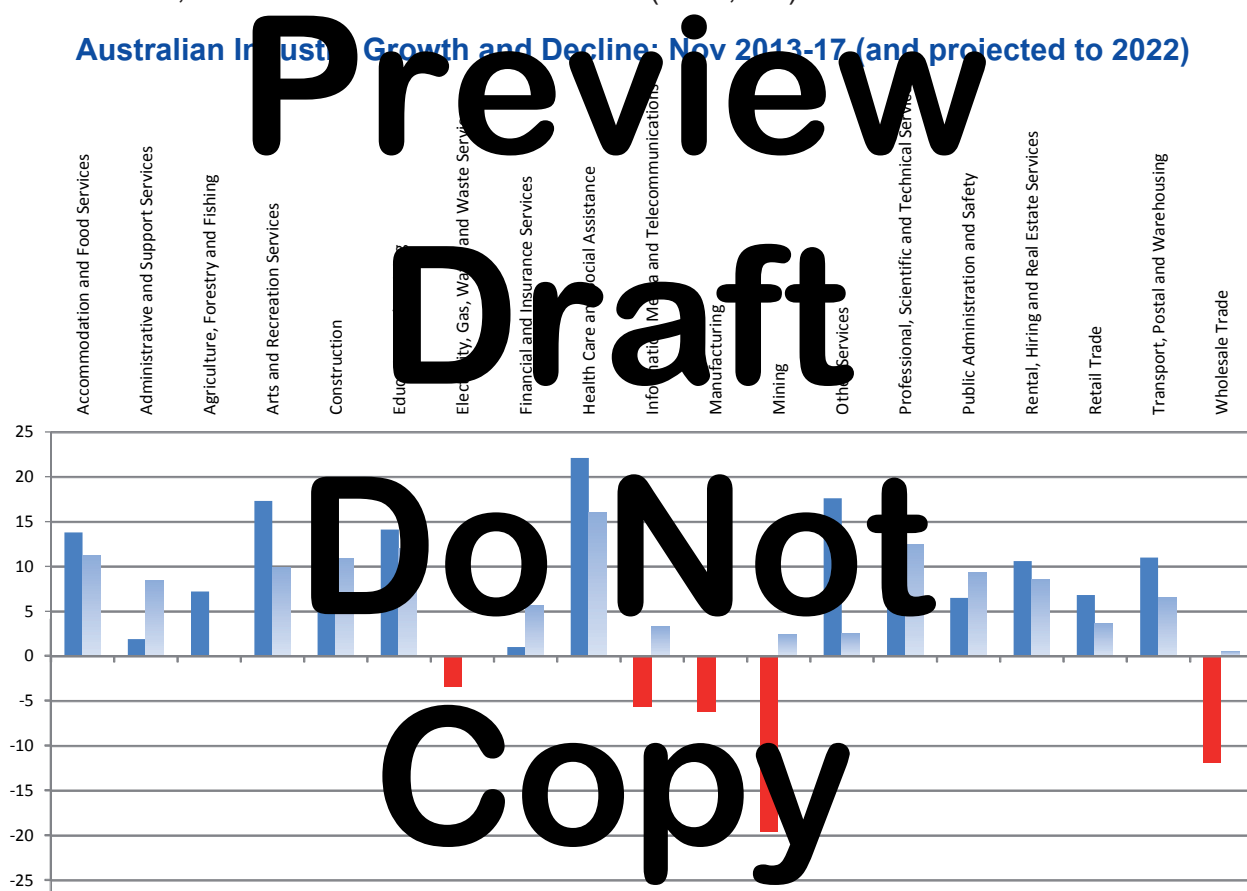
Unemployment B

- Find out the current unemployment and youth unemployment rates for Australia. What is the trend?
- You can find out regional unemployment statistics which give more insight into particular issues that might face young job-seekers where you live. Try the Commonwealth Government's *Labour Information Portal* through www.lmip.gov.au and search for your region on the map or menus.

iii. Industry trends

There are various employment patterns throughout Australian industries. **Structural changes** to work and the economy have seen consistent ongoing employment growth in industries such as health care and social assistance, education and training, and professional, scientific and technical services. These structural changes have resulted in ongoing decline in manufacturing industry employment. **Cyclical changes** (economic growth and decline) have resulted in swings in construction and mining.

For the 5 years from 2013-2017, there were approximately 1.2m new jobs created in Australia. 14 industries experienced an overall increase in employment. 5 industries recorded an overall decrease in employment. It is important to note that of all the new jobs created, more than 60% of these were in just 4 industries: Health Care and Social Assistance (+302,00), Construction (+189,000), Education and Training (+127,000) and Professional, Scientific and Technical Services (+114,000).



Source: ABS, Labour Force (trend and annual averages of original data);
ABS, Census of Population and Housing; from Australian Jobs 2018,
Department of Jobs and Small Business

C Industry trends I

1. Which industries recorded the strongest job growth between 2013-2017? Why might this be the case?

2. Which industries recorded the largest job falls between 2013-2017? Why might this be the case?

Part-time and Casual Employees (Nov 2017)

Highest industry

- ⇒ Accommodation and Food Services 60%
- ⇒ Retail Trade 50%
- ⇒ Arts and Recreation Services 50%
- ⇒ Health Care and Social Assistance 44%

Lowest industry

- ⇒ Mining 5%
- ⇒ Electricity, Gas, Water and Waste Services 8%
- ⇒ Construction 15%
- ⇒ Manufacturing 15%

Qualification: Bachelor degree+ (Nov 2017)

Highest industry

- ⇒ Education and Training 62%
- ⇒ Professional, Scientific & Technical Services 59%
- ⇒ Financial and Insurance Services 46%
- ⇒ Health Care and Social Assistance 45%

Lowest industry

- ⇒ Construction 10%
- ⇒ Agriculture, Forestry and Fishing 12%
- ⇒ Accommodation and Food Services 14%
- ⇒ Other Services 15%

Employees Aged 15-24 (Nov 2017)

Highest industry

- ⇒ Accommodation and Food Services 45%
- ⇒ Retail Trade 30%
- ⇒ Arts and Recreation Services 29%
- ⇒ Other services 16%

Lowest industry

- ⇒ Mining 5%
- ⇒ Public Administration and Safety 6%
- ⇒ Electricity, Gas, Water and Waste Services 6%
- ⇒ Transport, Postal and Warehousing 7%
- ⇒ Financial and Insurance Services 7%

Qualification: TAFE Cert 3+ (Nov 2017)

Highest industry

- ⇒ Construction 54%
- ⇒ Other services 52%
- ⇒ Mining 46%
- ⇒ Electricity, Gas, Water & Waste Services 42%

Lowest industry

- ⇒ Education and Training 20%
- ⇒ Professional, Scientific & Technical Services 20%
- ⇒ Information Media & Telecommunications 24%
- ⇒ Financial and Insurance Services 24%
- ⇒ Retail Trade 24%

Employees Aged 55+ (Nov 2017)

Highest industry

- ⇒ Agriculture, Forestry and Fishing 37%
- ⇒ Transport, Postal and Warehousing 35%
- ⇒ Education and Training 23%
- ⇒ Health Care and Social Assistance 23%

Lowest industry

- ⇒ Accommodation and Food Services 14%
- ⇒ Financial and Insurance Services 14%
- ⇒ Information Media & Telecommunications 14%
- ⇒ Mining 15%
- ⇒ Retail Trade 15%

Apprentices and trainees (June 2017)

Most industries

- ⇒ Construction (27,600)
- ⇒ Administrative and Support Services (26,600)
- ⇒ Other Services (26,100)
- ⇒ Accommodation and Food Services (24,600)
- ⇒ Manufacturing (23,700)

Fewer employed in industries such as:

- ⇒ Mining
- ⇒ Rental, Hiring and Real Estate Services
- ⇒ Health
- ⇒ Financial and Insurance Services
- ⇒ Arts and Recreation Services

Source: Australian Jobs 2018, Department of Jobs and Small Business

Industry trends II D

The information shown above can help you gain insight into some industry patterns of employment in Australia. Identify 5 pieces of information relevant to you. For each one explain how this might relate to your own career pathway choices, or help inform your career pathways decision-making.

You can also find out current information and much more in the Department of Jobs and Small Businesses publication, *Australian Jobs*, with an updated release annually.



2.09 Changing World of Work

Your future work options

If there is one thing that you can be sure about your future **work options**, it's that they 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, 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**.

Many industries are experiencing significant change due to new models of digital service provision. **New economy** digital disruptors have impacted on transport (Uber), food services (Deliveroo), retail (Amazon Prime) and accommodation (Airbnb). Traditional industries such as retail, banking and finance, and media have also taken on digital service-provision in a big way. This has impacted on the number of jobs available, the types of jobs on offer, the work environment for employees and the flexibility expected of workers in these jobs.

As a result, 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 or 17! The future world of work will require you to become more and more flexible as industry continues to evolve. Are you up to that challenge?

So the structure of Australian industry is changing. This has come about due to a number of factors and changing work trends.

- ⇒ A change in the **structure of industry**, including industry growth and decline.
- ⇒ Changes in the **attitudes and values** of individuals as employees and consumers.
- ⇒ Changes in the way that work is viewed in **society**.
- ⇒ A move towards more **capital intensive** production and greater use of technology.
- ⇒ Ongoing growth in **digital technology platforms** for service-provision.
- ⇒ Changing employment patterns including more **part-time, casual** and **contract** work.

A Industry employment

1. Describe 3 ways that your work options will be different from 10 years ago. Consider work trends.
2. Choose an occupation you are interested in. List 5 ways that the type of work or the work environment is changing for that occupation. Consider work trends.
3. Why is the structure of industry changing? Which industries are changing the most? Do these changes impact on occupations you are interested in pursuing? Explain.
4. Use statistics to show whether you are likely to work in a growing or declining industry. What can you do to improve your prospects?
5. Try to imagine new occupations, new work activities, or new work settings that might evolve over the next 5-10 years. Search the web for some support material and present this to the class.



Work Trends

Ongoing replacement of physical and manual labour with technology, making manual work 'safer' and manual workers more highly-skilled.

Increased efficiency of transport, communication, trade and commerce.

Changes in working hours leading to greater workplace flexibility expected of workers.

ICT innovations making some jobs redundant; while creating new job opportunities.

ICT replacing semi-skilled occupations in retail, finance and service industries re: use of data.

Faster and more accurate mass manipulation of digital data leading to job-re-design, employees become data managers.

Global online digital disruptors that are arriving how services are delivered, creating a new army of self-employed (and often poorly paid) contractors.

Preview
Draft
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| Draft | | | | | | | | | | |
|---|-----------|------------|--------|--------|----------|-------------|---------|-----------|------------------------------|---------------------------------|
| Employment Industries and Industries Nov 2017 | Industry | Employment | Emp. % | Male % | Female % | Age 15-24 % | Uni + % | or C3 + % | Actual emp. change 2013-17 % | Projected emp. change 2018-22 % |
| Accommodation & Food Services | 896,100 | 7.2% | 60% | 55% | 43% | 14% | 25% | 13.8% | 11.2% | |
| Administrative & Support Services | 401,200 | 3.2% | 44% | 51% | 11% | 21% | 30% | 1.9% | 8.4% | |
| Agriculture, Forestry & Fishing | 324,500 | 2.6% | 27% | 30% | 10% | 12% | 28% | 7.2% | -0.8% | |
| Arts & Recreation Services | 48,300 | 2.0% | 39% | 40% | 15% | 29% | 27% | 17.3% | 9.9% | |
| Construction | 1,067,200 | 9.4% | 15% | 10% | 10% | 54% | 19.3% | 10.9% | | |
| Education & Training | 1,024,300 | 8.3% | 40% | 71% | 9% | 62% | 20% | 14.1% | 12.0% | |
| Electricity, Gas, Water & Waste Services | 136,700 | 1.1% | 8% | 24% | 6% | 27% | 42% | -3.4% | -7.0% | |
| Financial & Insurance Services | 20,700 | 3.4% | 17% | 49% | 7% | 46% | 24% | 1.0% | 5.6% | |
| Health Care & Social Assistance | 1,663,900 | 13.8% | 34% | 70% | 9% | 45% | 31% | 22.1% | 16.1% | |
| Information Media & Telecommunications | 270,000 | 1.7% | 21% | 41% | 12% | 44% | 24% | -5.6% | 3.3% | |
| Manufacturing | 885,500 | 7.2% | 15% | 27% | 11% | 18% | 38% | -6.2% | -4.2% | |
| Mining | 216,500 | 1.7% | 5% | 15% | 5% | 22% | 46% | 19.6% | 2.4% | |
| Other Services | 524,500 | 4.2% | 32% | 44% | 16% | 15% | 53% | 17.6% | 2.5% | |
| Professional, Scientific & Technical Services | 1,033,000 | 8.3% | 23% | 43% | 8% | 59% | 20% | 12.5% | 12.5% | |
| Public Administration & Safety | 740,500 | 6.0% | 20% | 49% | 6% | 39% | 33% | 6.5% | 9.3% | |
| Rental, Hiring & Real Estate Services | 218,700 | 1.8% | 24% | 51% | 11% | 26% | 33% | 10.6% | 8.5% | |
| Retail Trade | 1,286,900 | 10.4% | 50% | 56% | 30% | 16% | 24% | 6.8% | 3.7% | |
| Transport, Postal & Warehousing | 646,800 | 5.2% | 21% | 22% | 7% | 16% | 31% | 11.0% | 6.5% | |
| Wholesale Trade | 376,700 | 3.0% | 17% | 33% | 9% | 24% | 30% | -11.9% | 0.5% | |
| All Industries | 12,380,10 | 100% | 32% | 47% | 14% | 30% | 31% | 8.5% | 7.8% | |

Source: Australian Jobs 2018, Department of Jobs, and Small Business by Industry, p.11

2.11 Changing World of Work

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! And don't get me started on the gender pay gap back then - we were only paid 75% of what men were paid for exactly the same job!"

Skills shortages

One of the key factors in planning your future is to consider jobs that are experiencing a skills shortage. These are the occupations for which employers are crying out for workers; both now and also likely into 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. Skills shortages provide opportunities for the future. 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. Skills shortages have 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. Have you seen the State government and associated TAFE campaigns advertising 'Free TAFE' for courses in certain industries and occupational areas?

Future trends

There are some clear employment trends occurring. 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 (but fewer in face-to-face roles).

Australia's mining boom saw huge employment growth in that industry as well as supporting industries, but the industry declined as global demand for commodities stabilised. Manufacturing employment continues to decline due to greater use of capital-intensive manufacturing processes and relocation of local producers offshore. Health-care and social assistance, as well as education and training, will continue to grow, as too will industries that provide professional services.



Skills shortages - Australia 2017

Australia

⇒ Airconditioning and Refrigeration Mechanic
⇒ Arborist
⇒ Architect
⇒ Audiologist
⇒ Automotive Electrician
⇒ Baker
⇒ Bricklayer
⇒ Butchers and Smallgoods Maker
⇒ Cabinetmaker
⇒ Chef
⇒ Civil Engineering Professionals
⇒ Construction Estimators
⇒ Construction Trades Workers
⇒ Fibrous Plasterer
⇒ Glazier
⇒ Hairdresser
⇒ Hospital and Retail Pharmacists
⇒ Locksmith
⇒ Medical Diagnostic Radiographer
⇒ Metal Fitters and Machinists
⇒ Midwife
⇒ Motor Mechanic

⇒ Optometrist
⇒ Painting Trades Worker
⇒ Panelbeater
⇒ Pastrycook
⇒ Physiotherapist
⇒ Plumber
⇒ Radiocommunication Technician
⇒ Roof Tiler
⇒ Sheetmetal Trades Workers
⇒ Solicitor
⇒ Solid Plasterer
⇒ Sonographer
⇒ Stonemason
⇒ Surveyor
⇒ Telecommunications Technicians
⇒ Vehicle Painter
⇒ Veterinarian
⇒ Wall and Floor Tiler

⇒ Butchers and Smallgoods Makers
⇒ Cabinetmaker
⇒ Carpenters and Joiners
⇒ Chef
⇒ Child Care Worker
⇒ Civil Engineering Professionals
⇒ Fibrous Plasterer
⇒ Hospital and Retail Pharmacists
⇒ Mechanical Engineer
⇒ Medical Diagnostic Radiographer
⇒ Metal Fabricator
⇒ Metal Machinist (First Class)
⇒ Midwife
⇒ Motor Mechanic
⇒ Optometrist
⇒ Painting Trades Worker
⇒ Panelbeater
⇒ Physiotherapist
⇒ Plumber
⇒ Registered Nurse
⇒ Sheetmetal Trades Workers
⇒ Sonographer
⇒ Surveyor
⇒ Vehicle Painter
⇒ Welder (First Class)

Source: www.jobs.gov.au/skills shortages

Victoria specific

⇒ Airconditioning and Refrigeration Mechanic
⇒ Architect
⇒ Architectural Draftsperson
⇒ Automotive Electrician
⇒ Bricklayer

⇒ Registered Nurse
⇒ Sheetmetal Trades Workers
⇒ Sonographer
⇒ Surveyor
⇒ Vehicle Painter
⇒ Welder (First Class)

Work-related trends B

1. What are the 3 main factors influencing employment trends?
2. What could you do to deal with these trends?
3. What is a skills shortage? What skills shortage occurs?
4. Are there any skills shortage occupations that you are interested in?
5. Find the updated list of skills shortage occupations. Search through:
www.jobs.gov.au/skills shortages
6. Summarise 3 main trends that are occurring within Australian industry generally. What can you do to deal with these trends?

@twick/tweet?

Do you have the flexibility needed for today's workplace; and what about for tomorrow's?
#I&E1&2

7:33 PM Feb 29 via the Astral plane by Uri

The digital age

As young people in the digital age you are right in the midst of a revolution that is shaping your world. Given that this has occurred naturally within your timeframe of maturing, you might not even realise how this revolution is impacting on the world of work

So you can't investigate the future world of work without considering the impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders.

Now we could devote a whole book to the digital economy and its impacts on the world of work.

In fact millions of words are published

daily (digitally of course)

how we should deal with these

ongoing changes so as to better

prepare ourselves for the

shock of the new economy. But

in reality we can classify these

impacts into four broad areas of

change.

1. Different ways of processing information

Digital technologies are not new. Businesses enterprises have been making use of these technologies for decades. Business-to-business (B2B) transactions have been facilitated since the earliest days of the internet and email, via 'back-end' communication systems and supplier portals servicing domestic and global commercial networks.

Industrial enterprises have been using digital technologies to support and even control manufacturing and production systems. These technologies have also been embraced by many agricultural and primary producers.

Wholesale, retail and transport industries have also been using barcode systems and automated scanning technologies to order and track stock and supplies in real time.

Professional services enterprises have been using digital communication technologies to manipulate and send large volumes of data, to facilitate tele-commuting and to service clients remotely; as too have engineering and design professionals.

And of course firms in media and communications industries have had to innovate to keep up with changing digital technologies.

The ongoing trend is that the use of digital networks and information systems is growing as a

natural day-to-day part of doing business.

So it is expected that newly emerging job-seekers will have the required work-related skills to be able to effectively and proactively deal with the ongoing digital technological evolution in any, and perhaps even all, work settings!

2. Changing patterns in customer and client ordering and service

One of the biggest changes that has occurred as part of the digital age has been in the way customers and clients are using online portals and mobile smart devices to purchase goods and services. This has seen a shift away from those traditional ways of shopping and buying through face-to-face or phone sales transactions.

Automated digital systems, sales portals and apps - especially apps - has meant that customers can now buy through a digital interface without having any human contact with the enterprise (or the workers) supplying the goods and services.

To see this in retail and online shopping, accommodation and travel, cafes and restaurants, transport services, banking and many other industry areas that have made use of online and mobile digital technologies to replace worker-client contact face-to-face, or over the phone interface.

This has meant a shift away from traditional people-centred service roles. The result is that many workers are being engaged in information support and processing roles; as well as in 'back-end logistics' i.e. processing, organising and facilitating orders using courier and delivery networks (service-providers.)

Communication is now usually in a 'written' (often scripted or formulaic) digital format, rather than orally; using automated notifications, texts and emails - if indeed any communication happens at all! Customer service support can seem to be almost non-existent.



Image: daisy-daisy/depositphotos.com

3. Industry disruption

Many of the new digital firms position themselves as digital 'disruptors'. This means that what they do is 'disrupt' traditional ways of offering services. They claim that traditional service models are outdated, inflexible and over-regulated, and that new service models, supported by digital interfaces, need to be implemented to make best use of ongoing digital innovation.

As examples, consider the disruption caused by:

- ⇒ Amazon Prime to the retail industry
- ⇒ Uber to the taxi industry
- ⇒ Deliveroo and Uber Eats to the hospitality industry
- ⇒ Airtasker to manual and practical service industries
- ⇒ Airbnb to the accommodation industry
- ⇒ WhatsApp to the telecommunications industry
- ⇒ Netflix to the media and entertainment industries
- ⇒ Facebook, Twitter, YouTube and Instagram to media, broadcast and advertising industries

Essentially digital disruptors operate as intermediate service-providers by automating a customer service process using apps, online portals and other digital interfaces.

This results in substantial changes to the ways that business and commercial activities are transacted. Ongoing structural change is occurring within many 'traditional' firms, such as clothes (e.g. DVD libraries), job losses, job insecurity and a fundamental shift toward information gathering, collation and aggregation - facilitated by a third party provider or app.

And digital disruption will continue to evolve, impacting the types of jobs that will be available.

4. Changing work arrangements and modes of employment

Digital innovation has resulted in significant and ongoing change to how people are working. The 'gig' economy is so named because many people now essentially are going from gig to gig chasing contracts communicated through digital media.

There has been an increase in workers engaged as self-employed contractors. A benefit of this is the opportunity to achieve workplace flexibility by choosing when and how often to work.

However, this trend has resulted in job insecurity and claims of worker exploitation. Many workers are paid under 'per job' or piece-rate contract arrangements, and not according to minimum wage conditions. These workers also often have to self-insure and supply their own equipment.

Digital communication technologies and cloud-based data and information sharing has led to increases in tele-commuting and remote working which can also help improve work/life balance for employees in information industries. This has also helped reduce business costs, i.e. smaller office space required.

However, many workers are now expected to be on call around the clock, which is an intrusion into their personal lives.

What you are likely to experience is greater casualisation, increased use of contracts, and a further blurring of the distinction between a paid employee (with all the associated entitlements and protection) versus being an independent self-employed contractor (who carries much of the risk and a lot of the on-cost just for doing their job).

And of course, you will also be witness to, (and perhaps even be part of) the growing army of digital entrepreneurs, endlessly plugged into new ways of seeing and doing work.

The digital age C

Use the article and other research to outline 10 advantages and 10 disadvantages associated with digital innovation in industry.

Consider the impacts on employees, employers and customers/clients.

Use specific examples related to industries and occupations with which you are familiar.

Prepare a summary that explains the likely impact of digital innovation on your work future, as well as potential digital digital innovations that might be introduced into work-related situations.

2.15 Training Providers

Skills-development and training

The TAFE and vocational education sector is often described as the key educational provider that is responsible for 'skilling' Australia. The three key stakeholder groups responsible for delivering vocational education and training in Australia are **TAFEs**, **accredited private provider colleges** and **Registered Training Organisations**.

TAFE

Industry-specific vocational training and education is offered through the TAFE system in each state. **TAFE** is a government-funded and operated system that provides vocational training and skills-development in a wide range of industry and occupation areas.

Some of the most common areas of training include cooking and hospitality, retail, ICT, engineering and electrical, manual and practical trades including construction, automotive, business and management, child-care, aged-care, community services, art and design, and many others.

TAFE offers courses from **certificates** to **diplomas** and **advanced diplomas**. TAFE courses are nationally accredited courses (although some occupations might require further **specific licensing** and **certification** to meet different state-based legal guidelines so as to be eligible and qualified to work in that occupation or industry.)

TAFE courses are usually delivered at institutes and campuses across metropolitan and regional Australia. In Victoria training is offered by TAFEs such as Kangan, SuniTAFE and Federation Training (TAFE) as well as many others. Some courses can be completed partly, or even wholly, online.

Vocational training and education offered through TAFEs is generally more skills-based and provides great entry opportunities into the workforce. For example, **apprentices** will often be enrolled at a local TAFE (made schools) to complete many of their off-the-job units of training as part of their apprenticeship. Some school-leavers might do a Certificate II in their industry area as a type of '**pre-apprenticeship**'.

The vocational training and education sector also extends to **accredited private providers** (or colleges) such as Australian Institute of Fitness, Elly Lukas Beauty Therapy College and Cambridge International College. Private providers generally charge higher fees than TAFE institutes because many government TAFE courses are subsidised by the government.

As part of **lifelong learning** employees may go back to TAFE to **upskill** or develop their career pathway or articulate into uni.

The more theoretical off-the-job components of vocational training are usually delivered at TAFE.

Image: photography33/
depositphotos.com



Registered Training Organisation

A **Registered Training Organisation** (RTO) delivers relevant training for vocational education, including **apprenticeships** and **traineeships** according to the guidelines set down in a **training package**.

TAFEs, private providers, **group training organisations**, industry associations and many industry training specialists register as RTOs in order to deliver the **off-the-job** component of training, in conjunction with the employer who delivers the **on-the-job** training component. A **workplace assessor** monitors progress of trainees and 'ticks-off' achievement of **competency standards**.

Some employers and schools register as RTOs in their own right and supply all of the training as part of a **VET in schools** vocational education certificate or **SBAA**.



Image: Goodluz/depositphotos.com

Australian Apprenticeships

Australian Apprenticeships are a form of **competency-based training** (CBT) that involve a combination of **on-the-job** and **off-the-job** CBT. An apprentice or a trainee is exposed to both the practical and theoretical aspects of their occupation through their training.

Training is offered by a TAFE or a **Registered Training Organisation**. Some employers are accredited and registered as RTOs themselves, and some schools.

Many training providers are actually **Group Training Organisations** that employ apprentices and trainees and place them with host employers to gain on-the-job training. The Group Training Organisation may then organise off-the-job training for the apprentice; or if they are an RTO deliver some of the training themselves.

Apprenticeships are the traditional 'trades' and usually take between 36-48 months to complete depending on the occupation. They are usually awarded at certificate III level.

Many tradespersons also undertake further training (after their apprenticeship) for specific skills and areas, such as a plumber undertaking training in gas fitting.

Traineeships usually require completion of a competency-based Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining formal on-the-job and off-the-job training.

Some traineeships are specialised practical occupations that support trades, whereas others are entry-level qualifications for business, administration, ICT, retail, hospitality, community service and many other types of work.

Refer to p.89.



Image: photography33/depositphotos.com

Universities

Universities (higher education) are responsible for the education and training of people for professional occupations. University initially involves completion of a bachelor (or undergraduate) degree. Post-graduate study may involve an honours year, graduate certificate or graduate diploma, masters or doctoral degree achieved through even more intensive study.

Most professions require at least a bachelor degree of between 3-5 years. Some also require completion of post-graduate studies in order to qualify for the occupation, such as in teaching and psychology.

Some people undertake specific university studies that grant them qualifications for a particular occupational or industry field such as nursing, medicine, teaching, law, accounting, social work, engineering and so on. Graduates develop a suite of professional industry and occupation skills that serve as entry-level qualifications into that profession. Many of these courses also require completion of work experience and/or industry placements or internships.

Other students undertake broader study areas such as philosophy, arts, history, communication, media and so on. These types of degrees often don't match a direct occupational outcome but graduates develop a broader enquiry-based set of professional skills.

Many TAFE courses articulate into university. Often the person may choose to study at university later in their pathway and broaden their career options through lifelong learning. e.g. An engineering tradesperson such as a fitter and turner might then go on to TAFE to gain an engineering diploma, and later to uni to complete an engineering degree. One course articulates into another through the Australian Qualifications Framework.

Australian Qualifications Framework

The Australian Qualifications Framework is a structure that gives Australia-wide recognition of formal training. The AQF is a unified system of national qualifications for schools, vocational education and training and the higher education (uni) sector.

Senior school certificates, Australian Apprenticeships, TAFE courses and higher education are all examples of formal training.

The AQF allows you to start at a qualification level that suits you. As part of lifelong learning you can build up your skills portfolio over the course of your life. Under the AQF a person can upgrade their qualification level in order to advance their career through lifelong learning.

The AQF allows for credit transfer and recognition of prior learning, meaning you can be assessed for skills and knowledge you have already gained through formal training, and also informally through previous work.

| Australian Qualifications Framework | | | |
|-------------------------------------|---|--|--|
| AQF level | School | TAFE | University |
| 10 | | | Doctoral degree |
| 9 | | | Masters degree |
| 8 | | Vocational Graduate diploma Vocational Graduate certificate | Graduate diploma Graduate certificate Bachelor honours degree Bachelor degree |
| 7 | | | |
| 6 | | Associate degree | |
| 6 | | Advanced diploma | |
| 5 | | Diploma | |
| 4 | | Certificate IV | |
| 3 | Senior secondary: VCE, VCAL, HSC, state-based CEs | Certificate III | |
| 2 | | Certificate II | |
| 1 | | Certificate I | |

1. Identify the level of education/training required under the Australian Qualifications Framework for entry into 3 of the following occupations. Add 2 more occupations of your own.

secondary teacher, bank officer, greenkeeper, farm manager, motor mechanic, lawyer, windscreen fitter, Division 2 nurse, hairdresser/barber, admin manager, barista, GP

2. Identify 2 examples of further education/training that each of the occupations above might need throughout their career.

| Occupation | Education/training | Further education/training |
|---|--------------------|----------------------------|
| <div>Preview</div> <div>Draft</div> <div>Do Not</div> | | |
| | | |
| | | |
| | | |
| | | |

3. Outline 3 types and levels of education/training that you have done, or would need to do, as part of your career pathway.

| | | |
|-----------------|--|--|
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| | | |

Application

Who are your local training providers? What courses do they offer that you might be interested in?



What might you have to do if there aren't any local providers offering the courses you are interested in?



Pathways to success

Lifelong learning is essential to keep abreast of the changes required in one's employment. Occupations as varied as chefs, doctors, plumbers, hairdressers, engineers and retail managers undergo regular training, either through on-the-job or off-the-job training courses offered by a range of different training providers.

Lifelong learning is also essential if you are thinking about advancing your career or changing career direction. A change in career direction might see you return to study. This might be in a formal training course at TAFE or university part-time to allow you to secure a promotion or move into a management role. Many people also need to return to study to learn accounting and management skills as they get promoted into more senior roles.

Doing training courses or undertaking formal qualifications has become a routine part of being in the workforce. As an employee you are required to quickly learn and adapt to changing technologies and work practices. Formal training is often a part of legal guidelines concerning licensing and OH&S.

You might also be surprised to know that many adults who have been in the workforce for many years see participating in further study as an adventure and an opportunity to keep them fresh and interested in life. So, do you think that you'd need to learn anything new to update your skills between now and 2060?

Frederica N'rkette

Frederica wasn't the most academic student at school but she always did all her work and passed VCAL Senior. She also completed VET Certificate 3 in Business (Office Admin).

Her admin skills helped her land a part-time job in a legal office which meant she could quit her checkout job at Mad Moosh's Discount Bazaar. She was accepted into a TAFE certificate IV in Administration and completed this quickly.

After her course she got a traineeship, helped by her past experience, with a local 'green' carpet manufacturing company and was essentially the back-up office person. Although her trainee wage was lower than many of her friends who were working casual shifts, Frederica really enjoyed the chance to learn all the work tasks required to run the office and also the responsibility she was given.

When her office manager went on maternity leave, Frederica, now 21, was given the office manager role. Soon after this, the company landed a government supply contract and grew rapidly. The CEO wanted Frederica to run the administration department so he sent her to university part-time to obtain a degree in administration.



"...When her office manager went on maternity leave, Frederica, now 21, was given the office manager role."

This made her long-time boyfriend very proud of her. Her previous training and experience was taken into account and reduced the time she needed to complete her studies. Frederica, combining part-time work and study paid for by her boyfriend, was now successfully supervising a department of seven people.

By the time she was 30, Frederica was the Head of Administration in a company that employed over 120 people. When shopping one day, she saw one of those same former classmates working at Spiceline. Frederica asked, "So you must be managing the store?" Unfortunately the reply was,

"No; I'm still only casual!"

Frederica was really happy to have her career in order and thought that it might be time to combine career and a family.

Joseph Borg

Joseph didn't really mind being at school but he didn't like the theory classes too much because he was told he had too much 'nervous energy' - anyway he would rather have been up and about, fixing things. Joseph did well in his practical classes and really wanted to be a mechanic of some sort. He studied Systems Engineering in VCE and enjoyed Industry & Enterprise, especially when he did one day a week structured workplace learning.

Joseph's boss was impressed by his enthusiasm and half way through Year 11

offered him an apprenticeship as a motor mechanic. But Joseph's mum wanted him to stay at school and finish his VCE, so Joseph's boss had an apprentice which meant Joseph also lost his work experience placement.



Joseph got a different placement working at SuperCheap Auto and while there, a client of his former boss, recognised him as that 'work experience kid' who was always keen and full of energy.

He offered him a paid trial in his light engine reconditioning business, servicing outboards, motorcycles, other small engines and modifying wheelchairs. His school helped set up the trial. Joseph did really well and after a meeting with teachers, the careers teacher and his coordinator, Joseph's mother agreed to him finishing Year 11 and then taking the apprenticeship.

5 years later Joseph's I&E teacher saw him on television as winner of a community award. Joseph was now running an organisation that was sponsored by companies - 'pimp and hot modified wheelchairs for disabled kids. Who would've thought it back when he couldn't sit still in English!

Draft

Pathways to success A

Part A: Lifelong learning

1. Outline 3 reasons why lifelong learning is an essential part of career pathways development.
2. Choose one of the 'Pathway to Success' profiles and then answer the following questions.
 - a. Outline the person's key skills and strengths.
 - b. List the occupations and roles that the person undertook and identify the types of training they needed to complete for each of these roles.
 - c. Describe some of the obstacles that the person had to overcome. How did they deal with these?
 - d. Describe the values and/or the actions that helped the person to develop a successful pathway.

Part B: Pathways timeline

1. Draw a pathways timeline that maps out your life.
2. On the pathways timeline show major milestones that you hope to achieve, and the ages at which you plan to achieve these.
3. Include personal and social milestones as well.
4. Show any education/training you think you will need.

Tips:

- ⇒ Make the graphic large. Use a whole page turned to landscape or make a poster.
- ⇒ Include graphics or pictures that represent your key milestones. Show at least 8 milestones.
- ⇒ Do a rough plan or sketch first.

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, **WorkSafe Victoria's** vision is "Victorian workers returning home safe every day."

Working can present many dangers and 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. Nationally, work health safety (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. As at 2019, Victoria still uses the term occupational health and safety (OH&S).

All workplaces and work tasks can present physical, mental or emotional dangers. 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/WHS issue is increased workload which can cause workers to rush, cut corners and to be careless.

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 safety issues. You need to have excellent OH&S/WHS awareness to operate safely and effectively in these workplaces.

Everyone has a shared **responsibility** for safe work practices. Nobody wants you to be injured at work, so 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. Your teacher and/or your coordinator will give you lots more information on your OH&S/WHS responsibilities.

**A My OH&S/WHS responsibilities**

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

OH&S/WHs 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 induction program might be **safe@work** or another similar program for your state. If you are undertaking a VET/TAFE certificate you will need to complete the relevant OH&S/WHs unit(s) before commencing Structured Workplace Learning.

safe@work

In Victoria, 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/WHs components related to that course.

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



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 Worksafe inspectors
17. Resolving health & safety issues

Industry Modules

- ⇒ Automotive
- ⇒ Building and construction
- ⇒ Electrical work module
- ⇒ Hairdressing
- ⇒ Health & community services
- ⇒ Horticulture
- ⇒ Hospitality & tourism
- ⇒ Manufacturing
- ⇒ Metals and engineering
- ⇒ Office and business services
- ⇒ Painting
- ⇒ Plumbing
- ⇒ Primary industry
- ⇒ Retail
- ⇒ Veterinary



www.education.vic.gov.au/safe@work/index.asp

B OH&S induction

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



Image: k-libre/iStock/Thinkstock

Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe Victoria:

- ☹ young workers are 10% more likely to be injured at work than any other age group
- ☹ when young workers are injured they are 1% more likely to be hospitalised as a result of their injuries
- ☹ males working in rural and regional areas are particularly at risk.

(Source: WorkSafe Victoria, Annual Report 2006-07)

Special care needs to be taken to ensure that young workers are safe in the workplace. So do you remember the WorkSafe ad campaign targeting young workers?



Personal safety plan C

1. You are required to conduct an investigation of a worksite at a work setting in an occupation relevant to your career. e.g. Factory workshop, worksite of J&G Constructions (work setting) or a cabinetmaker (occupation).
2. Make an appointment to meet with the person responsible for OH&S/WHS 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 be permitted to undertake and any training you will need.
4. Find, reproduce and explain 8-10 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.worksafe.vic.gov.au and search for the **Injury Hotspots** industry safety poster most relevant for your potential workplace learning work setting.



Safety induction/ training programs

- ⇒ LIFE, and VET OH&S/ WHS units.
- ⇒ Australian Apprenticeship OH&S/WHS 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.

Occupations

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

You might already be familiar with some of the more obvious jobs that are available throughout industries. However, there are also hundreds more occupations that you might not be as familiar with. Many of these are **occupational specialisations** in which you might build a career as you get older.

Listed on pp.50-51 are hundreds of occupations given by their correct Australian job title. They are grouped in boxes under one of 11 interest area headings. Each heading includes an example interest groups that these occupations 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 need to get an idea of some of the many occupations that are available to workers throughout the Australian economy.

Australian Occupations (Nov 2017)

⇒ Most common

1. Sales Assistants (General)553,200
2. Registered Nurses.....279,300
3. Retail Managers.....237,700
4. General Clerks.....235,600
5. Truck Drivers.....208,300
6. Accountants.....184,800
7. Receptionists180,700
8. Aged and Disabled Carers.....171,000
9. Child Carers162,000
10. Primary School Teachers.....158,900

⇒ Least common

1. Aquaculture Workers.....1,000
2. Commissioned Officers (Man'ment)..1,500
3. Masters & Apprentices Factory Workers.1,600
4. Textile, Footwear Prod Mach Oper...1,800
5. Agricultural Technicians.....2,000
6. Recycling and Rubbish Collectors2,100
7. Canvas & Leather Goods Makers....2,400
8. Stationers, & Stock/Station Agents..2,900
9. Forestry and Logging Workers.....2,900
10. Metal Casting, Forging and Finishing Trades Workers2,900

Source: Australian Jobs 2018, Department of Jobs and Small Business

A Occupations

1. Without any research, list 10 possible occupations that you might be interested in pursuing as part of your career pathway.
2. Are any of these on the most and least common occupations lists shown above?

| | |
|--|--|
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| | |
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| | |

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

Preview
Draft
Do Not
Copy

Interest areas B

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

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

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

Mini GOALscorer - Match-up

| | | | | |
|---|--|---|---|--|
| 1. SCIENTIFIC Meteorologist Meteorological Tech Officer Geologist Landcare Worker Engineer-Environmental Winemaker Also: T&E Out | 2. TECH/ENGINEERING Programmer (Info Tech) Systems Designer Computer Engineer Multimedia Developer Computer System Auditor Business Equipment Tech. Also: F&C C&A | 3. LITERARY Librarian Editor Archivist Writer Historian Teacher Also: H&C | 4. PRACTICAL/MANUAL Dressmaker Clothing Patternmaker Visual Merchandiser Graphic Design/er Textile Designer Tailor Also: Art F&C | 5. INFLUENCE/P.CONTACT Psychologist Welfare Worker Social Worker Youth Worker Counsellor Indigenous Health Worker Also: H&C Med |
| 6. FIGS/COMPUTATIONAL Laboratory Worker Engineer - Chemical Patent Examiner Optical Mechanic Medical Lab Technician Teacher - Secondary Also: I&P Sci | 7. OUTDOOR Army/Navy/Airforce Ship's Officer Police Officer Customs Officer Correctional Officer Park Ranger Also: H&C I&P | 8. OUTDOOR Landscape Gardener Pest/Weed Controller Florist/ Horticultural Trades Nursery Assistant Landcare Worker Also: P&M T&E | 9. TECH/ENGINEERING Foundry Worker Engineering Trades -Fabric Engineering Trades -Mech. Engraver Vehicle Body Builder Tool/Die Setter Also: P&M F&C | 10. ARTISTIC/CREATIVE Fashion Designer Dressmaker Wardrobe Supervisor Visual Merchandiser Graphic Designer Fashion Coordinator Also: I&P P&M |
| 11. MEDICAL Dietician Dietary Aide Weight Loss Counsellor Hospital Food Service Mgr Health Promotions Officer Food Technologist Also: I&P SCI | 12. FIGS/COMPUTATIONAL Pilot Army/Navy/Airforce Engineer - Aerospace Aircraft Mainten. Engineer Air Traffic Controller Flight Attendant Also: I&P T&E | 13. HELPING&COMMUNITY Teacher - Primary Childcare Worker Teacher - Secondary Teacher - Early Childhood Education Aide Nanny Also: I&P P&M | 14. LITERARY Journalist Editor Writer Public Relations Officer Publisher Copywriter Also: I&P A&C | 15. LITERARY Interpreter Translator TAFE Lecturer Community Worker Tour Guide Also: I&P H&C |
| 16. ARTISTIC/CREATIVE Photographer Camera Operator Media Equipment Operator Desktop Publisher Multimedia Developer Audiovisual Technician Also: P&M T&E | 17. INFLUENCE/P.CONTACT Sports Coach Teacher - P.E. Recreation Officer Fitness Instructor Teacher - Primary Nanny Family Day Carer Also: P&M SCI | 18. SCIENTIFIC Statistician Actuary Astronomer Economist Programmer (Info Tech) Also: F&C C&A | 19. LITERARY Desktop Publisher Editor Multimedia Developer Copywriter Advertising Executive Secretary Also: I&P C&A | 20. ARTISTIC/CREATIVE Graphic Designer Visual Merchandiser Illustrator Architectural Drafter Fashion Designer Architect Also: T&E F&C |
| 21. OUTDOOR Construction Worker Rigger Crane Operator Scaffolder Building Technician Dogger Also: P&M T&E | 22. ARTISTIC/CREATIVE Artist Illustrator Teacher - Art Graphic Designer Architectural Drafter Signwriter Also: P&M LIT | 23. HELPING&COMMUNITY Childcare Worker Childcare Supervisor Teacher - Early Childhood Teacher - Primary Nanny Family Day Carer Also: I&P C&A | 24. HELPING&COMMUNITY Sports Scientist Sports Coach Recreation Officer Fitness Instructor Teacher - P.E. Physiotherapist Also: SCI P&M | 25. SCIENTIFIC Computer Engineer Programmer (Info Tech) Systems Manager Business Equipment Tech. Computer Systems Auditor Information Tech. Manager Also: T&E F&C |
| 26. TECH/ENGINEERING Engineer - Aerospace Engineer - Mechanical Aircraft Maintenance Engineer Army/Navy/Airforce Pilot Computing Engineer Also: SCI F&C | 27. SCIENTIFIC Chemist Engineer - Chemical Pharmacist Laboratory Worker Research Scientist Forensic Scientist Also: T&E ME | 28. CLERICAL/ADMIN Secretary Receptionist Accounts Clerk Desktop Publisher Office Administrator Call-Centre Operator Also: F&C I&P | 29. PRACTICAL/MANUAL Motomechanic Light Engine Mechanic Bicycle Mechanic Panel Beater Vehicle Painter Engineer-Mechanical Also: T&E OUT | 30. SCIENTIFIC Engineer - Civil Engineer - Aerospace Engineer - Mechanical Engineer - Chemical Computing Engineer Engineer - Industrial Also: T&E F&C |
| 31. SCIENTIFIC Forensic Scientist Research Scientist Biochemist Medical Lab Technician Laboratory Worker Funeral Attendant Also: MED T&E | 32. CLERICAL/ADMIN Bank Officer Accounts Clerk Costing Clerk Public Servant Secretary Cashier Also: F&C I&P | 33. FIGS/COMPUTATIONAL Storeperson Forklift Operator Purchasing Officer Automotive Water Tester Porter/Immigrant Airline Service Operator Also: C&A I&P | 34. ARTISTIC/CREATIVE Signwriter Screenprinter Illustrator Printmaker Multimedia Developer Artist Also: OUT P&M | 35. HELPING&COMMUNITY Police Officer - State Police Officer - Federal Customs Officer Security Officer Private Investigator Correctional Officer Also: I&P C&A |
| 36. ARTISTIC/CREATIVE Multimedia Developer Programmer (Info Tech) Desktop Publisher Business Systems Analyst Graphic Designer Media Producer Also: LIT T&E | 37. FIGS/COMPUTATIONAL Systems Manager Computer Engineer Business Systems Analyst Programmer (InfoTech) Business Equipment Tech. Computer System Auditor Also: T&E C&A | 38. INFLUENCE/P.CONTACT Lawyer Court Officer Criminologist Legal Executive Conveyancer Secretary Also: LIT H&C | 39. INFLUENCE/P.CONTACT Behaviour Therapist Hairdresser Make-up Artist Weight Loss Counsellor Model Naturopath Also: A&C P&M | 40. PRACTICAL/MANUAL Carpenter Joiner Cabinet Maker Building Technician Wood Machinist Construction Worker Also: OUT T&E |
| 41. PRACTICAL/MANUAL Electrician Engineer - Electrical Electrical Linesperson Electronics Engineering Tech. Automotive Electrician Security Systems Installer Also: T&E OUT | 42. CLERICAL/ADMIN Accountant Accounts Clerk Economist Financial Dealer/Broker Bank Officer Purchasing Officer Also: F&C I&P | 43. CLERICAL/ADMIN Accounts Clerk Secretary Office Administrator Call-Centre Operator Public Servant Data Processing Operator Also: F&C I&P | 44. HELPING/COMMUNITY Educational Aide Teacher - Primary Social Care Worker Childcare Worker Teacher - Early Childhood Personal Care Worker Also: I&P P&M | 45. PRACTICAL/MANUAL Florist Horticultural Tradesperson Nursery Assistant Landcare Worker Pest/Weed Controller Landscape Gardener Also: OUT A&C |
| 46. MEDICAL Vet Nurse Animal Technician Animal Attendant Horse Manager Stablehand Veterinarian Also: H&C OUT | 47. FIGS/COMPUTATIONAL Bookmaker Gaming Worker Accounts Clerk Credit Officer Financial Dealer's Assistant Insurance Officer Also: C&A I&P | 48. ARTISTIC/CREATIVE Chef Cook Kitchenhand Catering Manager Confectioner Pastrycook Also: P&M I&P | 49. INFLUENCE/P.CONTACT Real Estate Agent Auctioneer Sales Representative Town Planner Conveyancer Valuer Also: F&C C&A | 50. CLERICAL/ADMIN Financial Dealer & Broker Financial Dealer's Assistant Accountant Accounts Clerk Management Consultant Economist Also: F&C I&P |
| 51. CLERICAL/ADMIN Travel Consultant Flight Attendant Tourist Information Officer Tourism Manager Recreation Officer Airline Passenger Officer Also: I&P | 52. FIGS/COMPUTATIONAL Sales Assistant Cashier Retail Buyer Retail Manager Accounts Clerk Sales Representative Also: C&A I&P | 53. HELPING/COMMUNITY Welfare Worker Social Worker Youth Worker Psychologist Teacher - Secondary Counsellor Also: I&P LIT | 54. MEDICAL Pharmacist Biochemist Engineer - Chemical Naturopath Medical Lab Technician Sales Assistant Also: I&P C&A | 55. ARTISTIC/CREATIVE Hairdresser Beauty Therapist Make-up Artist Florist Wardrobe Supervisor Visual Merchandiser Also: I&P P&M |
| 56. MEDICAL Medical Practitioner Physiotherapist Nurse - Registered Medical Scientist Forensic Scientist Medical Lab Technician Also: H&C I&P | 57. SCIENTIFIC Research Scientist Medical Scientist Medical Lab Technician Physicist University Lecturer Agricultural Scientist Also: MED F&C | 58. MEDICAL Veterinarian Vet Nurse Animal Technician Laboratory Worker Animal Attendant Zoologist Also: H&C OUT | 59. CLERICAL/ADMIN Data Processing Officer Secretary Receptionist Accounts Clerk Call-Centre Operator Office Administrator Also: F&C I&P | 60. HELPING/COMMUNITY Teacher - Secondary Teacher - Primary Education Aide Training Officer Teacher - Early Childhood Youth Worker Also: I&P LIT |

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 Barista 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 Refrigerator & Aircon Mech Automotive Fitter Environmental Health Officer Warehouse Oper Tiler/Roof Also: Out T&E | 78. MEDICAL Massage Therapist Physiotherapist Occupational Therapist Chiropractor Podiatrist Prosthetist & Orthotist Also: H&C P&M | 79. TECH/ENGINEERING Vehicle Bodybuilder Panel Beater Vehicle Painter Tool & Die Setter Engineering Trade-Fabrication Electrical Fitter Also: P&M F&C | 80. OUTDOOR Geologist Geophysicist Engineer - Mining Archeologist Miner Cartographer Also: SCI F&C |
| 81. FIGS/COMPUTATIONAL Architect Architectural Drafter Landscape Architect Engineer - Industrial Building Technician Engineer - Civil Also: A&C I&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 Technician 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 | 88. FIGS/COMPUTATIONAL Financial Manager Agricultural Engineer Agricultural Scientist Agricultural Technician Horticultural Tradesperson Aquaculture Technician Also: P&M | 89. ARTIST/CREATIVE Musician/Singer Musician/Therapist Teacher - Music Sound Technician Announcer Diversional Therapist Also: Lit I&P | 90. CLERICAL/ADMIN Marketing Officer Management Consultant Advertising Account Exec. Market Researcher Public Relations Officer Human Resources Officer Also: F&C I&P |
| 91. FIGS/COMPUTATIONAL Management Consultant Accountant Insurance Agent Public Relations Officer Marketing Officer Human Resources Officer Also: C&A I&P | 92. HELPING/COMMUNITY Training Officer Teacher - Secondary TAFE Lecturer Human Resource Officer Personnel Worker University Lecturer Also: C&A I&P | 93. INFLUENCE/P.CONTACT Public Relations Officer Human Resource Officer Marketing Officer Advertising Account Executive Copywriter Journalist Also: Lit C&A | 94. LITERARY Editor Writer Proofreader Journalist Copywriter Media Producer Also: C&A I&P | 95. MEDICAL Secretary - Medical Ward Assistant Clerk Receptionist Accounts Clerk Office Administrator Also: C&A H&C |
| 96. OUTDOOR Auctioneer Valuer Real Estate Agent Building Inspector Sales Representative Land Economist Also: I&P F&C | 97. PRACTICAL/MANUAL Gemmologist Jeweller Geologist Powder Coater Watch & Clock Maker Engraver Also: T&E SCI | 98. SCIENTIFIC Medical Engineer Laboratory Worker Medical Imaging Technician Medical Lab Technician Research Scientist Prosthetist & Orthotist Also: T&E MED | 99. TECH/ENGINEERING Optical Technician Optical Dispenser Optometrist Orthotist Medical Imaging Technician Projectionist Also: MED P&M | 100. TECH/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 Process Operator 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 Courier & Hand-delivery Reporter Legal Secretary Credit Controller Word Processing Operator Data Processing Operator Desktop Publisher Also: Lit I&P | 105. OUTDOOR Landscape Architect Architect Town Planner Quantity Surveyor Horticultural Tradesperson Nursery Assistant Also: A&C P&M |
| 106. MEDICAL Dental Technician Prosthetic & Orthotic Tech'n Dental Hygienist Dental Nurse Model Maker Dental Assistant Also: T&E H&C | 107. CLERICAL/ADMIN Call-Centre Operator Receptionist Radio Dispatcher Telephoneist Telemarketer Announcer Also: F&C I&P | 108. FIGS/COMPUTATIONAL Valuer Conveyancer Land Economist Real Estate Salesperson Sales Representative Stock And Station Agent Also: P&M I&P | 109. INFLUENCE/P.CONTACT Personal Care Worker Nurse - Enrolled Ward Assistant Therapy Aide Diversional Therapist Disability Services Instructor Also: MED P&M | 110. TECH/ENGINEERING Broadcasting Technician Audiovisual Technician Electrician Business Equipment Tech'n Sound Technician Media Equipment Operator Also: P&M A&C |
| 111. PRACTICAL/MANUAL Painter And Decorator Plasterer Interior Decorator Glazier Industrial Spray Painter Vehicle Painter Also: T&E OUT | 112. OUTDOOR Crane Operator Forklift Operator Mobile Plan Operator Dogger Construction Worker Building Technician Also: P&M T&E | 113. LITERARY Copywriter Editor Proofreader Writer Publisher Advertising Acc. Executive Also: A&C I&P | 114. PRACTICAL/MANUAL Cabinetmaker Joiner Wood Turner Wood Machinist Wood Carver Timber/Forest Prod't 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 Health 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 |

C Mini GOALscorer

1. Circle any of the 120 occupation boxes from the Mini GOALscorer Match-up on pp.50-51 that you might be interested in pursuing as a career pathway. Then complete the table below.
2. 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.)
3. 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 areas they match. (e.g. If you circled box 1, then you would write 1 next to Technical & Engineering and also next to Outdoor.
4. 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.49.
5. 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. (More space? = use workbooks!)

If the next box you circled was 15, you would write 15 next to Influencing & Personal Contact and also next to Helping & Community Service.)

Highlight those occupations you are most interested in. Use My Future or Job Outlook to find out more information.

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

Occupation investigation D

1. Choose an occupation you are interested in pursuing as part of your career pathway.
2. Check out www.myfuture.edu.au and complete the following occupational summary.
Use www.joboutlook.gov.au for the data information.

2

Correct Occupation Title (& any alternative names):

⇒

Summary Description:

⇒

5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

⇒

Personal Requirements:

⇒

⇒

⇒

⇒

⇒

Related Occupations:

⇒

Education & Training Required:

⇒

Course Entry Requirements:

⇒

Employment Opportunities:

⇒

Additional Information:

⇒

Contacts (for your state):

⇒



Use Job Outlook to find out the following data info.

| |
|---------------------------|
| Total Employment |
| When? _____ |
| Employment Growth (5 yrs) |
| To When? _____ |
| Unemployment Rate |
| Year? _____ |
| Weekly Earnings |
| Year? _____ |
| Projected Job Growth |
| To when? _____ |
| % Full-time |
| When? _____ |
| Main Industry |
| When? _____ |
| Average Age |
| When? _____ |
| % Male/Female |
| When? _____ |

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AT1 Career Pathways Portfolio

Unit 1: Workplace Participation - AOS1: Contributing to the Workforce

Outcome 1

- ☐ Explain the importance of Australia having a skilled workforce.
- ☐ Investigate your own career pathways opportunities.
- ☐ Analyse current and future work options.

Required

In order to achieve this investigation and analysis you will be required to complete a report that responds to the following questions. You should provide current and relevant information and statistics wherever possible to support your responses.

Part A:

Explain the importance of a skilled workforce for Australia.

1. Why is it important for Australia to have a skilled workforce?
2. Discuss 3 ways that employees can develop work-related skills. Use specific examples to support your discussion.
3. Explain how your own development of work-related skills can better equip you to become a skilled member of the Australian workforce.

Part B:

Undertake a career pathway investigation related to your own future career pathways goals.

1. Outline your own future career pathways goals and objectives. Give reasons for your choices.
2. Describe examples of possible industry and occupation opportunities, as well as required training and qualifications needed for you to achieve these goals.
3. Use statistics to describe employment patterns and other key information for a chosen occupation (or occupations) you are interested in as part of your career pathway.

Part C:

Analyse the impact of current and future work options on your own career pathways development.

1. Identify and discuss industry and labour market trends that might impact on your future career pathways opportunities.
2. Describe actions you might need to take in order to deal with the potential impact of these industry and labour market trends.

Record any other important information and due dates here.

Job-seeking skills

| | | | |
|-------------------------------|----|-----------------------------------|----|
| 3.01 Job-Seeking Skills | 56 | 3.13 Job Interviews | 68 |
| 3.03 Résumés..... | 58 | 3.17 Assessment Task 1 | 72 |
| 3.07 Résumé Template | 62 | 3.19 Communication in Action..... | 74 |
| 3.09 Job Applications..... | 64 | | |

| Activity | p. | Due date/Done? | Comment |
|----------------------------------|-------|----------------|---------|
| 3.02B Pathways Portfolio | 57 | | |
| 3.03A My résumé | 58 | | |
| 3.10A Job application tips | 66 | | |
| 3.12B Job applications | 67 | | |
| 3.16A Top interview tips | 71 | | |
| 3.16B Interview Q&A | 71 | | |
| AT1 Career Pathways | 72-73 | | |
| 3.19 Using the phone effectively | 74 | | |

Comments

3.01 Job-Seeking Skills

Successful job-seeking

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

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

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

You should note that for some career choices the two points above might be directly related. e.g. A casual job as a checkout operator might lead to a long-term career in retail management.

However, no-one is going to knock on your door and offer you a job. You have to get out there, find or create that job or work placement opportunity.

Preview

Job-Seeking Steps

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Step 1:
Investigate realistic career pathways and options that match your goals.

At any time you can seek help and support!

Step 2:
Develop a suite of skills, experience and qualifications to achieve your goals.

Step 3:
Organise a pathways portfolio including: résumés, application letters, copies of certificates, interview tips, referees, etc..

Step 4:
Identify opportunities that are available in the labour market.

Step 5:
Tailor your pathways portfolio to suit the position you are applying for.

Step 6:
Apply for those positions that suit your pathways aims.

Step 7:
Revisit and modify your goals, and/or improve your skills if you are not immediately successful.

Pathways Portfolio A

Your teacher will expect you to complete a number of tasks as part of an ongoing Pathways Portfolio. Use this pro-forma to record information about these and any others they set.



Pathways Portfolio

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

| Portfolio Activity/ Requirements /Details | Due date/Done? | | Comment/Details |
|--|----------------|--|-----------------|
| <input type="checkbox"/> Identification of people in job-seeking network and their contact details. | | | |
| <input type="checkbox"/> Completion of relevant careers investigation/pathways survey. | | | |
| <input type="checkbox"/> Interview with career teacher. | | | |
| <input type="checkbox"/> Interview/profile/meeting with career/industry contact or mentor. | | | |
| <input type="checkbox"/> Participation in a work-related training course. | | | |
| <input type="checkbox"/> Completion of draft résumé using a template. | | | |
| <input type="checkbox"/> Completion of final résumé using a WP program. | | | |
| <input type="checkbox"/> Completion of draft application letter. | | | |
| <input type="checkbox"/> Completion of final application letter using a WP program. | | | |
| <input type="checkbox"/> Sourcing and collation of certificates and references. | | | |
| <input type="checkbox"/> Registration with online job-seeking sites and/or youth agencies (if relevant). | | | |
| <input type="checkbox"/> Sourcing of potential of job opportunities (or simulated opportunities). | | | |
| <input type="checkbox"/> Completion of application process for a position (or simulated position). | | | |
| <input type="checkbox"/> Participation in job interview or mock interview program. | | | |
| <input type="checkbox"/> Completion of relevant industry-related OH&S/WHS induction program. | | | |
| <input type="checkbox"/> Compile a suitable e-portfolio of pathways resources and personal information. | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

Résumé

A **résumé** is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview! Depending on the format of the application process you might need to supply a full résumé as a **hard copy** or as an **attachment**, or alternatively you might need to input sections of your résumé into various **fields** as part of an **online form**.

What to do: Formatting...

- ✓ Use a word processing package, duh!
- ✓ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than two sizes.
- ✓ Use headings and sub-headings as sections (this will also help in breaking it up for online forms).
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

What to do: Content...

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

What not to do: Formatting...

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

What not to do: Content...

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

A My Résumé

1. Use the information and the template on pp.60-63 to prepare your draft résumé. Get your teacher to check over this.
2. Use a word processing package to prepare a final version of your résumé. Once again have this checked, correct any errors and prepare a final copy for your Pathways Portfolio.
3. Use the information on these 2 pages to develop a poster, factsheet, webpage, PowerPoint or some other learning tool to communicate a 'Top 10' of tips for writing résumés.

1. Clear personal details

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

3. School & VET subjects & units

- ⇒ List main subjects that you are studying and also the main units that you are studying as part of VET.
- ⇒ Pick those that match the job type you are applying for.
- ⇒ Help@ www.myfuture.edu.au

5. Career ambition

- ⇒ Include a short 'Career Ambition' but make sure it is related to the occupation you are applying for.

7. Employment tasks and skills

- ⇒ State clearly what your job position was and when.
- ⇒ List 3 to 5 main tasks that you performed on a day-to-day basis, i.e. What did you do?
- ⇒ Also list 6 to 10 work-related skills that you developed doing this work. State 'things'; tasks that you can be relied upon to do competently.

9. Your professional or technical skills

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

11. Referees: accurate and suitable

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

2. Current education: Easy to follow

- ⇒ There's no need to include specific results under 'Education' unless asked.
- ⇒ Feel free to fully explain what you are studying by using full sentences.
- ⇒ People may not be aware of different qualifications, such as VCAL, so clarify these.

4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained.
- ⇒ If you have completed these at work or at TAFE, they should be listed separately.

6. Employment/experience history

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

8. Other transferable skills

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

10. Other information & achievements

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

Résumé: Thierry Novoclap, April 2019

1

Thierry Novoclap

3/45 Klingsred Lane, Lighttown, 3065

DOB: 1/4/2012

P: (03) 99998 1111 M: 0412 0412 0214

thierry@wotmail.com.au

Education

2

2019: Lighttown College, completing VCE Year 11 and Certificate II in Hospitality.

VCE subjects include:

3

- English
- General Maths
- Food Studies
- Health & Human Development
- Industry and Enterprise

Certificate II in Hospitality (core-apprenticeship units) include:

- Operate a Food Outlet
- Follow Workplace Hygiene Procedures
- Use Basic Methods of Cookery
- Organise & Prepare Food

2015-2018: Completed Years 7-10, Lighttown College

Qualifications & Training

- Apr 2019: Certificate in Basic First Aid
- Nov 2018: Certificate I in Food Hygiene

Career Ambition

I wish to enter the hospitality industry and develop a career, supported by relevant TAFE training, in customer service progressing through to senior management.

Employment History

6

Employment

⇒ Lumpy Burgers, 202 Doolin St, Craighourne

Position: Food service sales assistant Duration: February 2019 - current

Tasks: 7 In-store and phone orders, customer service, food preparation and cooking, cash and EFTPOS, food and restaurant hygiene and table service.

Work skills: The main work-related skills and competencies I demonstrated were:

- ⇒ Effective communication with customers
- ⇒ Working as part of a team with other staff
- ⇒ Using electronic point-of-sale equipment and balancing register
- ⇒ Operating fryers, grill and cleaning equipment
- ⇒ Being flexible working evening and weekend shifts
- ⇒ Maintaining effective hygiene standards
- ⇒ Preparing catering bulk orders
- ⇒ Helping with first-aid and OHS procedures, and
- ⇒ Solving customer problems and complaints.

page 1 of 2

Résumé: Thierry Novoclap, April 2019

Employment History (cont.)*Work Experience*

⇒ A&J Enterprises, 12 Goil Crescent, Washlong (A wholesale distributor of gift baskets.)

Position: Administration and production assistant Duration: June 2018 - 2 weeks

Tasks : **7** Taking phone and online orders, customer contact, maintaining database, assembling gift baskets, recording stock and orders and office tasks.

Work Skills: The main work-related skills and competencies I demonstrated were:

- ⇒ Dealing with customers in a professional manner
- ⇒ Working with other staff to process orders
- ⇒ Using hand pallet jacks
- ⇒ Applying effective lifting techniques
- ⇒ Effectively using computer and digital copier for business purposes
- ⇒ Organising production, production presentation and packaging.

Transferable Skills*Leadership*

- 2019, Lighttown Secondary College Peer Support Program for new Year 7 students which involved supporting new students, guiding and familiarising them with new environment.
- 2018, coordinated Year 10 small business activity involving student and staff lunch orders.

Clubs

- Member Lighttown Octopush Club since 2014; captain Lighttown Juniors since 2016.

Professional Skills

- High level Word, Excel, PowerPoint, internet and email applications.
- Current learner's permit.
- Can converse in Italian.
- Can effectively use business and office equipment.
- Able to operate media equipment including still and video digital cameras.
- Can use MYOB small business software.

Achievements

2018, school achievement award - Best Small Business Student.

Hobbies/Interests

Art and design, internet and multimedia, photography, octopush (underwater hockey).

Referees

Ms. Elle Earn
VCE Coordinator
Lighttown College
P: 9999 8888 (BH)

Ms. Kay Leanup
Duty manager
Lumpy Burgers
M: 04 1404 1404

Mr. A. Jay
Director
A&J Enterprises
P: 9999 9999 (BH)

Note: This résumé has been reduced in size to fit on these 2 pages but this could be set out over 3 pages. Given this, the font size would increase, margins would be bigger creating more white space, 'Employment History' would start on the 2nd page with 'Transferrable Skills' starting on the 3rd.

page 2 of 2

Résumé: _____ , _____ 20 _____

Education

Qualifications & Training

Career Ambition

Employment History

Employment



Position:

Tasks:

Work skills:

The main work-related skills and competencies I demonstrated were:

- ➔
- ➔
- ➔
- ➔
- ➔
- ➔
- ➔
- ➔

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Résumé: _____, _____ 20 _____

Employment History (cont.)

Work Experience



Position:

Duration:

Tasks :

Work Skills: Some key work-related skills and competencies I demonstrated were:



Transferable Skills

Leadership

•

•

Clubs

•

Professional Skills

•

•

•

•

Achievements

Hobbies/Interests

Referees

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3.09 Job Applications

Application letter

An important part of successful job-seeking is writing a job **application letter**. Many job advertisements ask you to submit a letter (sometimes they say 'cover letter') along with a résumé. And even though you might be emailing this letter you still should write it like a formal business letter.

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

When it comes to getting a **job interview**, your application letter can often be more important than a résumé. A résumé talks coldly about you, the 'who'. Whereas an application letter is about warmly selling you, or the 'why'.

The ad might sometimes even ask for this letter to be in your own handwriting. You might also have to write an application letter for a work experience or work placement position.

Preview

Importance

- ⇒ Employers use application letters to test your interest in the job, your suitability for the position as well as your ability to use correct grammar and spelling.

Getting it right

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

Relate to the job

- ⇒ The application letter must relate to the specific job you are applying for.
- ⇒ The letter has to show how your work-related skills and competencies suit that job.

Sell yourself

- ⇒ Application letters should make the employer think that you might be a good employee for their organisation and want to interview you.
- ⇒ So make sure that you sell yourself.

Formal letter

- ⇒ Application letters should be set out as a typed, formal business letter. Use plain fonts and plenty of white space.

email note

- ⇒ When applying for a position online or electronically you might also have to submit a brief email message.
- ⇒ This too is a test of your grammar and communication so don't let yourself down in this area.

Image: sharpen1234/
iStock/Thinkstock

Job application tips A

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

An _____ letter should be set out as a _____ business letter. The letter should be _____ unless you are asked to _____ your letter. The letter should use _____ fonts and generous _____ between paragraphs.

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

The letter should show some of your work-related _____, _____ or _____ that make you a good employee or show how you might _____ to do the job. The letter should briefly explain how you could be _____ to the organisation. i.e. What can you _____ that will make you a good employee? Always keep a _____ of the letter for your own records.

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

2. Work in a team to prepare a top-level list of tips for writing good job application letters for young people. Also consider how to structure the body of an application letter so that it can more easily be cut and pasted into sections of an online application form.

The tips must be written briefly or short enough to be texted or tweeted.

Draft some ideas here.

Copy

4/56 Lumbuk Place,
SPRINGTOWN, VIC, 3523

March 22nd, 2019
Mr. Cre Tickle-Eye
Manager
The Deject Shop
Shop 9, Spflats Homemakers Complex
Springtown Flats VIC 3521

1 a. Your address, note the format!

1 b. Date of writing the letter.

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

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

Dear Mr. Tickle-Eye

2. Intro title of letter.

I am applying for the position of Casual Retail Assistant that was
advertised in the Springtown Bulletin on March 20th 2019.

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

I am currently undertaking Year 11 at Springtown College and hope
to develop a career working in business. Some of my main subjects
include English, Industry and Enterprise, Computing and General
Maths and I studied Small Business and Entrepreneurship.

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

5. Specific sub-
jects related to
the position, job
and/or industry.

Last year during the summer break I completed voluntary work for
the Brotherhood of Smith Families in their charity retail shop in Lower
Springtown. I gained work-related skills by working with other staff,
dealing with customers, controlling stock, solving customer problems
and using equipment safely. During this work I became interested in
building a career in customer service because I liked the responsibility
of looking after customers and being able to help make them happy.

6. Any relevant
experience and
skills that you
have.

7. What you
got out of your
experiences and
what makes you
happy at work.

I am enthusiastic and have a range of retail and transferable skills,
including very good computer skills, that can contribute positively
to The Deject Shop. I also welcome the chance to gain more training
from your organisation.

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

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

9. The sign-off.

Yours Sincerely

Regina Rightyo

enc: Résumé and references

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

Job application B

1. Draft an application letter for a position you are interested in, or a work experience/ placement opportunity, or an advertisement your teacher has provided.
2. When your teacher has checked over this draft, prepare a proper letter using a computer. (Tip: Perhaps you should enlarge this page to A3 and make another copy before you start.)

Position applying for:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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3.13 Job Interviews

The interview

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

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

Below are five main strategies that you can use to make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise. If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, or your careers teacher for some ideas. You should do a **mock**

interview activity as part of this class so ask if your teacher is planning to do this.

Preview

1. Prepare yourself!

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

2. Look the part

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

3. Be personable

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

4. Sell yourself confidently

- ⇒ Clearly know your strengths, and how what you've done before, suits this job. Have examples ready. You can refer to notes but don't just read stuff out.
- ⇒ Always talk about positive experiences you have had working in a team.
- ⇒ Don't be afraid to ask the interviewers to repeat or clarify a question.
- ⇒ Always ask at least one question (e.g. about further training and career growth).

5. Reflect on your experience

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

Interview 2.0

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

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

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

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

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



"Make a mistake in an interview you are being in it. That's what it's all about!"

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Common Job Interview Questions

Copy

Why do you want this job?

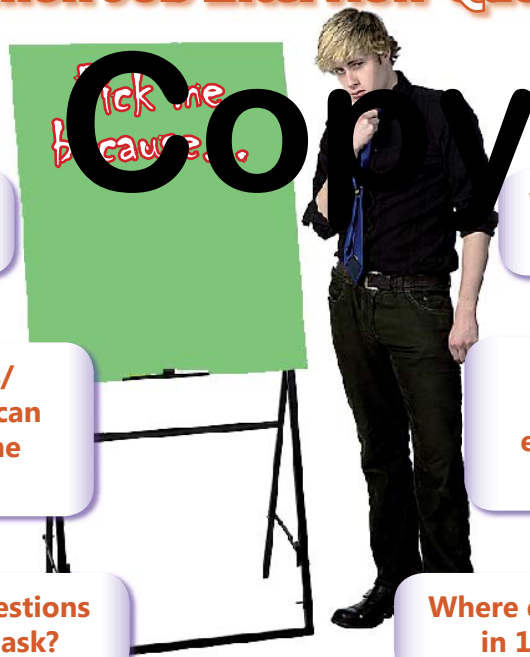
Why should we employ you in this position?

What skills/abilities/qualities/experience can you contribute to the organisation?

Explain how you have succeeded in a team environment or dealing with other people.

Do you have any questions you would like to ask?

Where do you see yourself in 12 months time?



Are you pp-pp-pp-prepared?

If you really want that job then it is important that you do a lot of preparation before you go to your job interview. So follow these tips and see how you go!

Personal preparation

You must ensure that you dress to suit both the position and the culture of the organisation.

- ☺ You can never be over-dressed for an interview, but you can be under-dressed. No hoodies, sunnies, runners or club clobber.
- ☺ If it is a 'trade' job you might be best to show that you have proper work footwear.
- ☺ Wash and iron your clothes; try them on a few days before the interview to make sure they still fit. If needed, borrow clothes from friends, family and clothes banks!
- ☺ Wear your clothes with pride. Your bearing is important. Make sure you stand, sit and move comfortably in your 'skin'.
- ☺ Whatever you do, tone down for the interview. Lay off the piercings, hair dyes, butterfly wings, gangsta' sunnies and so on.
- ☺ Avoid: too tight, too loose, too shiny; you can slowly start to be yourself again when you've got the job!
- ☺ Organise yourself with a folder, a bag or a case. Don't use a plastic or shopping bag. Borrow a bag or briefcase if necessary.
- ☺ Lay off the super-strong perfume or after-shave and watch out for the triple-garlic kebab. Don't smoke just prior to the interview because you will stink.

Professional preparation

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

- ☺ Use the internet or contact the organisation to get some written material.
- ☺ Pre-plan your travel route, public transport or parking. Have a practice transport run on a work day.

- ☺ Arrive at least 15-30 minutes early and freshen up.
- ☺ Always bring along copies of your résumé, references, and certificates in a flat folder - offer to leave these.
- ☺ If it is a creative job have your folio or digital samples organised and ready to show.
- ☺ As soon as you enter the premises or grounds you are under scrutiny. Deal politely and confidently with security staff, receptionists and PAs. They might have a lot of sway!
- ☺ Sit upright when waiting. Don't get on your mobile... instead turn it off.
- ☺ Look at what is around you while you're waiting; articles, certificates, company magazines, etc..
- ☺ Be professional with all people, using appropriate names as they are introduced; i.e. by first name or by surname.
- ☺ Don't ever criticise the organisation, its products, its image or other applicants.

Position preparation

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

- ☺ Knowing the position generically involves the general job advertisement or job description. e.g. A sales assistant.
- ☺ Look up the occupation and study its key roles and responsibilities. i.e. What is expected of a sales assistant generally? www.future.edu.au
- ☺ Have examples that show how you can use the 8 employability skills in this position.
- ☺ Knowing the position specifically involves finding out some of the position's responsibilities related to this organisation. e.g. A sales assistant in a fashion store.
- ☺ Have examples ready that show how you have or could use your skills, experience and abilities both generically and specifically. So there you have it. Just remember to look after the 6P's and the rest should look after itself.



Top interview tips A

1. Develop a list of 10 interview tips you would give job interviewees. Start drafting below.

| | |
|-----|------|
| i | ii |
| iii | iv |
| v | vi |
| vii | viii |
| ix | x |

2. Turn these into a 3-5 minute multimedia presentation. You might work in pairs.

Interview Q&A B

Find a suitable job advertisement. Anticipate 5 questions that might be asked at a job interview and prepare 5 answers for them. Practise these with a partner. (Tip: Your teacher might bring in audio. Use your work folio if you need more space.)

| | |
|------|----|
| Job: | |
| Q1 | A1 |
| Q2 | A2 |
| Q3 | A3 |
| Q4 | A4 |
| Q5 | A5 |

AT1 Career Pathways Portfolio

Unit 1: Workplace Participation - AOS1: Contributing to the Workforce

Outcome 1

- ☐ Explain the importance of Australia having a skilled workforce.
- ☐ Investigate your own career pathways opportunities.
- ☐ Analyse current and future work options.

Required

In order to achieve this investigation and analysis you will be required to complete a number of tasks as directed by your teacher.

- ⇒ Possible tasks are listed in the table opposite. Those that are already ticked are required to be completed (as a minimum) so that you can demonstrate achievement of Outcome 1.
- ⇒ Tick others that you are required to complete as directed by your teacher. Your teacher might also add some other tasks if so write these in the table.
- ⇒ You might have to negotiate some of these tasks with your teacher depending on your learning program (such as VCE, VCAL or some other program).
- ⇒ Make a copy of the assessment task sheet opposite.
- ⇒ Fill in the due dates for those that you are required to complete.
- ⇒ Tick the tasks off as you have completed them. Get your teacher to initial or comment on these.

As part of this unit, your school might also require you to complete a number of Pathways Portfolio activities and tasks.

- ⇒ A Pathways Portfolio pro-forma is included as 102A on p.57. Make a copy of this.
- ⇒ Use this to record and tick off tasks that are required to be completed. Your teacher might add some other tasks if so write these in the pro-forma.

Record any other important information and due dates here.

Copy

Unit 1: Outcome 1 - Career Pathways Portfolio

Explain the importance of Australia having a skilled workforce, investigate career pathways opportunities and analyse current and future work options.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

| Activity/Details | p. | Required | Due date/Done? | Comment/Initials |
|-------------------------------------|-------|-------------------------------------|--------------------------|------------------|
| 1.02A Pathways options | 3 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.04B Career pathways and values | 5 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.08A Career goal-setting | 9 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 1.15C My attitude | 16 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.19B Online job sites | 20 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.04B Skilled workforce | 27 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.07C Industry trends I | 30 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.08D Industry trends II | 31 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.09A Industry employment | 32 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.12B Work-related trends | 38 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.14C The digital age | 39 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.18A AQF & training | 41 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.25B Interest areas | 49 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2.27C Mini GOALscorer | 50-53 | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.02A Pathways portfolio activities | 57 | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

Using the phone effectively



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

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

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

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

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

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

You should reply:

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

Important tips:

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