

WORK RELATED SKILLS

VM 1&2

Unit 1: Careers and Learning for the Future

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AOS1 -
Future careers

AOS2 -
Presentation of career
and education goals

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AOS1 -
Skills and capabilities
for employment
and further education

AOS2 -
Transferable skills and
capabilities

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- ⇒ Literacy VPC 3&4 : Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

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3&4 Interim masters

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Available from Nov

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PDS Planner: VM 1&2	___ @ \$33	or ___ @ \$220
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Foundation Numeracy	___ @ \$44	na
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	Printed Text Coursebook	e-version Master PDFs
Career and Enterprise		
CAE: General 11 2ed	___ @ \$60	or ___ @ \$660
CAE: General 12/ATAR 11 2ed	___ @ \$62	or ___ @ \$660
CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
CAE: Foundation 12	___ @ \$55	or ___ @ \$595

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ \$38
I&E Unit 1: Workplace Participation - e-master	___ @ \$550
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Labour Market

1

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Activities 1: Labour Market	p.	Due date	Done	Comment
1-3 U1 AOS1: My Requirements	3	<input type="checkbox"/>	<input type="checkbox"/>	
1A Work	5	<input type="checkbox"/>	<input type="checkbox"/>	
1B Australian industries	7	<input type="checkbox"/>	<input type="checkbox"/>	
1C Labour market	9	<input type="checkbox"/>	<input type="checkbox"/>	
1D Employment	11	<input type="checkbox"/>	<input type="checkbox"/>	
1E Unemployment	13	<input type="checkbox"/>	<input type="checkbox"/>	
1F Labour force	15	<input type="checkbox"/>	<input type="checkbox"/>	
AT1 Labour Market	16	<input type="checkbox"/>	<input type="checkbox"/>	

FULL DRAFT
PREVIEW
SAMPLE

Comments:

1.01 Unit 1: AOS1 - Introduction

Unit 1: AOS1 - Future careers

You will investigate the content of this AOS through the first 3 sections of this resource: **S1: Labour Market**, **S2: Employment Trends** and **S3: Planning & Decision-Making**. However, your teacher will encourage you to apply your investigation more specifically to work and vocational settings in which you might be interested.

So you need to think well beyond what is on these pages, and go further to identify and explain how these topics relate to the world of work. You can start to do this by completing the relevant activities in your **Work Related Skills: Applied Vocational Booklet** as well as the AVBs for your other subjects. You should also reflect on how what you are learning through your **VET** studies applies to your future career. And then there's **work experience**, **work placement**, **volunteer placements** and **paid work** to explore.

You should also apply your developing **Literacy** and **Numeracy** skills to your study of **Future careers**. And as you embark on your **Personal Development** journey, you will naturally start to develop applied skills for work-related situations and your future career.

AOS1: Future careers		S1: Labour Market	
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Employment	Unemployment	Labour force	
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Planning	Decision-making	PODR planning	
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FULL DRAFT
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U1 AOS1: My Requirements 1-3

Your teacher will discuss your unit requirements for **AOS1** with the class. List the important information, and make diary notes and reminders where relevant.

Requirement	Activities/ Resources/ Applied	Assessment

1.03 World of Work

Work

So what is work? A simple definition of work is not as clear-cut as we would think.

The standard definition of **work** is when an individual is engaged by an organisation to provide their **skills, expertise** and **experience** to undertake relevant **tasks** and **duties** that the employer needs.

In return for their **labour**, employees receive **payments** of wages or salaries, or payment in kind; as well as a range of other **workplace conditions** such as allowances, annual leave, superannuation, etc..

Work also extends to **self-employed** people who own or operate their own business - because they are of course working! They hope to obtain a profit from their enterprise.

Work can also include people who work without pay in **family businesses**.

It is important to emphasise that work isn't really about people being paid for their time. People are paid for doing something with their time for someone else (their employer). They are paid for their labour which involves skills, expertise, etc..


Work also includes people who give their **time, skills** and expertise to **community, volunteer and sporting** organisations - even if they aren't paid for their efforts.

Work can also include students and trainees who undertake work experience or **structured work placement** as part of their vocational education programs, or for their TAFE and university qualifications.

We are also experiencing a growing cohort of **interns** - both paid and unpaid - who are working for varied organisations to try and kickstart their careers.

Generally, unpaid domestic and family duties are not considered work; however, these people do develop valuable work-related skills that can be transferred to work-related situations - if given the opportunity.

It is important to emphasise that work is not necessarily employment. The official term '**employment**' has a specific definition that you will investigate later.

 But which examples of work from this page do you think would be included or excluded from the official definition of employment?

So, what type of work do you want to do?

And perhaps more importantly, why?




Some work is practical and requires technical skills.

Most working is about helping out others in some way, which also requires having good people skills.



Image: Umkehrer Richard/Photos.com

Image: tyler olson/Photos.com

Supermarkets and shops are some of the types of workplaces where young people commonly work. Do you? 



1. Use your own words to explain the meaning of **work**.

2. Look at the 3 **images** on p.4. Name each **worker** and complete the following.

- a. Identify the work, or the **job**, or the occupation, they are doing.
- b. Briefly outline **2 work tasks** they would usually do, in a day of work.
- c. Describe the **characteristics** of the **workplace** that they work in.

<p>Person 1:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>	<p>Person 2:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>	<p>Person 3:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>
------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

FULL DRAFT
PREVIEW
SAMPLE

3. Think about 3 **people you know** who work. For each one, complete these tasks.

- a. Identify the work, or the **job**, or the occupation, they do.
- b. Briefly outline **2 work tasks** they would usually do, in a day of work.
- c. Describe the **characteristics** of the **workplace** that they work in.

<p>Person 1:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>	<p>Person 2:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>	<p>Person 3:</p> <p>Job:</p> <p>Work Tasks:</p> <p>i.</p> <p>ii.</p> <p>Workplace characteristics:</p>
------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

1.05 World of Work

What is an industry?

When you look around the commercial world, all those different workplaces belong to particular industries.

We can say that an **industry** is a group of work settings, businesses or organisations that are involved in the production of the same or similar goods or services.

This means that different organisations within the same industry are likely to share similar characteristics.

For example:

- ⇒ businesses such as shops belong to the Retail Trade industry
- ⇒ factories that make goods usually belong to the Manufacturing industry
- ⇒ government departments and other agencies such as Victoria Police belong to the Public Administration and Safety industry
- ⇒ social and community service organisations include schools (Education and Training industry), hospitals (Health Care and Social Assistance industry) and others.

🧠 What other industries are you aware of?

Industry names

In Australia, industries are grouped and named according to **196- divisional classifications** as part of **ANZSIC 2006**. ANZSIC merges with the classifications for industry sectors and industry sub-sectors.

However, these official names are not always used in workplaces, or by employees, or even by their bosses or business owners themselves!

And these official industry names don't always clearly communicate the types of specific sub-sectors (and associated organisations) within that industry.

Sure mining, retail trade and wholesale trade are pretty clear. But what about Professional, Scientific and Technical Services, Arts and Recreation Services, or even Other Services?

It is important to know these correct names, because **vocational training** is created and organised according to these **divisional classifications**. And this is where you find out about **industry-specific skills**. Also, all official **statistics** are compiled and communicated using these classifications.

But your boss might use a different **informal name** for their industry, such as hospitality; or focus on a specific industry sub-sector, such as the retail sporting goods industry.

🧠 So, your teacher will help you to work out what are the best and most suitable names for you to use for your industries of interest.

**So which industry do I belong to?
Is it the Accommodation and Food Services industry, the
restaurant industry or the hospitality industry?
I just tell my friends that I work for a take-away joint!**



Image:
Peter M. Fisher/Fuse/Thinkstock



The **first column** lists the official 19 **ANZSIC** industry divisions. The **middle column** lists some of the main **industry sectors and sub-sectors**, as well as some commonly used **informal** industry names. These might be the names you use for your industries. **Highlight** any you are **interested** in. Give an **example** for each industry.

ANZSIC Industry	Common other names (sub-sectors)	Example(s)
Accommodation & Food Services	Hotel, tourism, hospitality, restaurant, pub, cafe, takeaway food.	
Administrative & Support Services	Travel agency, cleaning, pest control, gardening, employment services.	
Agriculture, Forestry & Fishing	Farming (& types e.g. dairy, beef, crop), logging, fishing, nursery.	
Arts & Recreation Services	Sporting (& types), music, creative arts, performing arts, music, dance, racing.	
Construction	By types e.g. building, residential, non-residential, civil, irrigation.	
Education & Training	By types e.g. early-childhood, primary, secondary, TAFE, university.	
Electricity, Gas, Water & Waste Services	By types e.g. electricity, gas, water, solar, wind, waste collection, recycling.	
Financial & Insurance Services	Banking, insurance, superannuation, financial advice.	
Health Care & Social Assistance	Medical, dental services, aged-care, child-care, disability, pathology.	
Information Media & Telecommunications	Media, publishing, newspaper, broadcasting, telecommunications, ISP.	
Manufacturing	By types e.g. food, beverage, industrial, clothing, paper, chemicals.	
Mining	By types e.g. coal, iron-ore, gold, metals, exploration.	
Other Services	Auto repair, personal care, hairdressing, beauty, funeral, charities.	
Professional, Scientific & Technical Services	Architectural, engineering, legal, ICT, accounting, veterinary, advertising.	
Public Administration & Safety	Emergency services, police, ambulance, fire, public sector, justice, defence.	
Rental, Hiring & Real Estate Services	Real estate, car hire, industrial hire, property rental.	
Retail Trade	By types e.g. supermarket, clothing, hardware, pharmacy, speciality, liquor.	
Transport, Postal & Warehousing	Transport, trucking, freight, rail, public transport, airline, courier, postal.	
Wholesale Trade	By types e.g. grocery, furniture, vehicle, agricultural, industrial, pharmaceutical.	

1.07 Labour Market

The labour market

A market is any physical, online or virtual place where buyers and sellers exchange items of value. We have supermarkets, the housing market, the sharemarket - and even the second-hand market for collectible Teenage Mutant Ninja Turtle action figures.

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 by potential **employers**.

This means, that in theory, employees with well-developed **skills-sets** are more likely to be in demand by employers.

These in-demand job-seekers 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.

And alternatively - well you know the drill!

Lower-skilled workers may experience reduced demand for their labour.

This is because there is an over-supply of potential employees at that lower skill level. Employers can pick and choose who they think would best suit their business.

And this is an ongoing problem for **entry-level** employees such as **younger job-seekers**, who naturally have less to offer an employer when they are just starting out in their career.

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).

Too many lower-skilled applicants competing for too few entry-level jobs is a common problem facing younger job-seekers.



Image:
Vladgrin/
Thinkstock

Labour Market

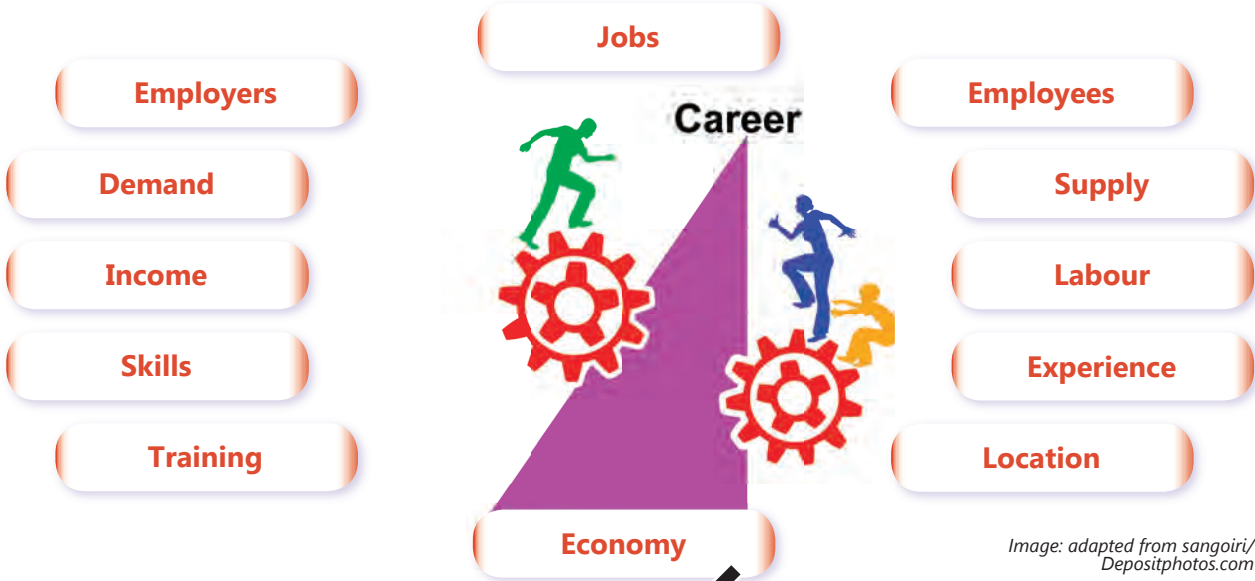


Image: adapted from sangoiri/Depositphotos.com



This diagram shows 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.

Labour market 1C

- Match the most appropriate terms from the p. to their meaning.
 - The demand and supply for workers and their skills. _____
 - The different qualities and abilities offered by workers. _____
 - People looking for work. _____
 - People who are working. _____
 - Organisations (and people) that employ workers. _____
 - Total amount of people employed and actively seeking work. _____

2. Write a paragraph about the **world of work** using **5** of the **terms** from the **Labour Market** diagram above. Also, find or create an **image** about the labour market.

1.09 Employment

Employment

Did you know that everybody who is employed is working, but not everyone working is employed? This is because the definition of employment is set down by the **Australian Bureau of Statistics**.

The ABS is a **government agency** that surveys and collects statistical information related to the economy, industry, production, employment, trade, society and many other areas, including the Census. The ABS operates independently of the government and does its work gathering and analysing statistics regardless of which political party is in power.

The ABS definition of employment also conforms to international standards. This enables comparison of socio-demographic characteristics and socio-economic performance across similar countries, such as the UK, the USA, New Zealand, Japan, Germany and so on.

Definition


In order to be considered employed in Australia, people need to have provided at least **one hour of work** in a given **week**, in exchange for some type of **payment** - be that wages, salaries, commission, profit or payment-in-kind. The definition also includes unpaid family workers working in a family business.

So when the official total number of employment is released each month it will include:

- ✓ full-time employees
- ✓ part-time employees
- ✓ casual employees
- ✓ contractors and sub-contractors
- ✓ self-employed people and owner-operators
- ✓ unpaid family workers in a family business.

Those who are not counted as being employed include:

- ✗ people who are unemployed
- ✗ unpaid volunteers
- ✗ unpaid interns
- ✗ people who are not in the labour force, including retirees and students not working
- ✗ people who are unable to work due to disability or illness
- ✗ people who choose not to participate in the workforce, such as full-time carers, stay-at-home parents, etc..

 So where do you fit in?

**Australian Bureau
of Statistics**
www.abs.gov.au

The ABS is the most trusted source of information that you can use to research employment and industry statistics.



FULL DRAFT
PREVIEW
SAMPLE

Uncommon Knowledge

Employment

Employment numbers are based on the resident civilian population aged 15 years and over.

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.

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

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 September 2022, 13.59 million people were employed (full-time represented 69.7%).

(Source: ABS 6202.0)

Employment Status

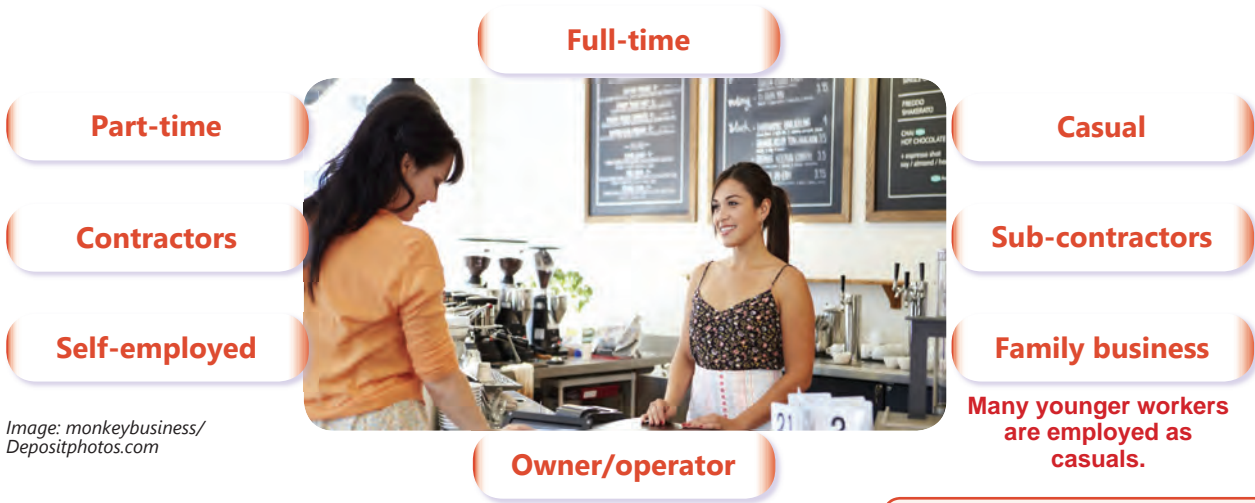


Image: monkeybusiness/Depositphotos.com

Employment 1D

- Match the most appropriate terms from p. 10 to their meaning.
 - The minimum number of hours worked per week to be officially counted as employed.
 - The agency that collects and reports on the statistics.
 - People who work for 'free' to help out a community.
 - Wages, salaries, commission, etc.
 - Employees engaged for a full working week, i.e. 38 hours.
 - People who own and work in their own business.

- ABS
- one hour
- self-employed
- full-time
- payment
- volunteers

2. List **people** you know who **match** the different **categories** of being counted as **employed** from the 'Employment Status' diagram above.

Person	Employed Category	Person	Employed Category

1.11 Unemployment

Unemployment

It is important that when you start to investigate and research labour market information and trends, that you also aware of the correct ABS definition of **unemployment**.

Just because a person is not working, it does not mean that they necessarily are counted as being unemployed. So how do you think that works?

“I’m retired. I had 45 years of working. I’m certainly not unemployed!”

Boh



“Give me break. I’m only 8!”
Don’t count me!

Eff



“I give all my time to charities, for free, to help my community. But the ABS doesn’t count me!”

Flo



Abe



“Man, you expect me to give up chasing the waves, just to work for the man! Count me out, bro!”

Gil



“I’m not even in the labour market. I only have time for school, as my parents want me to excel in Year 12.”

Cal



“Unfortunately, my illness stops me from even thinking about the world of work at the moment. It’s a pity though.”

“My missus is a hotshot barrister, so why would I work?
I’m big on Intsa though!”

Hus



“I’m too busy working as a stay-at-home dad, so don’t count me as unemployed!”

Images: Photo-Jope/Depositphotos.com

Uncommon Knowledge

Unemployment

People are only counted as being officially unemployed if they are **actively seeking work**.

According to the ABS, the official definition of unemployment requires:

- ⇒ someone to be aged **15+**, and 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.

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, stay-at-home parents, unpaid volunteers, and other people not part of the labour force for one reason or another; and who **choose not to work**, and 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 September 2022, 499,400 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 3.5%. (Source: ABS 6202.0)

Unemployment 1E

1. Match each of the people on p.12 with the **main reason** why they are **not counted** as being officially **unemployed**.

Abe		Eff	
Boh		Flo	
Cal		Gil	
Duk		Hus	

- under 15
- full-time student
- stay-at-home parent
- retired
- illness or injury
- not interested in working
- volunteer
- non-working spouse

2. Identify whether these people are **employed**, **unemployed**, or **neither employed nor unemployed**.

Situation	Labour force status?
Liss is doing her VCE: VM and delivers pizzas for Crony pizzas.	
Suze is not working, but looks for work in spare time and recreation.	
Clarrie is retired and volunteers full-time at Men's Shed.	
Franz manages a local foodbank, and is the only paid employee.	
Cray runs an online business selling collectible action figures.	
Ath is on JobSeeker but hasn't really looked for work for months.	
Ritz works in her parent's fish shop, but they have never paid her.	

3. What **category** do **you** fit into? Why?



1.13 Labour Force

The labour force

The **labour force** consists of all those people who are **employed**, plus all the people who are officially counted as being **unemployed**. So these measures can indicate the strength of the economy; i.e. through rising employment and falling unemployment.

However, **discouraged job-seekers** can understate unemployment figures as these people do not show up in the labour force.

The Labour Force

The labour force includes the civilian population, aged 15+ who are either:

Employed
According to the official definition
(i.e. > 1 hour/week)

+

Unemployed
According to the official definition
(actively seeking work)

Labour Force
Total employed + Total unemployed
e.g. 13.59 million + 1.39 million
= 14.98 million (Australia)

Not in the Labour Force

People who are not in any paid work such as:

Retirees and aged people

Children aged under 15

Full-time or part-time non-working students

Discouraged job-seekers

People who are invalid or incapacitated

“Don’t count me, I’ve stopped looking!”



Image: Mandy Godbehear/Depositphotos.com

Stay-at-home parents

Spouses who opt to not work

Non-‘working’ carers

Unpaid voluntary workers

Institutionalised and incarcerated people

People who choose not to work

1. Who is **counted** in the Australian **labour force**?

2. Who is **not counted** in the Australian **labour force**?

3. In your own words, what is the official **definition** of **employment**?

4. In your own words, what is the official **definition** of **unemployment**?

5. Are **you counted** in the **labour force**? Why or why not?



Investigation

Find out the current unemployment rate, the total number of people employed and the total Australian labour force.

What websites will you use?

Have these measures improved or worsened compared to September 2022?



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1.15 Graduated Assessment

AT1 Labour Market - Future careers

Required: Labour Market

For this assessment task, you are required to use your knowledge of the labour market to answer a series of questions. Your teacher might add more.

You must use statistical evidence from credible sources such as the Australian Bureau of Statistics. You will also have to source or create an image or graphic.

1. What is the **labour market**?
2. What is the difference between **employment** and **unemployment**?
3. Explain **your own labour market status**.
4. Find out the **current employment** levels and **unemployment** rate. Use **statistics** to describe the **trends** in each of these measures.
5. What is an **industry**?
6. Name and **describe** the **operations** of an **industry** in which **you are interested in** developing a potential career.
7. Create or source an **image** or **graphic** to illustrate one of the key points from questions 1-6. Briefly annotate this image or graphic. For example, you might include and describe an image of your work to illustrate an industry.

Name:	Key dates:	UNIT 1 AOS1	
Tasks - AT1: Labour Market	Must Do?	Due Date Done Level	
Complete questions about the labour market.			
1. Labour market definition.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
2. Difference between employment and unemployment.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
3. My labour market status.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
4. Current employment and unemployment; and trends.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
5. Industry definition.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
6. Operations of an industry.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
7. Annotated image or graphic.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final answers and image.	<input checked="" type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/> <input type="radio"/>	<input type="text"/>

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Employment Trends

2

2.01 Employment Trends.....	18	2.17 Let's Go Green	34
2.09 The Digital Age.....	26	2.19 Graduated Assessment	36
2.11 Skills Shortages	28	2.21 Review and Reflection	38
2.15 Future and Global Trends.....	32		

Activities 2:	p.	Due date	Done	Comment
2A Industry employment	19	<input type="checkbox"/>	<input type="checkbox"/>	
2B Qualifications	21	<input type="checkbox"/>	<input type="checkbox"/>	
2C Youth unemployment	23	<input type="checkbox"/>	<input type="checkbox"/>	
2D Industry trends	25	<input type="checkbox"/>	<input type="checkbox"/>	
2E The digital age		<input type="checkbox"/>	<input type="checkbox"/>	
2F Skills shortages	29	<input type="checkbox"/>	<input type="checkbox"/>	
2G Responding to skills shortages	31	<input type="checkbox"/>	<input type="checkbox"/>	
2H Future and global trends	33	<input type="checkbox"/>	<input type="checkbox"/>	
2I Let's go green	35	<input type="checkbox"/>	<input type="checkbox"/>	
AT2 Labour Market Trends	36-37	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Review and Reflection	38	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

2.01 Employment Trends

Your future work options

If there is one thing that you can be sure of 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. The structure of Australian industry is changing

As an employee, you might now be expected to work any day of the week, for a short shift, and be notified of this by SMS while still sitting at school in your Literacy class!

Some industries such as hospitality and retail, which both employ significant numbers of young people, operate 24-7!

Work availability clashes with '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 (Menulog), 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 doing these jobs.

And of course, the impacts of the global COVID-19 pandemic have lasting repercussions on workplaces, industries and

Image: Ridofranz/
Depositphotos.com



the future world of work. How might this challenge you?

So, you are expected to have greater technological skills and competencies, better communication skills, the ability to learn faster, and to have access around-the-clock availability. 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?

Changing Work Trends

A change in the structure of industry, including industry growth and decline.

Ongoing growth in digital technology platforms for service-provision.

Changes in the attitudes and values of individuals as employees and consumers.

Changing employment patterns including more part-time, casual and contract work.

A move towards more capital-intensive production and greater use of technology.

Changes in the way that work is viewed in society.

Direct and ongoing changes arising from the global COVID-19 pandemic.

Employment Trends 2.02

Employment In Australian Industries - May 2022 ¹						2021 ^{1,2,3}			May 2020 ⁴		
Industry	Employment	Empl't %	Part-time %	Female %	Ave. Age	¹ Actual Empl't growth 2017-21	² Proj'd Empl't growth 2022-26	³ Median Weekly Income Aug '21	Age 15-24 May '21	Uni+ %	or C3+ %
Accommodation and Food Services	901,400	6.7%	60.8%	55.8%	26	1.6%	13.2%	\$500	46%	15%	24%
Administrative and Support Services	424,700	3.1%	40.5%	52.5%	41	8.3%	6.4%	\$1,100	10%	26%	29%
Agriculture, Forestry and Fishing	278,500	2.1%	22.5%	30.2%	51	-10.0%	5.1%	\$1,053	8%	15%	28%
Arts and Recreation Services	230,500	1.7%	45.3%	50.5%	34	0.8%	10.1%	\$900	27%	39%	29%
Construction	1,177,100	8.7%	14.1%	13.0%	38	4.6%	5.8%	\$1,305	15%	13%	49%
Education and Training	1,121,300	8.3%	37.6%	72.6%	43	12.3%	13.4%	\$1,250	10%	70%	17%
Electricity, Gas, Water and Waste Services	162,500	1.2%	10.9%	20.4%	43	17.7%	1.9%	\$1,731	5%	33%	39%
Financial and Insurance Services	567,700	4.2%	18.3%	50.0%	40	29.5%	6.3%	\$1,687	5%	58%	19%
Health Care and Social Assistance	2,019,600	14.9%	42.1%	76.0%	41	24.0%	15.8%	\$1,057	10%	51%	30%
Information Media and Telecommunications	202,700	1.5%	19.3%	42.3%	40	-10.2%	0.4%	\$1,417	11%	54%	24%
Manufacturing	831,100	6.1%	16.4%	28.8%	42	-6.4%	2.7%	\$1,262	12%	23%	35%
Mining	302,600	2.2%	5.1%	19.8%	41	38.2%	5.9%	\$2,349	7%	24%	45%
Other Services	552,000	4.1%	31.6%	47.7%	39	10.6%	3.7%	\$1,000	16%	16%	50%
Professional, Scientific and Technical Services	1,289,100	9.5%	20.8%	43.1%	39	28.6%	16.8%	\$1,500	9%	63%	20%
Public Administration and Safety	911,800	6.7%	11.7%	47.9%	43	19.4%	6.4%	\$1,600	5%	44%	28%
Rental, Hiring and Real Estate Services	226,600	1.7%	33.1%	35.7%	44	9.2%	6.3%	\$1,388	7%	33%	33%
Retail Trade	1,287,300	9.9%	15.4%	44.7%	43	0.9%	4.3%	\$795	30%	20%	24%
Transport, Postal and Warehousing	694,500	5.1%	11.4%	35.7%	44	7.0%	6.1%	\$1,249	9%	21%	27%
Wholesale Trade	727,000	5.4%	16.1%	31.2%	44	6.8%	1.8%	\$1,274	9%	26%	30%
Total (all industries)	13,542,100	100%	30.2%	47.7%	41	???	9.1%	\$1,200	15%	37%	30%

Source: ¹ ABS, Labour Force Survey, Detailed, May 2022, seasonally adjusted. ² National Skills Commission, 2022 Employment projections for the five years to 2026. ³ Source: ABS, Characteristics of Employment, Australia, August 2021. ⁴ ABS, 6227.0, Education and Work, May 2020 (Nov '20).

Industry employment 2A

- Choose an industry from the table above. Prepare 5 numerical facts about employment in that industry.
(e.g. The Mining industry accounts for 2.2% of all employment in Australia.)
- Prepare 5 numerical comparative facts about employment in that industry.
(e.g. The Mining industry is the 6th lowest employing industry in Australia.)

1 i.	2 i.
1 ii.	2 ii.
1 iii.	2 iii.
1 iv.	2 iv.
1 v.	2 v.

2.03 Employment 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.
- ii. **Youth unemployment** rates are **higher** than overall unemployment rates.
- iii. Some **industries** are experiencing **declining** levels of **employment**, whereas **others** will continue to **grow**.

Compounding these longer-term labour market trends have been the severe disruptions that impacted on labour market opportunities and hiring patterns, due to the **COVID-19 pandemic**, and subsequent changes in the **post-pandemic world of work**.

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 of the contemporary labour market 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 44% of all workers in 2010 to 32% of workers by 2021. And this trend will continue.

And most of those people in the 14% actually have no formal qualifications, or very low qualifications. These people are likely to be non-holder workers who entered the workforce many years ago, back when entry-level requirements were much lower. This doesn't mean they are not skilled, it's just that back then they didn't need formal qualifications or Year 12 to get a start in the workforce.

But for you, it is vital that you **skill-up** to ensure that you have adequate skills and qualifications to help you gain entry-level employment. And the trend is that employers are wanting most of their employees to have **formal** entry-level qualifications. That's where a **school-based Australian Apprenticeship**, or completion of a **VET course** while still at school, can really give you a boost into the labour market.

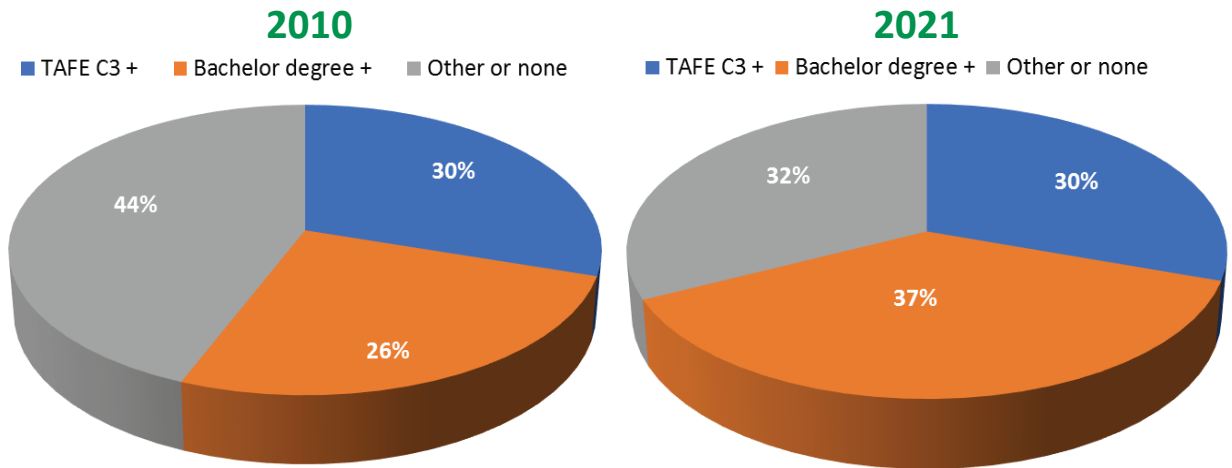
And once people make a start in the workforce those who complete higher-level non-school (i.e. post-secondary) qualifications such as TAFE and university, are more likely to be employed than those who don't have these qualifications; and especially so compared to those who only have Year 12 or lower!

“As soon as my boss knew that I had finished my VET course, he put me on straight away.”

*Image: photography33/
Depositphotos.com*



Employment by Qualification Level - Australia 2010 & 2021



Source: ABS, 6227.0, Education and Work, May 2021 (Nov '21)

Qualifications 2B

1. Use **statistics** to describe the **importance** of **qualifications** in gaining **employment**.

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2. Why do you think **young people**, who wish to enter the workforce, **need higher level qualifications** than they did a decade ago?

3. How might the **need** for **higher entry-level skills impact** on **your** career pathways **choices**?

2.05 Employment Trends

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 pp.10-12) when it comes to measuring official statistics.

An ongoing issue in the labour market is that **youth unemployment rates** are consistently much higher than the **overall unemployment rate**.

The youth unemployment rate is usually at least twice as high as the overall rate. In some geographical locations, the youth unemployment rate might be three or four times the national average.

This represents the ongoing and growing difficulties that young job-seekers have in finding entry-level work.

Youth unemployment rates tend to be higher than the overall unemployment rate due to a number of interrelated factors.

- ⇒ A significant proportion of young people still exit formal schooling without suitable qualifications.
- ⇒ Many young job-seekers, for various reasons, do not have, or do not develop, the necessary experience, skills and qualifications required for the jobs available.
- ⇒ Young job-seekers can get caught in a cycle of long-term unemployment, due to a lack of experience and entry-level opportunities.
- ⇒ Young people in certain geographical locations, especially in regional and rural areas, may find very few suitable entry-level opportunities available to them.
- ⇒ Young people in regional and rural areas might experience a lack of access to suitable vocational training and TAFE opportunities.
- ⇒ Many small and medium-sized businesses had been severely impacted by the economic effects of the COVID-19 pandemic, which has reduced their willingness to employ younger workers.
- ⇒ Some occupations have experienced qualification inflation, meaning job opportunities are being filled by workers with much higher skills and qualifications than needed for the job role. This 'bumps' inexperienced and/or underqualified young workers down the line!

🧠 So how do you think any of these might impact on your career prospects?

Australia: Unemployment & Youth Unemployment Rate % 2012- 2021 (as at June)		
Year	Overall %	Youth %
Jun '12	5.2%	11.0%
Jun '13	5.7%	11.2%
Jun '14	6.1%	12.7%
Jun '15	6.0%	12.4%
Jun '16	5.7%	12.4%
Jun '17	5.6%	12.4%
Jun '18	5.5%	12.5%
Jun '19	5.2%	12.1%
Jun '20	7.4%	16.4%
Jun '21	4.9%	10.2%
Jun '22	3.5%	7.9%
Jun '23		
Jun '24		
Jun '25		

Source: ABS, 6202.0 Labour Force, Australia.

“So what if things have picked-up in Australia overall. In our town, there’s still no jobs for us, especially after the frozen food plant shut down!”



Image: amazingmikael
Depositphotos.com

1. In usual circumstances, how does the **youth unemployment rate** compare to the **overall unemployment rate**?

2. Why might this create **issues for you**?

3. Explain **3 key reasons** why **youth unemployment rates** tend to be **higher** than the overall unemployment rate.

4. What could **you do** to avoid being impacted by these 3 key reasons? Where could you get **advice** to help you avoid becoming a **youth unemployment statistic**?



FULL DRAFT PREVIEW SAMPLE

3. Reason why youth unemployment is higher	What can you do to avoid/ or deal with this?
i.	i.
ii.	ii.
iii.	ii.

Advice

2.07 Employment Trends

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.

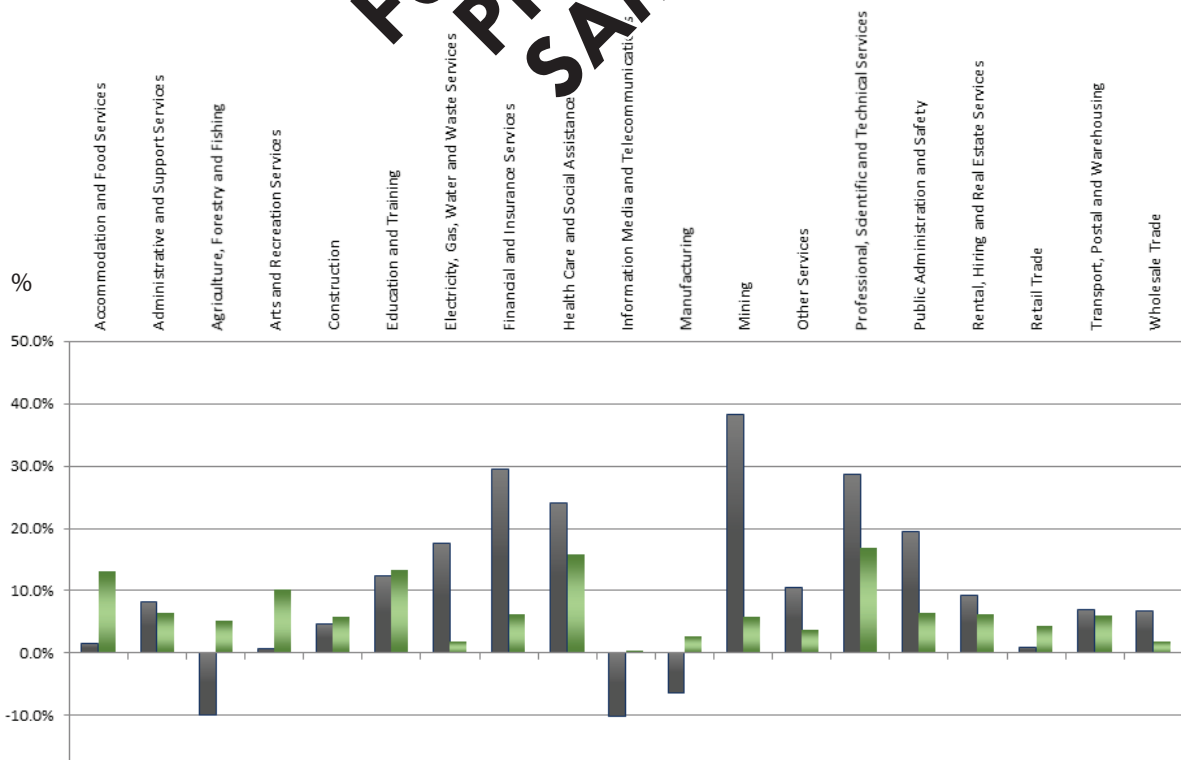
Cyclical changes (economic growth and decline) have resulted in swings in construction and mining. In addition, business closures and job losses had occurred due to the impact of the COVID-19 pandemic on the world of work. Female and young workers in insecure jobs were particularly hardest hit during the acute phases of the pandemic. But strong growth returned from mid-2021 and well into 2022 with significant labour shortages happening in many industries.

For the 5 years from 2018 to February 2022, there were approximately 1.32m new jobs created in Australia.

16 industries experienced an overall increase in employment. 3 industries recorded an overall decrease in employment.

It is important to note that of all the new jobs created, more than 64% of these were in just 4 industries: Health Care and Social Assistance (+352,000), Professional, Scientific and Technical Services (+209,000), Public Administration and Safety (+153,000) and Education and Training (+133,300).¹

Australian Industry Growth & Decline, 2018 - Feb 22 (& projected to 2026)



¹ Source: National Skills Commission, Employment outlook Industry and occupation trends over the five years to November 2026

Part-time Employees (May 2022) ¹

Highest industry

- ⇒ Accommodation and Food Services 61%
- ⇒ Retail Trade 48%
- ⇒ Arts and Recreation Services 45%
- ⇒ Health Care and Social Assistance 42%

Lowest industry

- ⇒ Mining 5%
- ⇒ Electricity, Gas, Water & Waste Services 11%
- ⇒ Construction 14%
- ⇒ Manufacturing 16%

Qualification: Bachelor degree+ (May 2020) ³

Highest industry

- ⇒ Education and Training 70%
- ⇒ Professional, Scientific & Technical Services 63%
- ⇒ Financial and Insurance Services 58%
- ⇒ Information Media & Telecommunications 54%

Lowest industry

- ⇒ Construction 13%
- ⇒ Agriculture, Forestry and Fishing 15%
- ⇒ Accommodation and Food Services 15%
- ⇒ Other services 16%

Employees Aged 15-24 (May 2021) ²

Highest industry

- ⇒ Accommodation and Food Services 46%
- ⇒ Retail Trade 30%
- ⇒ Arts and Recreation Services 27%
- ⇒ Other services 16%

Lowest industry

- ⇒ Public Administration and Safety 5%
- ⇒ Electricity, Gas, Water and Waste Services 5%
- ⇒ Financial and Insurance Services 5%
- ⇒ Mining 7%
- ⇒ Rental, Hiring and Real Estate Services 7%

Qualification: TAFE Cert 3+ (May 2020) ³

Highest industry

- ⇒ Other Services 50%
- ⇒ Construction 49%
- ⇒ Mining 45%
- ⇒ Electricity, Gas, Water & Waste Services 39%
- ⇒ Manufacturing 35%

Lowest industry

- ⇒ Education and Training 17%
- ⇒ Financial and Insurance Services 19%
- ⇒ Professional, Scientific & Technical Services 20%
- ⇒ Retail Trade 24%

Employees Aged 55+ (May 2021) ²

Highest industry

- ⇒ Agriculture, Forestry and Fishing 47%
- ⇒ Transport, Postal and Warehousing 26%
- ⇒ Rental, Hiring and Real Estate Services 25%
- ⇒ Education and Training 24%
- ⇒ Manufacturing 24%

Lowest industry

- ⇒ Accommodation and Food Services 10%
- ⇒ Financial and Insurance Services 12%
- ⇒ Mining 14%
- ⇒ Information Media & Telecommunications 16%
- ⇒ Retail Trade 16%

Apprentices and trainees (Dec 2021) ⁴

Highest occupation and/or industries

- ⇒ Construction 65,505 (19% of all)
- ⇒ Automotive and engineering trades 53,620
- ⇒ Electrotechnology & telecom's trades 46,390
- ⇒ Community and personal service 40,280
- ⇒ Clerical & admin 36,115 // Sales 20,175
- ⇒ Other technicians and trades 19,360
- ⇒ Machinery operators & drivers 15,160
- ⇒ Food trades 13,070

Fewer employed in industries such as:

- ⇒ Mining, Education, Arts and Recreation Services, Finance, etc..

Sources:

¹ ABS, Labour Force Survey, Detailed, May 2022, seasonally adjusted data.

² ABS: Employment Region - Employment by Industry, May 2021 (Nov '21).

³ ABS, 6227.0, Education and Work, May 2020 (Nov '20).

⁴ NCVET: Apprentices and trainees 2031: December quarter - Australia (Jul 2022).

Industry trends 2D

1. Use **evidence** from these pages to describe how **industry trends** might **impact** on your future **career** prospects.
2. Go online and **find** out the **latest industry employment** statistics. Where will you search for these?



2.09 The Digital Age

The digital age

You are right in the midst of a digital revolution that is shaping your world. This has occurred within your timeframe of maturing, so you might not realise how this revolution is impacting on the world of work. 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. 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. Business 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 enhance 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.

And those 'infamous' QR codes have been in use in industry for decades!

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 ICT 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 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 traditional ways of shopping and buying such as face-to-face or phone sales transactions.

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

This can be seen in retail and online shopping, accommodation and travel, cafés and restaurants, transport services, banking and other industry areas that have made use of online and mobile digital technologies to replace worker-customer/client face-to-face, or over the phone interaction.

This has seen a shift from traditional people-centred service roles. Many workers are now engaged in information support and processing roles; as well as in 'back-end' logistics' (i.e. processing, organising and facilitating orders).

Communication is now usually in a 'written' (often scripted) 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.

Added to these ongoing trends was the significant shift to digital shopping brought about by the COVID-19 pandemic. The decline of cash was significant and digital payment methods now account for the majority of retail transactions.

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...the impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders."

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 are better.

Consider the disruption caused by:

- ⇒ Amazon Prime to the retail industry
- ⇒ Uber to the taxi industry
- ⇒ Deliveroo and Uber Eats to hospitality
- ⇒ Airtasker to manual and practical services
- ⇒ Airbnb to the accommodation industry
- ⇒ WhatsApp to telecommunications
- ⇒ Netflix to the media and entertainment
- ⇒ Facebook, Twitter, YouTube, Instagram and TikTok to media, broadcasting 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, leading to closures, 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.



Image: daisy-daisy/depositphotos.com

4. Changing work arrangements

Digital innovation has resulted in ongoing change in how people are working. The ‘gig’ economy is so named because many people go from gig to gig chasing contracts communicated through digital media.

There has been an increase in workers engaged as self-employed contractors. A benefit is 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 ICT has led to more tele-commuting and remote working. This can help improve work-life balance for employees in information industries. This has also helped reduce business costs, i.e. less office space.

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

You are likely to experience more casualised work, increased use of contracts, and the 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 micro, digital entrepreneurs, endlessly plugged into new ways of sourcing and doing work.

The digital age 2E

1. Describe at least **5 potential impacts** of changes to the **world of work** as a result of the **digital age**.
2. Explain those that are most likely to **impact** on **your own future ways of working** and your **career prospects**.

2.11 Skills Shortages

Changing employment trends

Generally speaking, employment trends are influenced by four 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.
4. External events and shocks, such as the effects of the global **COVID-19 pandemic**.

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!

🧠 So make yourself ready. Any ideas how?

Skills shortages

One of the key factors in planning your future pathway is to consider jobs that are experiencing a skills shortage. These are the occupations for which employers are crying out for workers; both now, and also likely in 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.

Traditionally, skills shortages have been blamed on factors such as poor industry image, lack of appropriate training opportunities and ineffective recruitment.

Skills shortages might occur in **specific regional areas**, with **recruitment difficulties** impacting on the **supply** of health-care workers and specialised tradespeople.

The global COVID-19 pandemic caused skills shortages in the acute phases during lockdowns, as well as thereafter in the post-pandemic world of work.

During the acute phases there was a lack of nurses, health-care workers, paramedics, drivers, pickers and packers, supermarket retail staff and other essential workers.

In the post-pandemic world of work occupations in hospitality, aged-care, disability-care, farm workers, fruit and vegetable pickers, construction trades workers, truck drivers, regional tourism workers and many others were in short supply.

🧠 So what occupations do you think might be experiencing skills shortages now?



"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!"

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1. What are **skills shortages**?

2. What can **cause skills shortages** to occur?

3. How did the global COVID-19 pandemic impact on **Australian skills shortages**? Is this still **relevant** now?

4. What potential **opportunities** might arise **for you** as a result of **skills shortages** in the Australian labour market?

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2.13 Skills Shortages

Responses

Skills shortages create pressure across industry, as employers find it difficult to get enough qualified and skilled workers to work. The 2022 Skills priority list found 31% of occupations were in shortage (286 out of 914).¹

A lot of money, time and expertise is now being allocated to attracting people into these occupations and industries.

One key initiative is heavily **subsidised**, or 'free', TAFE courses. The aim is to encourage more workers to train



to fill skills shortages.

Have you seen the State government and associated TAFE campaigns advertising 'Free TAFE' for courses in certain industries and occupational areas?

Perhaps you could consider these courses as a pathway? Some new courses added in 2022 included:

- ⇒ Certificate IV in Veterinary Nursing
- ⇒ Certificate IV in Leisure and Health
- ⇒ Certificate III in Information Technology
- ⇒ Certificate III in Supply Chain Operations
- ⇒ Certificate IV in Work Health and Safety

'Free' TAFE Courses www.vic.gov.au/free-tafe

- Free TAFE for priority courses.
- Covers tuition fees for those students who are eligible to receive government-subsidised training.
- In 2022, Free TAFE expanded to more than 60 courses, "...helping to address Victoria's skills and training needs for its future."
- Most states have similar programs
- Go online to see if new courses have been added, and whether this program still exists overall.

Skill shortages in national Skills priority list as at Jun 30, 2022

Australia

Australian occupations in national shortage, with strong future demand.

- | | | |
|---------------------------------------------------|--------------------------------------------------|----------------------------------------------------|
| ⇒ Aged or Disabled Carer | ⇒ Embedded Nurse | ⇒ Health |
| ⇒ Analyst Programmer | ⇒ Geotechnical Engineer | ⇒ Registered Nurse (Critical Care and Emergency) |
| ⇒ Beauty Therapist | ⇒ Home Improvement Installer | ⇒ Registered Nurse (Developmental Disability) |
| ⇒ Child Care Worker | ⇒ ICT Quality Assurance Engineer | ⇒ Registered Nurse (Disability and Rehabilitation) |
| ⇒ Civil Engineering Draftsperson | ⇒ ICT Systems Test Engineer | ⇒ Registered Nurse (Medical Practice) |
| ⇒ Civil Engineering Technician | ⇒ Meat Boner and Slicer | ⇒ Registered Nurse (Medical) |
| ⇒ Computer Network and Systems Engineer | ⇒ Mechanical Engineering Draftsperson | ⇒ Registered Nurse (Mental) |
| ⇒ Contract Administrator | ⇒ Mechanical Engineering Technician | ⇒ Registered Nurse (Paediatrics) |
| ⇒ Conveyancer | ⇒ Metallurgist | ⇒ Registered Nurse (Perioperative) |
| ⇒ Cyber Governance Risk and Compliance Specialist | ⇒ Midwife | ⇒ Registered Nurse (Surgical) |
| ⇒ Cyber Security Advice and Assessment Specialist | ⇒ Miner | ⇒ Registered Nurses |
| ⇒ Cyber Security Analyst | ⇒ Mining Engineer | ⇒ Research and Development Manager |
| ⇒ Cyber Security Architect | ⇒ Multimedia Specialist | ⇒ Residential Care Officer |
| ⇒ Cyber Security Operations Coordinator | ⇒ Network Administrator | ⇒ Security Officer |
| ⇒ Database Administrator | ⇒ Network Analyst | ⇒ Slaughterer |
| ⇒ Dental Assistant | ⇒ Nurse Practitioner | ⇒ Software and Applications Programmers nec |
| ⇒ Developer Programmer | ⇒ Penetration Tester | ⇒ Software Engineer |
| ⇒ Driller | ⇒ Petroleum Engineer | ⇒ Software Tester |
| ⇒ Early Childhood Teacher | ⇒ Plastics Production Machine Operator (General) | ⇒ Systems Analyst |
| ⇒ Electrician (General) | ⇒ Program or Project Administrator | ⇒ Veterinary Nurse |
| ⇒ Electrician (Special Class) | ⇒ Quality Assurance Manager | ⇒ Web Developer |
| | ⇒ Registered Nurse (Aged Care) | ⇒ Youth Worker |
| | ⇒ Registered Nurse (Child and Family Health) | |
| | ⇒ Registered Nurse (Community | |

¹ Source: <https://www.nationalskillscommission.gov.au/topics/skills-priority-list>

Responding to skills shortages 2G

1. List any **occupations** on the **skills shortages** list that **interest** you.
2. Find out the **training** you will need to do to **enter** that **occupation**.

Occupation	Training

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3. Go online and find out the **latest** skills shortages list. Where will you search?
4. Are there any **new jobs** on the list that you are **interested** in?
5. Have any **jobs** that you were **interested** in been **snapped off** the list? Does this matter?



2.15 Future and Global Trends

Future trends

There are some clear long-term employment trends occurring in the labour market.

- ⇒ Employment in goods-producing industries is under threat.
- ⇒ 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).
- ⇒ There will be an ongoing need for more skilled trades workers across almost all trades occupations.
- ⇒ Large government-funded infrastructure programs will still create an ongoing need for a range of technical workers, including engineers and engineering support roles.
- ⇒ 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, including nurses, aged-care workers and disability-care workers, will experience ongoing demand for more workers.
- ⇒ Education and training opportunities will continue to grow, but there will also be growth in online teaching and training.
- ⇒ Most professional services roles will grow as the economy continues to expand.
- ⇒ Retail also expands with the size of the economy. However, the shift to online retail is changing the job roles of some retail staff.
- ⇒ The trailing effects of the global COVID-19 pandemic will impact the availability of overseas hospitality and tourism workers, as well as labourers and pickers.
- ⇒ Digital innovation will create new job opportunities but will also impact many traditional roles, including turning existing workers into self-employed contractors.
- ⇒ There will be an ongoing and growing move towards a more environmentally sustainable world of work.

💡 So how do you think any of these might impact on your future career pathways choices?

Australia still needs more tradies as well as ICT, technical, engineering and practical workers.



Image: Andrey Popov/
Depositphotos.com

Global trends

There are also long-term global employment trends occurring that may impact.

- ⇒ Global **digital innovation** will continue to see many new **overseas operators** challenge traditional Australian local firms.
- ⇒ Communications **innovation** will continue to enable people to **work remotely**; and for some work roles to be employed by international firms while living locally.
- ⇒ Global **international tourism** will recover for both inward and outwards services.
- ⇒ The use of **renewables** will grow, including electric vehicles, and wind and solar industry opportunities.

Future and global trends 2H

1. Choose 5 of the **future trends** that are likely to **impact** on **your** future **career** pathway prospects. For each one, **explain** the **potential impact** on you. Describe **actions you should do** to take advantage of these future trends.

Future trend	Potential impact on me?	What I need to do.

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2. From your **network**, find and **interview** a **worker** who has been **impacted** by **global trends**. How have these trends **changed how they work**, as well as impacting on **their future career prospects**? What **advice** do they give you?
 Note: Your teacher might arrange a guest speaker to talk about the impact of global trends.



2.17 Let's Go Green

A greener world

In the past decade, we have seen a growing and substantial trend emerge toward the use of more **sustainable** methods of **production** and **consumption**. Part of this trend is being driven by the values of younger people. Young people are prepared to not only talk about the need for a 'greener' world, but are ready and willing to embrace this action by choosing greener options as a consumer; as well as pursuing their careers in proactive environmentally-friendly enterprises.

More **employment opportunities** will become available for the job roles that are needed for the production stages related to **innovation**, as well as for the **implementation** of green technologies and operations. These production stages include:

- ✓ **researching and developing**
- ✓ **designing**
- ✓ **manufacturing**
- ✓ **installing**
- ✓ **operating**
- ✓ **maintaining.**

Direct job opportunities will be created in enterprises within industries and sub-sectors that develop and create environmentally sustainable work-related technologies and processes. These include renewable energy generators and suppliers, recycling firms, manufacturers of 'green' technologies such as electric vehicle makers, industrial designers, engineering firms, parts and component suppliers, sustainable farms, environmental consulting firms, and others

But there will also be **indirect job opportunities** that flow out into the broader economy as a result of a shift towards improved sustainability. This can create opportunities for occupations as diverse as trainers, trades, estate, wholesalers, retailers, administration and finance staff, ICT specialists, safety supervisors, quality inspectors and dozens of others.



1. Consider each of these **occupations**. Identify a 'green' or more sustainable or environmentally-friendly **method** of doing **job tasks** normally performed by a worker in that role. **Add 2** occupations of your own.

Occupation	More environmentally-friendly method
supermarket retail manager	
fast-food cook	
home and dwelling builder	
restaurant manager	
delivery driver	
teacher	

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2. Explain how 'going green' can create jobs **directly** and **indirectly** for these occupations. Add and explain more.

Occupation	Employed directly	Employed indirectly
tradesperson		
designer		
admin worker		
ICT worker		
technician		

Investigation



In pairs, find out examples of recent Federal, state or local government initiatives and programs that will lead to a more sustainable world of work. As a future worker, how could you take advantage of these sustainability changes?

2.19 Graduated Assessment

AT2 Labour Market Trends - Future careers

Overview: Labour Market Trends

For this assessment task, you are required to **collect** and **analyse data** in relation to key labour market trends.

Required

Stage 1. Collection of data and information

You must collect and use relevant data, statistics and/or evidence in relation to these labour market trends.

- Qualification levels of workers
- Youth unemployment
- Industry growth and decline
- Skills shortages
- Future labour market and industry trends

For your collection you must:

- source** and include at least **1 graph**.

Stage 2. Reporting using data and information

You must prepare concise reports for each of those 5 labour market trends by using current data and information, and by comparing this to past data and information.

For your reporting you must:

- create** and use at least **1 graph** that uses current statistical evidence.

Stage 3. Analysis of data and information

For your analysis, you need to explain how each of those 5 labour market trends might potentially impact on your own career prospects.

You need to use data and evidence to support your analysis.



What I need to do, key dates, websites and resources I will use.

Blank area for student input.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 1 AOS1	
Tasks - AT2: Labour Market Trends		Must Do?	Due Date	Done	Level
Stage 1: Collecting data and information about:					
a. Qualification levels of workers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Youth unemployment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Industry growth and decline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Skills shortages.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Future labour market and industry trends.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of graph.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 2: Reporting using data and information about:					
a. Qualification levels of workers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Youth unemployment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Industry growth and decline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Skills shortages.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Future labour market and industry trends.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate creation and use of graphs.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 3: Analysis of data and information about:					
a. Qualification levels of workers - Potential impact.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Youth unemployment - Potential impact.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Industry growth and decline - Potential impact.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Skills shortages - Potential impact.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Future labour market and trends - Potential impact.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Prepare and submit my final text and summaries					
Draft my report and get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Submit my final report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Additional information:					
Signed: _____			Date: _____		

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2.21 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Planning & Decision-Making

3

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3.09 SWOT Analysis.....48	3.21 Review and Reflection60
3.13 Decision-Making52	

Activities 3: Planning & Decision-Making	p.	Due date	Done	Comment
3A Planning and decision-making	41	<input type="checkbox"/>	<input type="checkbox"/>	
3B PODR planning	43	<input type="checkbox"/>	<input type="checkbox"/>	
3C Career planning support	45	<input type="checkbox"/>	<input type="checkbox"/>	
3D Employment information	47	<input type="checkbox"/>	<input type="checkbox"/>	
3E SWOT - Internal	49	<input type="checkbox"/>	<input type="checkbox"/>	
3F My SWOT Analysis	51	<input type="checkbox"/>	<input type="checkbox"/>	
3G Effective decision-making...	53	<input type="checkbox"/>	<input type="checkbox"/>	
3H SMART goals	55	<input type="checkbox"/>	<input type="checkbox"/>	
3I My applied learning in action	56	<input type="checkbox"/>	<input type="checkbox"/>	
3J So where am I at?	57	<input type="checkbox"/>	<input type="checkbox"/>	
AT3 My Future Prospects	58-59	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Review and Reflection	60	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

3.01 Planning and Decision-Making

Planning

When it comes to achieving your major **ambitions** and **goals**, things don't just happen by accident. Sure, sometimes a few lucky people might 'be in the right place at the right time'. But the reality of life is that we all have to **plan**, set **objectives**, make **decisions** and take **action** to achieve our goals.

Effective planning takes place over different **timeframes**. The length of time associated with each 'plan' varies according to the type of goal or objective being aimed for.

For example, many large businesses set strategic goals over 3-5 years. However, for you, a strategic goal might have a timeframe of 12 months; perhaps the length of time needed to achieve a longer-term vocational goal, such as finding an Australian Apprenticeship.

All goals have three clear definable timeframes that vary depending on the overall length of the goal. However, as each overall timeframe gets shorter, the decisions and tasks involved move from planning, to organising, to actually doing. These timeframes are:

- ⇒ **short-term planning** (i.e. for you, the next 2-4 weeks)
- ⇒ **mid-term planning** (i.e. for you, the next 2-3 months)
- ⇒ **long-term planning** (i.e. for you, the next 12-18 months).

🧠 So what different career pathways goals and objectives might you have, that match these three different planning timeframes?

Decision-making

Believe it or not, one of the most difficult things to do in life is to make the right decisions. Essentially, life is just a never-ending series of decision after decision after decision. From the mundane, "What shall I have on my toast this morning?" To the profound, "How can I be a better person?"

Every decision we make involves an element of **risk**, as well as the need to **sacrifice** something else. For example: "Should I apply for the job - I risk being rejected. To do my application - properly - I'll have to give up 20 hours of my time. That means no weekend for me! I'll give it a miss then!"

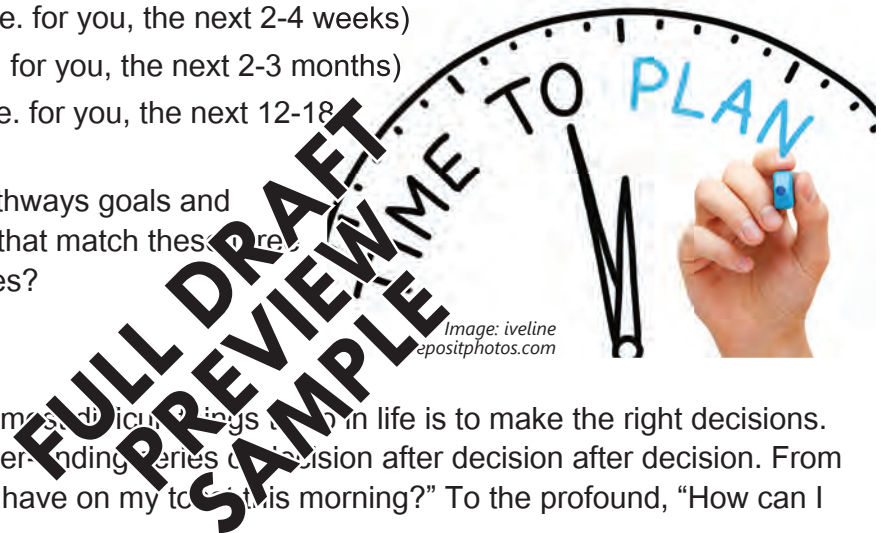
Some people struggle to make positive and **proactive** decisions. They **procrastinate** and often miss out on opportunities. They often **blame** others for their misfortune.

Other people jump too quickly at every opportunity and don't weigh up the **pros** and **cons** of their decisions. They often find themselves doing things they don't really want to do.

Career decision-making is hard, because many people are afraid of making the wrong decisions. They often end up making no decision at all!

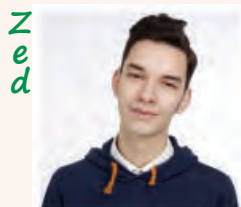
It is important that at this stage of your career pathways development that you understand, that ultimately, it is you who has **responsibility** for the decisions you make. However, as a minor, your parents or guardians will still have responsibility for a lot of your decisions.

The decisions you make are part of your **locus of control**. And for actions outside of your control, you still have the decision-making ability to govern how you respond - positively or negatively - to situations. So it is vital that you refine your skills of decision-making.



Planning and decision-making 3A

1. In groups **discuss** each of these **approaches** to **planning and decision-making**.
2. What **advice** would you give each person? Report back to the class.



"Dude, I just go with the flow. If it's not meant to be, then it's not meant to be."



"I plan everything using a spreadsheet, Gantt chart and goals target. It helps me see the big picture."



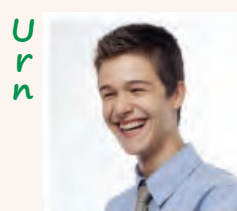
"Goals, what's the point? You're just setting yourself up to fail!"



"Mercury is ascending through Jupiter, so I know that this is the time for me achieve."



"You can't have a job you want, it's either you know what you want or you don't."



"I applied for a job online but I never even heard back. Lolz to them, I just copied my appo from Insta anyway."



"There's something I learn each time. Each failure puts me one step closer to success."



"I'll give it 2 weeks to find a job - I have more important things to do after that."



"I wasn't sure what to do, but I met my Careers teacher, did the course, and I'm now a Pool lifeguard."

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Images: georgemuresan/Thinkstock

Zed	Yul	Xee
Wuz	Vye	Urn
Tam	Sal	Reg

3.03 Planning and Decision-Making

PODR Planning

The best way to deal with a significant or long-term goal is to break it down into a series of smaller, achievable, bite-sized objectives. Doing this will make it easier for you to make ongoing and timely decisions.

The **Plan-Organise-Do-Review Process** can help you tackle any task or activity.

The **PODR Process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

1. Work out and plan just what it is you are trying to do (your goal) and also how to best get it done.
2. Organise yourself and any resources you need to successfully complete the tasks.
3. Complete and do the tasks.
4. Monitor and review your work output, and make any changes and adjustments if necessary.

The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process is not separate.

As part of planning you might be organising - which is part of organising - which is part of doing, and also checking things - which is part of reviewing, and so on.

What you need to remember, is that for everything you need to do, just think: **Plan, Organise, Do and Review!**



Image: VadimVasenin/
Depositphotos.com

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PODR Planning

1. Plan

Work out just what it is you are trying to do; i.e. your overall goal, and also how you might be able to achieve this.

It is good to be able to write this in one or two short sentences.

2. Organise

Break your overall goal into a series of smaller, achievable, bite-sized objectives.

Develop an action plan to achieve each of these smaller objectives on a task-by-task basis.

Organise yourself, other people, and any resources you need, to successfully complete each task.

3. Do

Undertake the day-to-day activities needed to actually perform each task.

This is where everything comes together, and might even be the shortest (but not easiest) part of the entire process.

4. Review

Monitor what you've achieved, evaluate your outcomes for quality, and make any changes and adjustments if necessary.

Each of these 4 stages of Plan-Organise-Do-Review cross over. So, you should be reviewing throughout the whole activity process.

PODR planning 3B

The most effective way to achieve and/or complete an overall activity or task is to **break it down** into a series of smaller, achievable goals (or objectives). Then you can use **PODR** to help make smaller decisions to achieve your overall activity goal.

In your personal life you might do this:

- ⇒ when you are getting ready to go out, or
- ⇒ if you are planning a party for your friends, or
- ⇒ even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it is best to break a large and difficult activity or task into a series of smaller, more manageable goals. Each of these will involve its own decisions.

1. Why is it good to break big activities/tasks down into smaller, achievable goals?

2. Pick one of the three tasks listed above and break it down into **5 smaller achievable goals**. Identify if the particular goal is part of **planning**, or **organising**, or **doing**, or **reviewing**. Give **time estimates** for each smaller goal. Make sure that the **tasks** are in the **correct order**.

Task:	Smaller achievable goal	PODR stage?	Estimated time?
1.			
2.			
3.			
4.			
5.			

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3.05 Career Planning - Support

Finding out

Just about everyone of working age has to plan, take action and find out about the world of work. But the most important thing to understand about career planning, is that you are not expected to find out and do everything on your own.

In contemporary times, many people are forgetting that there is a whole world of information and support out there to guide young people towards their future career goals.

The Australian Government has a range of **online resources** to help you navigate the future world of work. Businesses also publish **job-seeking** information online.

And then there are all the varied job-seeking portals that can help guide you in your career pathways development and match employees with employers. These all have **information**.

There is a range of **people** that you can go to get **advice, help** and **support**. This is especially relevant when you are planning to achieve a particular vocational goal or job role.

These people include career specialists, starting with your Careers teacher. They have **expertise**. Then you should seek out a career mentor who works in an industry or in an occupation in which you have an interest. They have **insight**.

You can actively improve your career prospects by working - paid or unpaid - in a variety of settings. This means you can actively engage with employers and other vocational leaders. They have **experience**.

💡 And finally, you can talk with colleagues and peers. Developing a network might lead you to **opportunities** that you might never hear about on your own.



Career Planning - Support 3.06

Careers Specialists

Consider:

- ⇒ School Careers Coordinator
- ⇒ Vocation Education Coordinator
- ⇒ Vocational Major teachers
- ⇒ External careers advisor
- ⇒ Pathways support specialists

Career Mentor

Consider:

- ⇒ Managers and supervisors
- ⇒ Experienced industry person
- ⇒ Experienced person in/who has done the occupation
- ⇒ Relevant teacher

Employers

Consider:

- ⇒ Work experience
- ⇒ Work placement
- ⇒ Volunteer work
- ⇒ Community work

Colleagues/Peers

Consider:

- ⇒ People currently working
- ⇒ People who have worked in similar roles
- ⇒ Managers and supervisors

Career planning support 3C

1. With **career planning**, do **you** have to do **it** on **your own**? Why not?

2. Identify a **person** in the **roles** who could potentially **help you** plan your **career pathway** more effectively. (Why not start the ball rolling - get in touch!)

Careers specialist	Career mentor
Employers	Colleague/peer

3. Your teacher will arrange for your **Careers Coordinator** to visit the class. Your WRS teacher might actually be that person. Even better!

- Form into small groups based on similar vocational goals.
- Develop at least **3 questions** to ask the Careers Coordinator about **general job-seeking strategies** and **resources** for young people.
- Develop at least **3 more questions** to ask the Careers Coordinator about **specific job-seeking strategies** and **resources** for **your** vocational goals.

3.07 Career Planning - Support

Job Information and Job Ads

Online employment websites

These are the key job vacancy sources.

Try www.seek.com.au
www.adzuna.com.au
www.careerone.com.au
<https://au.jora.com> and
www.workforceaustralia.gov.au



Organisation websites

Many organisations, especially large ones, advertise directly on the Human Resources, Careers, etc. pages of their websites; and on social media.

They often have video case studies of current workers explaining job roles.

Youth-oriented agencies

Some are Group Training Organisations that specialise in apprenticeships (such as MEGT); while others focus on students at risk of not finishing school.

Indeed career guide

This is a global meta-site that has easy job search functions and lots of other tools and advice.

<https://au.indeed.com>



Job Access

Specialist agencies providing information and support for job-seekers with a disability.

www.jobaccess.gov.au/home



Australian Apprenticeships

The key government site for information about Australian Apprenticeships, including links to the very informative Australian Apprenticeships Pathways website.

www.australianapprenticeships.gov.au
www.aapathways.com.au



Workforce Australia & Jobsearch

Workforce Australia members are contracted by the government to assist unemployed people to access workforce opportunities.

Some providers specialise in remote jobs and disability support. Start with *Workforce Australia* through:

www.workforceaustralia.gov.au



Job Jumpstart

This Australian Government portal gives advice, tips, videos and other resources for career pathways planning for younger job-seekers.

www.jobjumpstart.gov.au



Youth Central

This state government site has heaps of info, tips, links to training opportunities and other resources to help plan and build your career pathway.

www.youthcentral.vic.gov.au



Employment agencies

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

Networking

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

You also need to focus on developing effective social media networking.

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Employment information 3D

Produce a factsheet, brochure, guide, poster, website or multimedia presentation for young people your age, **summarising** the features of an **online careers or jobs information** site. You might complete this activity in pairs.



Summarise information about each of the categories below.

<p>Basic details</p> <ul style="list-style-type: none"> <input type="checkbox"/> site name <input type="checkbox"/> organisation <input type="checkbox"/> web address <input type="checkbox"/> email <input type="checkbox"/> phone <input type="checkbox"/> social handles <input type="checkbox"/> etc. 	<p>Who are they?</p> <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? 	<p>Features of the site</p> <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? <input type="checkbox"/> How does it work? <input type="checkbox"/> How effective are the searches and navigation?
<p>Services they provide</p> <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? 	<p>Online resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> What resources are available? <input type="checkbox"/> What tips are available? Is the information about: <ul style="list-style-type: none"> • jobs data • job vacancies • courses • help and advice • career tips • registration facilities • some other information? 	<p>Contacts</p> <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?
<p>Contacts</p> <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? 	<p>Strengths</p> <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? 	<p>Weaknesses</p> <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?

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3.09 SWOT Analysis

SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems and make decisions. A SWOT allows you to take a snapshot of both your **internal situation** and your **external situation**.

To undertake a SWOT Analysis, you need to have:

- ⇒ a focus question, (e.g. How can I improve my school results?) or
- ⇒ a goal you are trying to achieve, (e.g. How can I get a job?) or
- ⇒ a problem you are trying to overcome, (e.g. How can I avoid being made redundant?).



After you have identified your focus question, or goal, or problem, you then analyse the strengths and weaknesses related to your **internal position**. These are the factors that you are **responsible** for controlling.

You also have to analyse potential opportunities or threats related to your **external position**. You cannot directly control these external factors but you can take responsibility for how you respond to them.

Strengths and weaknesses - Internal

A SWOT allows you to stop and reflect on your current situation. So, the first stage of the SWOT Analysis is to analyse your **internal position**.

As part of this, you need to reflect on your **strengths** and **weaknesses**, and self-assess by performing a personal audit on your current situation.

This internal analysis is very useful for problems associated with planning your career, setting goals, or when just trying to deal with issues in life such as unexpected changes.

An honest and realistic **self-assessment** of your internal strengths and weaknesses can show you just what you need to develop in order to make improvements. These are the actions that you can take that are directly within your **locus of control**.



Strengths

- ☺ What can you do well and what have you demonstrated that you can do?
- ☺ Consider all those things that you have so far achieved as part of your VM. Reflect on your demonstrated skills, training, qualifications, experience and so on.
- ☺ Utilise these strengths, consolidate them and consider how to develop them further
- ☺ Ask yourself, what positives could I 'offer' a potential employer right now?

Weaknesses

- ☹ What are those areas and skills that you are not yet good at?
- ☹ Consider skills in areas in which you still need to develop in order to build your career portfolio. Focus on things you need to improve through training, experience and appropriate qualifications.
- ☹ Career development is an ongoing process, so get feedback, support and advice to help deal with this.
- ☹ Consider working with others to make up for your weak points.

1. As a class, **brainstorm** a list of key words and terms related to **problems** that **young people**, such as yourself, might encounter when **trying** to **build** their **career pathway**.



2. Choose 3-5 of the most **relevant** words/terms, and **rewrite** these as focus issues/ or goals.

e.g. *Experience* - How can young job-seekers build a portfolio of relevant work-related experience?

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3. Find out how **class members successfully** dealt with these **issues**, or get **advice** from your teacher. These could be SWOT **strengths** for you as well.

4. Identify **common issues of concern** that your **classmates** might still have to deal with. These might also be SWOT **weaknesses** for you too.

3.11 SWOT Analysis

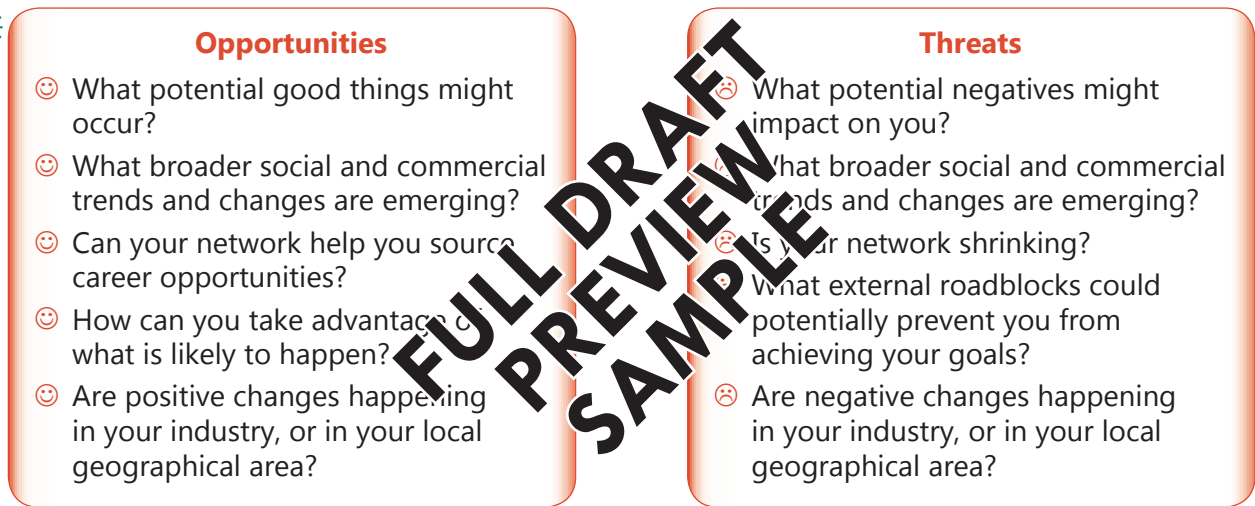
Opportunities and threats - External

The second stage of the SWOT Analysis is to analyse the external situation that you face. Consider potential **opportunities** and **threats**. To do this you will need to identify and analyse any situations that might impact on you in the foreseeable future. These might be the type of events that force you to proactively tackle change.

As part of the SWOT, recognise potential **forces for change** and use these to plan to create better outcomes and opportunities. Analyse threats from trends and changes that are occurring in the outside world which might impact on your career development goals, such as industry decline or restructure in your local area.

Try to turn these threat pressures into opportunities by responding proactively rather than reactively. This requires accepting responsibility, **self-management** and a positive work-related attitude. It will also require you to plan for **contingencies** as part of an action plan to deal with events outside of your direct **locus of control**.

The diagram shows common factors influencing what might be positive change opportunities, and negative change threats, depending on how you respond.



Common External Factors



Image: vitacork/iStock/Thinkstock

Undertake a SWOT analysis related to your own career pathways development. Identify your key focus question, problem or issue. Then outline key SWOT factors.

SWOT Analysis	
Issue/problem:	Date:
Strengths	Weaknesses
Opportunities	Threats



3.13 Decision-Making


Decision-making

Decisions, decisions, decisions. As you already know, it's not always easy to make decisions. So how do you decide?

There are a number of decision-making models or processes that are available to help people better manage their decision-making.

These include **PODR**, a **SWOT analysis**, **TQM** tools, and other techniques.

In the workplace, you will experience that decision-making styles take many forms. At the simplest level, those decision-making styles can be classified into autonomous decision-making, or consensus decision-making.

 Your teacher will explain these more.

However, when you are making decisions for yourself about choosing your career pathway goals, you are taking **responsibility** for your own life.

This means that you have **autonomy** over the decisions you make. You have to take the **initiative**, as after all, it's your future you are planning. This is about your **locus of control**.

Decision-making avoiders

Many people struggle with decision-making as they are **afraid** of making the wrong choices. Some of those people never make any life-changing decisions at all, and up **unfulfilled**. They need **guidance** and **support**.

Others are afraid of **rejection** and have a **lack of resilience**. They are essentially avoiding personal responsibility and stifling their ability to grow and mature. They need to learn how to deal with **feedback** and build **resilience**.

Then we see others who either can't, or don't want to, make the **sacrifices** that come from choosing between decisions. These people often want 'everything', but aren't prepared to work towards their goals. They often feel resentment and blame others. These people need to understand the differences between **entitlement**, **expectation** and **achievement**.

Effective Decision-Makers...



Image: malyugin/
Thinkstock

Effective decision-makers... 3G

Describe **actions you can do** in relation to each of these ‘Effective Decision-Makers’ statements. Where relevant, identify **who can help you** in your decision-making



Decision-makers...	So I can... (and who can help me?)
Set goals and objectives	
Take responsibility	
Weigh-up choices	
Show initiative	
Make sacrifices	
Seek support	
Ask questions	
Access information	
Seek feedback	
Consult experts	
Solve problems	
Develop strategies	
Build resilience	
Plan for achievement	

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3.15 Decision-Making

SMART goals

One tool to help guide you in your planning and decision-making is the **SMART goals** technique. Once you have decided on your key goals and objectives you can develop and apply SMART goals to help better plan for your goal achievement.

SMART goals should: be **specific**, be **measurable**, be **achievable**, be **realistic** and be **time-based** or (timely). The SMART goal technique can assist you to move to the next stage of goal achievement - the doing stage!

👤 See how SMART goals can be applied to goal-setting, decision-making and problem-solving as your class works through this example.

Specific
Measurable
Achievable
Realistic
Time-based

SMART Goals

Specific

You must identify a clear and concise goal that is not vague. It should focus on what, how and why, if relevant.

e.g. "I want to run my own small business in online retail, selling quality retro clothing, accessories and collectibles."

Measurable

You must be able to measure the achievement of the goal(s) in some way. This could be a simple pass/fail, or by using qualitative or quantitative key performance indicators.

e.g. "I will measure the success of my goal by whether I have my business up and running, by sales revenue, by profit level and by growth in sales and profit."

Achievable

You must aim for goals that can be achieved based on your skills and abilities; usually through personal and professional growth via step-by-step progression. This might require you to identify smaller specific goals.

e.g. "I have product knowledge for my market based on my casual job at Honey Do's Retrorama. But I will need to build my skills in small business accounting and management, online sales platforms, and online retail marketing."

Realistic

You must identify goals that not only can be achieved, but which also reflect your willingness and ability to achieve them. Whether a goal is realistic (including too easy or too hard) can depend heavily on your motivation and attitude.

e.g. "...I am aiming for modest sales of \$35,000 in the first year while I build up my profile, with a net profit of \$15,000. I think that to have a viable business, then realistically sales would have to double in the following year."

Time-based (timely)

You must set a timeframe or deadline as part of a goal-achievement plan or strategy. This helps create focus and discipline. The timeframe might also be reviewed and modified if necessary.

e.g. "I will expect to launch in 3 months, be turning a profit within six months, and be generating a full-time income within 24 months."

Use the **SMART Goals** technique to assist you to **plan** for a **career pathway goal** you are interested in achieving, such as getting your preferred job.

Specific: What is my goal?

Measurable: How will I measure whether I have achieved this?

Achievable: What makes me think I can do this? What else do I need to do to achieve this?

Realistic: Is this the right goal for my career pathways development? How do I know?

Time-based (timely): What deadlines will I set and what review timeframes will I use to measure achievement?

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Discussion

Some common types of decision-making methods include: **directive**, **majority rule**, **collaboration**, **consensus**, **arbitration** as well as many others.

In groups, research the meaning of these. Describe examples of when each might be used, or suited to, work-related situations; and report back to the class.



3.17 What About Me?

Where am I at?

Developing your future career is not easy. As you already realise, no-one is going to knock on your door, or send you a DM out of the blue, offering you your dream job. That’s a Hollywood thing; or perhaps a Summer Bay thing!

However, as you head towards the end of this first area of study, you have taken significant steps towards developing work-related skills as a foundation for future success.

During the past 4-5 weeks you are likely to have initiated many of the following actions.

- ✓ Undertaken some VET training.
- ✓ Researched online career information.
- ✓ Investigated major labour market trends.
- ✓ Investigated job sites and online portals.
- ✓ Met with a Careers Coordinator.
- ✓ Developed network contacts.
- ✓ Got advice from knowledgeable supporters.
- ✓ Clarified some of your career goals.
- ✓ Made some preliminary career decisions
- ✓ Undertaken work and/or community placement
- ✓ Worked with others in group and team settings
- ✓ Applied Literacy, Numeracy and Personal Development skills to the world of work.



Image: Depositphotos.com

🧠 So ask yourself, where am I at?

31 My applied learning in action

Complete this table by describing situations when you have **developed** and **applied** different **skills** in your vocational learning program.

Developed & applied Literacy skills in WRS.	1.	2.	3.
Developed & applied Numeracy skills in WRS.	1.	2.	3.
Developed and applied Personal Development skills in WRS.	1.	2.	3.
Developed & applied industry-specific (VET) skills.	1.	2.	3.
Developed & applied Work-Related Skills by working.	1.	2.	3.

1. Complete this **self-audit** of your progress in developing your career prospects.

At the moment my:	Good	Moderate	Lacking	Coming soon
1. Progress in VET training is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Research into online career information is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understanding of labour market trends is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Investigation of job sites is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Meetings with a Careers Coordinator are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Development of network contacts is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Advice from knowledgeable people is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The clarity of my career goals is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Work and/or community placements are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Work with others in team situations is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Action Plan - What should I do, by when? Your teacher will add 1 more.

What do I need to do?	Why do I need to do this?	What resources? or Who could help me?	By when should I get this done?
Set goals and objectives			
Take responsibility			
Develop strategies			
Build resilience			
Plan for achievement			

3.19 U1 AOS1 Assessment Task

AT3 My Future Prospects - Future careers

Overview

For this assessment task, you are required to discuss your **future career** by considering **labour market trends** and **potential growth areas**. You will use this information to outline **strategies** that you can take to **improve** your **future career prospects**.

1. Researching and analysing data and information

Collect and analyse data and information about current **labour market trends** that might **impact** on your own career prospects. (Note: You might already have done this in **AT1** and/or **AT2**).

What I need to do, and resources I will use.



2. Seeking and using advice

Meet with at least 1 **expert person** who can give you **advice** about your career prospects.

What I need to do, and resources I will use.

3. Planning and decision-making

Apply at least one **planning and decision-making model** to analyse your career pathways prospects.

What I need to do, and resources I will use.

4. Develop strategies to enhance your career prospects.

Develop an **action plan** with a series of **steps** to be taken, as well as a **timeline**, to do these actions.

What I need to do, and resources I will use.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

U1 AOS1 Assessment Task 3.20

Name:	Key dates:	UNIT 1 AOS1			
Tasks - AT3: My Future Prospects		Must Do?	Due Date	Done	Level
Stage 1: Researching and analysing data and information					
a. Describe current labour market trends.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Discuss specific labour market trends for young people.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Analyse the potential impact of these trends on me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, statistics and information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 2: Seeking and using advice 					
a. Identify a range of people who can assist me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Meet with at least 1 of these people.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Summarise the information and advice given to me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of network, people and information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 3: Planning and decision-making					
a. Choose a suitable planning & decision-making model.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Apply the model to my own career decision-making.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Discuss how the plans and decisions made can assist me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of models, advice and support.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 4: Develop strategies to enhance my career prospects.					
a. Identify key actions to improve my career prospects.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Develop specific strategies to do these actions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Develop a strategy timeline for my actions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, advice and support.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Draft my report and get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Submit my final report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

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Additional information:

Signed: _____ Date: _____

3.21 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

My Career Goals

4

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Activities 4: My Career Goals	p.	Due date	Done	Comment
4-6 U1 AOS2: My Requirements	63	<input type="checkbox"/>	<input type="checkbox"/>	
4A Using initiative	65	<input type="checkbox"/>	<input type="checkbox"/>	
4B My goals	67	<input type="checkbox"/>	<input type="checkbox"/>	
4C My vocational goals	69	<input type="checkbox"/>	<input type="checkbox"/>	
4D My short-term work goals	71	<input type="checkbox"/>	<input type="checkbox"/>	
4E My career aspirations	72	<input type="checkbox"/>	<input type="checkbox"/>	
4F My work-related skills	75	<input type="checkbox"/>	<input type="checkbox"/>	
4G My skills-gaps: Work-related	77	<input type="checkbox"/>	<input type="checkbox"/>	
4H My skills-gaps: Personal	79	<input type="checkbox"/>	<input type="checkbox"/>	
4I My career information	81	<input type="checkbox"/>	<input type="checkbox"/>	
4J My training goals	83	<input type="checkbox"/>	<input type="checkbox"/>	
AT4 My Career Pathway Goals	84-85	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Review and Reflection	86	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

4.01 Unit 1: AOS2 - Introduction

Unit 1: AOS2 - Presentation of career and education goals

You will investigate the content of this AOS through the next 3 sections of this resource: **S4: My Career Goals**, **S5: Industry Investigation** and **S6: Future Growth**.

In this second part of Unit 1, your teacher will again encourage you to apply your investigations specifically to work and vocational settings in which you might be interested.

So you need to continue to think well beyond what is on these pages, and go further to identify and explain how these topics relate to the world of work.

You can start to do this by completing the relevant activities in your **Work-Related Skills: Applied Vocational Booklet**, and the AVBs for your other subjects.

You should also reflect on how what you are learning through your **VET** studies applies to your future career. And vice versa.

And then of course there's **work experience**, **work placement**, **volunteer placements** and **paid work** to further explore. Some of you might be actively undertaking these work-related opportunities, perhaps one day a week, or as a block release.

You should also apply your growing **Literacy** and **Numeracy** skills when you are developing and completing your **Presentation of career and education goals**.

And as you enhance your **Personal Development** growth, you will naturally start to develop applied skills for work-related situations to help you reach your future goals.

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Initiative	Goal-setting	Decision-making
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Vocational	Short-term	Career aspirations
	My Work-Related Skills	74
My work-related skills	My work skills-gaps	My personal skills-gaps
80	My Career Information	My Training Goals 82
AT4: My Career Pathway Goals (pp.84-85)		

AOS2: Presentation of career & education goals S5: Industry Investigation

	Industries	88
ANZSIC	Sub-divisions	Industry research
	Occupations	92
Categories	Industry occupations	Occupation research
	Starting Out	98
Entry-level	Australian Apprenticeships	Career pathway

AT5: Industry & Education Investigation (pp.104-105)

AOS2: Presentation of career and education goals S6: Future Growth

	Employment Opportunities - Factors	108
Cyclical	Structural	Geographical
Worker profile	Quality Issues	Organic
	Major Market Trends	118
General trends	Local Trends	Industry Investigation

AT6: My Career and Education Report (pp.124-125)

U1 AOS2: My Requirements 4-6

Your teacher will discuss your unit requirements for **AOS2** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

4.03 Career Planning

My career pathway

In order to successfully develop and manage your **career pathway**, you're going to have to demonstrate initiative. After all, it is your own future you are building.

- 🧠 So what steps are you prepared to take, and what actions will you initiate to help build the best career pathway; for you?

Taking initiative

The term **initiative** refers to being able to take **proactive** steps to achieve your goals. Initiative is one of the key character traits required by employees as part of contemporary workplace culture.

Employers often say that they are looking for job applicants who can demonstrate initiative. However, sometimes demonstrating initiative is easier said than done.

But there are common **strategies** that you can implement that will help grow your initiative over the next two years.

- ✓ Be **proactive** rather than being reactive.
- ✓ Carefully **plan** your **goals** and objectives; make sure that these are realistic.
- ✓ Access and analyse reliable career pathways and job-seeking **information**.
- ✓ Make sensible **decisions** that will help enable you to achieve your goals.
- ✓ Wherever possible, try to turn pressures into **opportunities**.
- ✓ Take **responsibility** for your actions.
- ✓ Undertake a process of **self-assessment** and **reflection**; and seek **feedback** and **review** so as to implement learning improvement strategies.
- ✓ Manage **career development** tasks.
- ✓ Deal with **unexpected** labour market **issues**.
- ✓ Undertake **lifelong learning**, including appropriate **work-related training** and personal and professional development.
- ✓ And perhaps the most important strategy is to get suitable **advice** and **support**, ask **questions**, and then take steps as part of an **action plan** to incorporate what you have learned, into the development of your career pathway.

Are you ready?

Showing initiative means taking responsibility for your career pathways planning and decisions.

Of course, you are not expected to be able to implement all of those strategies shown above straight away.

However, your studies of Work Related Skills, as well as the application of what you have learned to your own personal and vocational situations, will help you to develop a whole suite of **enterprising behaviours** that will give you more initiative.

Image:
badmanproduction/
iStock/Thinkstock



Using initiative 4A

It's time to show some **initiative** to get a headstart in your career pathway planning.

1. For these **strategies**, outline how each could **help you plan** and **develop** your **career pathway**.
2. Identify a **proactive action you could take** in relation to each strategy.

Strategy	How this can help me.	What should I do?
Be proactive		
Plan my goals		
Access information		
Make decisions		
Create opportunities		
Take responsibility		
Self-assess and reflect		
Seek feedback and review		
Manage risks		
Deal with unexpected issues		
Undertake lifelong learning		
Do work-related training		
Get advice		
Seek support		
Ask questions		
Develop an action plan		

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4.05 Career Planning

Goal-setting

So, where do you see yourself?


One of the most important ways to live a happy and healthy life is to match your personal values with your career goals. Some people develop career pathways in areas that don't suit their interests and their values. As a result, they can end up experiencing an unfulfilling work life.

It is important that you choose work that will best lead to the fulfilment of your personal goals. If you want to achieve a successful career pathway you should set goals to help guide your decision-making.

Did you realise that 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. To achieve your goals, it is sometimes better to work backwards and determine the actions you need to take.

Back in 2020 and 2021, many people had to modify, or even put their goals on hold, due to the global COVID-19 pandemic. Even though you might have been quite young, did you reassess 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 18-20?"
- ✓ "Where do I see myself in 9 years time, when I am in my mid-20s?"



Image:
almagami/
Thinkstock

Goal-Setting Process



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

3. Aim high but still keep your goals realistic.

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

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

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

6. Plan and use your time efficiently.

7. Ask for help and get advice, support and feedback when needed.

Decision-making and Problem-solving

So what are you going to do? You may have been asked that question before.

Planning your life is really just about making a series of **decisions**. And of course, planning your life is also about acting on those decisions to enable you to better achieve your goals. This really is a process of **problem-solving**.

But as you learned in Section 3, making decisions is hard because making choices is about overcoming problems. Some people have problems making decisions because they have to take **responsibility** for those decisions. And **fear of failure** can cause some people to hesitate and avoid committing - thereby making no proactive and worthwhile decisions at all!

What if you make the wrong decision? Will that set you back in developing your career pathway? The key action you can take is to show initiative by being a **proactive** decision-maker. After all, it's your future! So again, what are you going to do about it?



My goals 4B

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

a. What do I think I **will be doing** in **3 months** time?

b. What do I think I **will be doing** in **6 months** time?

c. What do I think I **will be doing** in **1 year** time?

d. What do I think I **will be doing** in **6 years** time?

e. What do I think I **will be doing** in **15 years** time?

2. Do you think you might encounter any **problems achieving** your **goals**? If so, what **decisions** might **you** have to **make** to deal with these problems?

Potential problem?	Why might this occur?	What can I do about this?
Can't find a work placement in 3 months time.	Local employers don't want to take a chance on me because I don't have any experience.	I need to do some volunteer work as soon as possible to build skills and to get a reference.

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4.07 My Career Pathway Goals

Career pathways goals - Vocational

Remember back in primary school when people asked you, “So what do you want to be when you grow up?” Firefighter? Nurse? Footballer? Train driver? Mechanic? Anyone?

But back then, probably not a tattoo artist, a barista or a social media influencer.

Well you know what, you're almost there! But that doesn't mean you are any closer to giving a definitive 100% answer of what you want to be. And nor do you necessarily have to be 100% sure just yet!

So, perhaps a better question to ask is; “What do you want to do?”

Your job will involve ‘going’ to work **every day** - at least 5 days a week and 38 hours weekly for a full-time role, for what might be almost, 50 years!

You will have to perform **similar job tasks day in and day out**, although these job tasks will **evolve** over time.

You will work in the same sorts of **work settings** and **work environments** day after day, year after year, although physical workplaces might change over time.

You are likely to mix with the same types of **workplace stakeholders**, including colleagues, managers, customers and clients.

So you have to be **interested** in what you're doing for your job. You have to like what do as your job. And you have to get **rewarded** and feel **prized** by what your job is.

At the moment you might have varied career pathway goals. You might want a casual job to earn money and build experience. You might prefer to do vocational training to help you gain entry into your career preference. And you might hope to get an Australian Apprenticeship to kickstart your career.

So, what are your career pathway goals, and what do you want to do, and need to do, to achieve your vocational goals?

My Career Pathways Goals

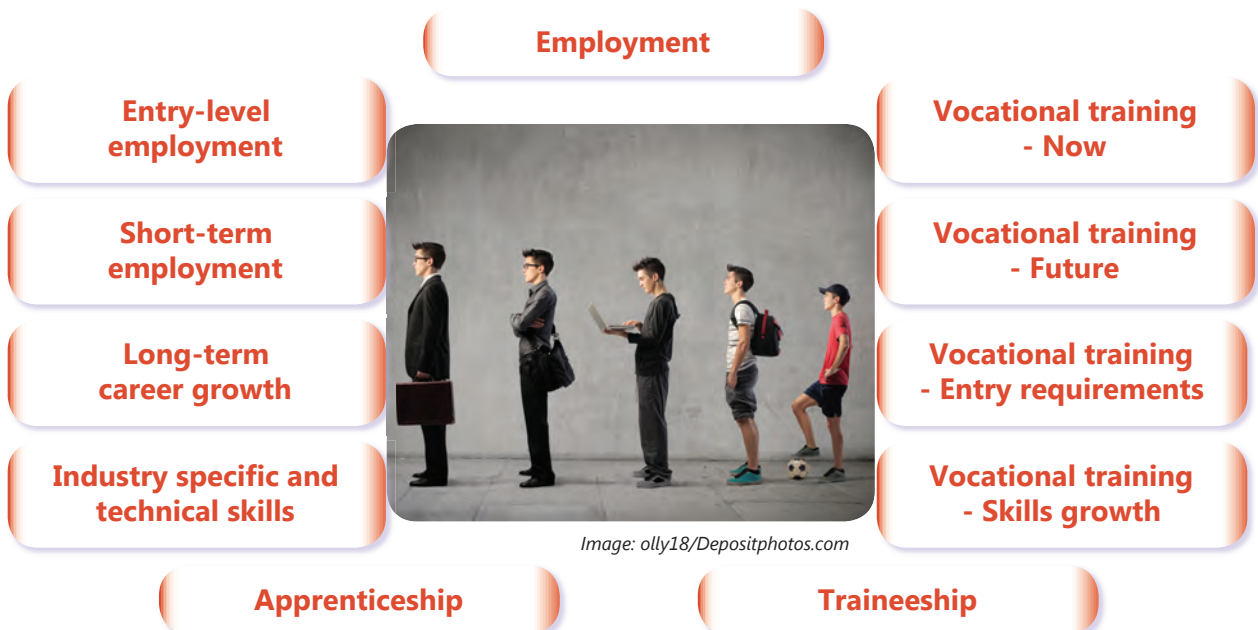


Image: olly18/Depositphotos.com

1. At this point in time, briefly describe **your career goals** for these categories.
2. Write a concise vocational goals statement to **summarise your goals**.
3. Identify where you can get **advice** and **support** to help you achieve these.



1a. My long-term career goals.



1b. My vocational training goals.



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1c. My other training goals.



2. My vocational goals summary.

3. Advice and support - Who/what can help me?



4.09 My Career Pathway Goals

Career pathways goals - Immediate

The major focus of your skills development for this unit is on investigating a vocational career pathway within an industry that matches your longer-term career goals. But many young people, including students, work in casual or part-time jobs. In some cases, their employment is in entirely different industries and occupations from their longer-term career aspirations.

e.g. Reggie wants to be a carpenter and is doing the VM as well as a Certificate 2 VET course in Building and Construction. Reggie also works at Maccas as a line cook. Reggie not only earns an income, but builds valuable experience in workplace systems and processes, workplace safety, planning and organising, self-management, problem-solving, teamwork and communication. This is a real win:win for Reggie.

You can use the knowledge, skills and experiences that you are developing this year to try and obtain casual or part-time work.

Let's consider these work settings and job roles that employ many younger people as casuals and part-timers. Any of these interest you?

- ⇒ Retail - large, medium and small, including supermarkets and speciality stores.
- ⇒ Hospitality including take-away, cafes, restaurants, pubs and clubs, and delivery services.
- ⇒ Recreation including fitness centres, swimming pools, sporting roles, and as officials.
- ⇒ Performing arts such as dance, music and acting.
- ⇒ Farming and fishing such as labourers, farm hands or deck hands.
- ⇒ Construction and landscape trades such as labourers or trades assistants.
- ⇒ Caring roles such as child care.
- ⇒ Personal services including hair and beauty assistants.

You should also consider how you can make use of your time at school doing your Vocational Major program to undertake **work experience**, **structured workplace learning**, **volunteer** and **community placements** and even **enterprise activities**.

My Short-Term (Immediate) Work Goals



Image: mangostock/
Depositphotos.com

My short-term work goals 4D

1. At this point in time, briefly describe **your goals** for these **work** categories.
2. Write a concise short-term goals statement to **summarise your goals**.
3. Identify where you can get **advice** and **support** to help you achieve these.

1a. My short-term work goals.

⇒

⇒

⇒

1b. My short-term work placement/work experience goals.

⇒

⇒

⇒

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1c. My short-term work placement/experience training goals.

⇒

⇒

2. My short-term work goals summary.

3. Advice and support - Who/what can help me?



4.11 My Career Aspirations

Aspirations and values

An **aspiration** is something you are hoping to be. But aspirations are not just about doing and being. Aspirations also take into account a person's **feelings** about themselves. These emotional states include **self-esteem**, **self-respect** and **self-worth**. You have investigated the importance of these in **Personal Development**.

You need to build a career that you can be **proud** of; but not just because of the **status** associated with the job. More importantly, your work life must help you satisfy as many **personal values** as possible so that you can enjoy a more **fulfilled life**.

Values are the things that we rate as important in our lives. Values are often the **guiding principles** upon which we make our decisions. Your aspirations and values are an important set of personal influencers that need to be considered when planning your career.

People are more likely to seek and undertake work that satisfies their values and work that reflects their **attitude** towards their vocational goals. Building a long-term career is about choosing a **vocation** - and not just doing a job!

So don't just 'believe' what is said in the media. There are many different reasons why people work. Most reasons for working and **job satisfaction** go well beyond simply the level of pay. Your **expectations** as an employee will influence your choice of work and career.

You also need to realise that things that you consider as important now, might change over time. So be careful not to make a hasty decision that might seem right at this present



moment, but which might not suit you later in your life. So, what do you want or expect to get from working based on your own aspirations and values?

My Career Aspirations

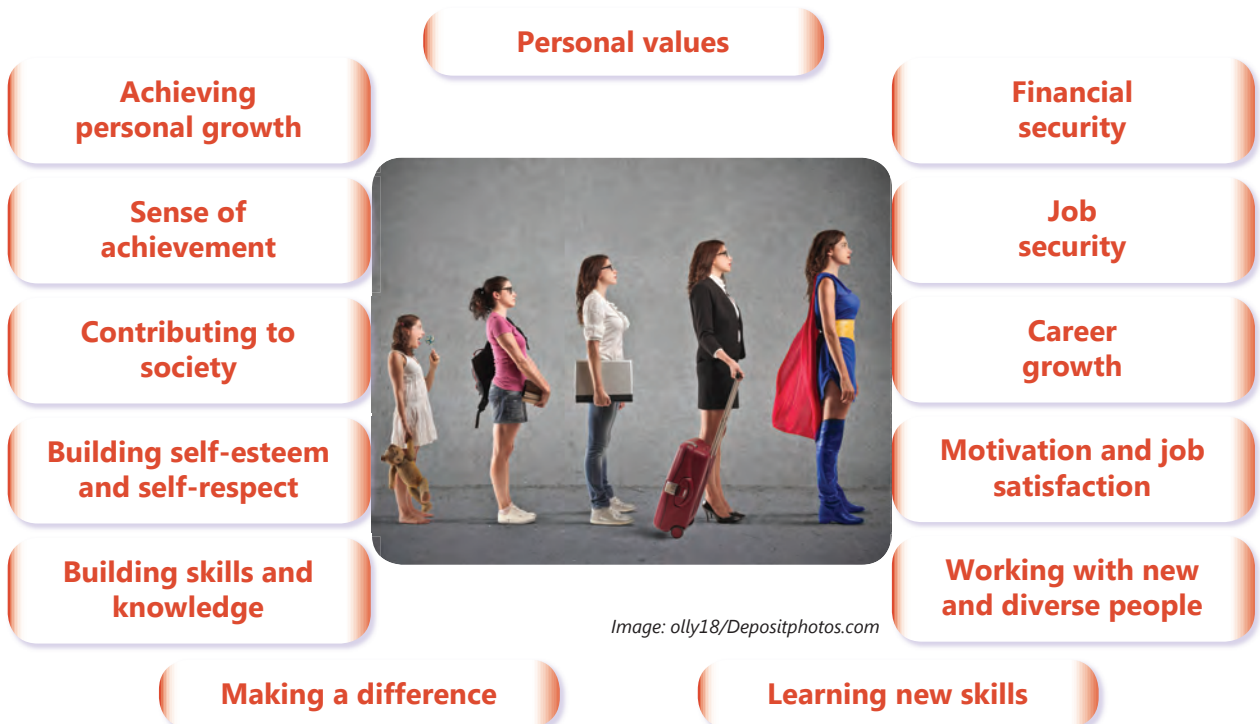


Image: olly18/Depositphotos.com

1. Briefly describe your career **aspirations** and your **values**.
2. Write a concise **career aspirations statement** - one that would make you proud.
3. Identify where you can get **advice** and **support** to help you achieve your **aims**.

1a. As a worker I aspire to be:



1b. Personal values that will influence my career choices are:



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1c. Personal capabilities (skills) I can offer immediately are:



2. My career aspirations summary

3. Advice and support - Who/what can help me?



4.13 My Work-Related Skills

Work-related skills

Way back in 2002 (before you were even born!), the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets).

These eight **employability skills** are **generic skills** required to gain employment, and also to progress within workplaces to achieve one's full potential as part of career pathways development. The employability skills are still as relevant today as they were 20+ years ago! And you might also recognise them from your Personal Development Skills subject.

Employability skills are the end product of your personality, abilities, attitudes, training, life experiences - and of course - your work experiences. You can develop these generic or general employability skills through work, education and training, as well as through your personal and social experiences.

Employees need to have work-related **employability skills** in these eight areas:

- ⇒ **Planning and organising**
- ⇒ **Teamwork**
- ⇒ **Self-awareness**
- ⇒ **Communication**
- ⇒ **Technological**
- ⇒ **Problem-solving**
- ⇒ **Learning**
- ⇒ **Initiative and enterprise skills.**

It is expected that every worker will be able to communicate and apply each of these work-related employability skills in various work-related situations. Can you? Employees also need to develop their **work-related skills** to be able to work safely, develop specialist and technical skills, and be able to learn to learn. Sound like you?

Work-Related Skills & Experiences



1. Briefly describe key **work-related skills** you have developed, and **work-related experiences** that you have undertaken.
2. Write a concise work-related skills and experiences **summary statement**.
3. Identify where you can get **advice** and **support** to help you **apply** your **skills**.

1a. Key work-related skills I have developed include:

⇒

⇒

⇒

⇒

1b. Key work-related experiences I can offer include:

⇒

⇒

⇒

⇒

2. My work-related skills and experiences summary.

3. Advice and support - Who/what can help me?



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4.15 My Skills-Gaps

Skills-gaps

Skills-gaps occur when a person does not have the necessary skills to gain or maintain employment in a particular job role, occupation or industry.

Skills-gaps in individuals, and in the workforce generally, are commonly caused by one or more of these factors.

- ⇒ Not yet having gained suitable qualifications.
- ⇒ A lack of work-related experience(s).
- ⇒ A lack of life experience and maturity.
- ⇒ Under-developed employability and generic skills.
- ⇒ Not being able to transfer personal skills and abilities effectively enough for the demands of work-related roles and jobs.
- ⇒ A lack of opportunity, or an inability to develop industry-specific skills.
- ⇒ A lack of opportunity, or an inability to master technical skills.
- ⇒ Redundant job skills that do not suit the changing world of work.
- ⇒ De-skilling caused by a lack of on-the-job and off-the-job training.

When it comes to skills-gaps, it is important to realise that we all have **weaknesses** holding us back from career progression. In response, you need to establish an **action plan** to try to overcome some of these skills gaps.

This commitment to **lifelong learning** will require more **training**, more **experience**, and as a result, ongoing **skills development**.

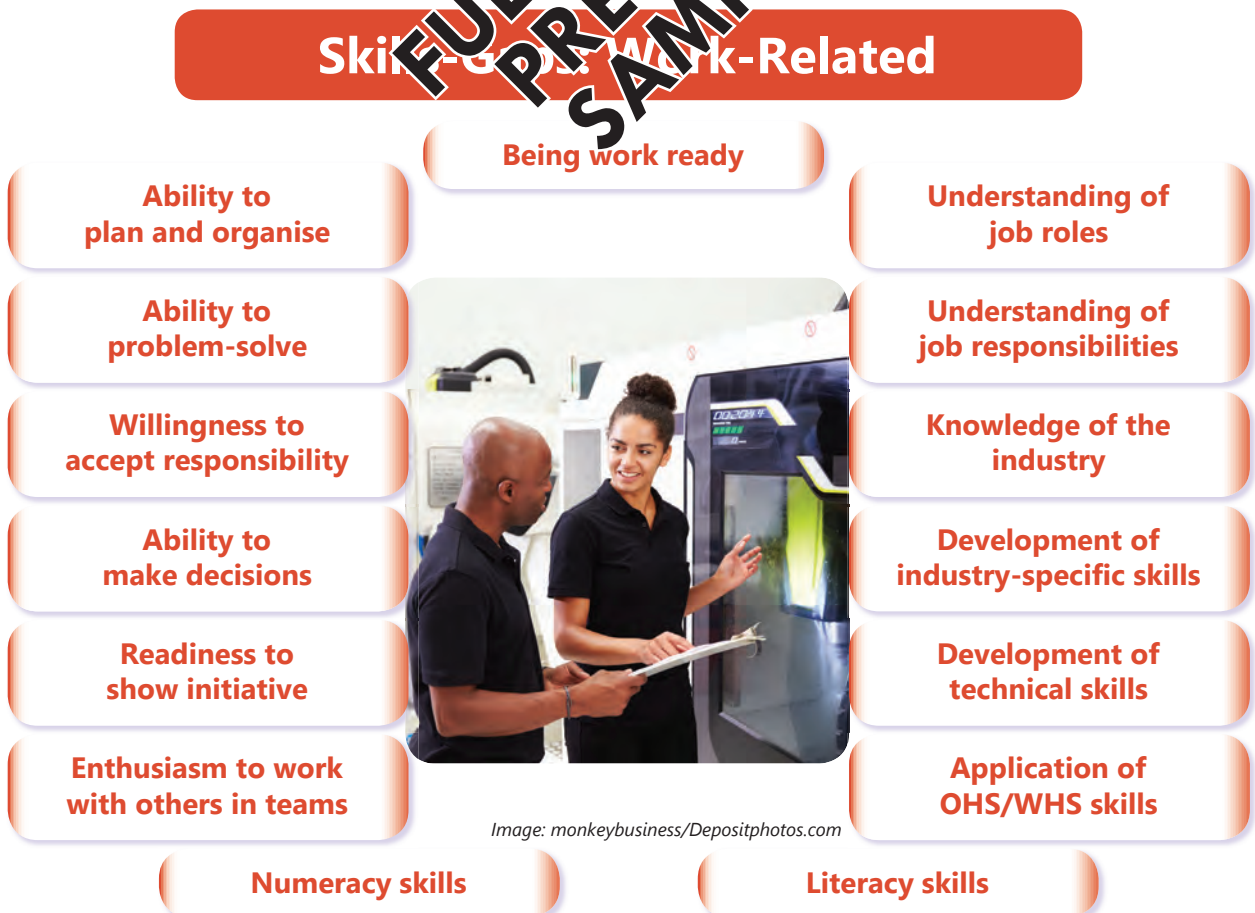


Image: monkeybusiness/Depositphotos.com

My skills-gaps: Work-related 4G

1. List work-related **skills-gaps stopping you** from developing your career pathway.
2. Identify key **work-related skills** that **you need to develop** to deal with these gaps.
3. Find out **training** and other **experiences** that you should undertake.
4. Write an **overcoming skills-gaps strategy**. Include people who can help you.

1. Key work-related skills that I need to improve include:

- ⇒
- ⇒
- ⇒
- ⇒

2. New work-related skills that I need to develop include:

- ⇒
- ⇒
- ⇒
- ⇒

3. Skills-development training and experiences that I will need to undertake include:

- ⇒
- ⇒
- ⇒

4. My overcoming work-related skills-gaps strategy will be to:



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4.17 My Skills-Gaps

Personal skills-gaps

Personal skills-gaps occur when a person does not have the necessary **intrapersonal skills** and **interpersonal skills** to gain or maintain employment in a particular job role, occupation or industry.

Personal skills-gaps reflect a person's **reliability**, **maturity**, **adaptability**, ability to **communicate effectively**, willingness to **accept responsibility**, and **initiative**.

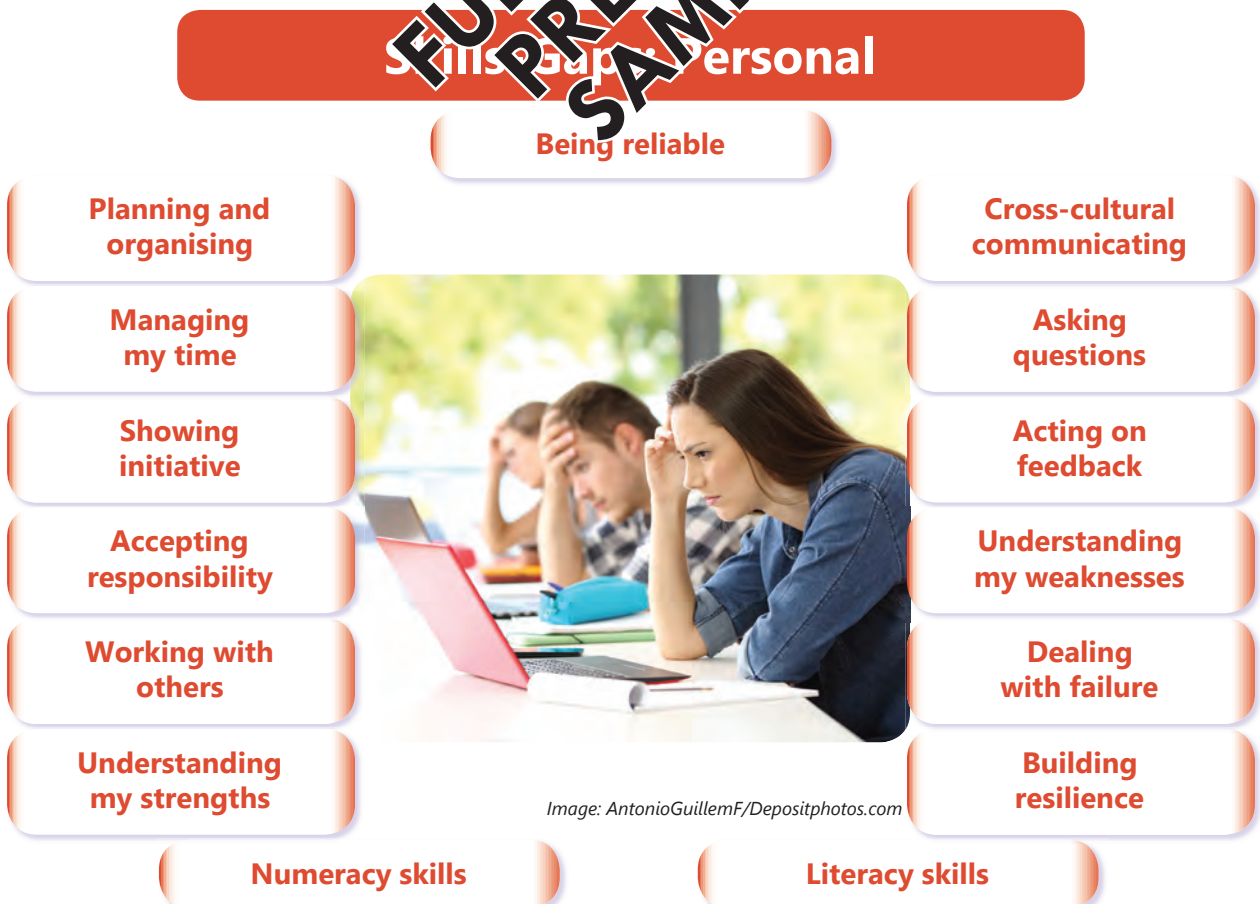
Sometimes young people might not be fully developed, mature or confident as an individual. Or their **emotional intelligence** might not yet be at a level needed to enter the full-time workforce with all of its associated responsibilities. They are not yet **employable**.

So perhaps they might be better suited to starting out in the types of casual positions commonly performed by young people, such as retail and hospitality roles.

Rather than embarking on a full-time career, those young people might build their **employability skills**, their **transferable skills** and their **industry-specific skills** by working in a less demanding role. Then, after becoming more familiar with the demands and responsibilities of working, it might be time for them to embark on their future full-time career pathway in the same, or a different, industry or job role.

It is acceptable to be not quite ready to fully enter the job market at a particular, and often early stage, of life. As long as a young job-seeker develops **skills**, pursues **experiences** and honestly **self-assesses** to overcome their **skills-gaps**, then they might be more ready in the near future. However, sooner or later you will need to get ready for the **labour market**. Otherwise, any decent opportunities might quickly pass you by!

🧠 So what personal skills-gaps do you need to address?



My skills-gaps: Personal 4H

1. List key **interpersonal skills-gaps** that you need to improve and develop.
2. List key **intrapersonal skills-gaps** that you need to improve and develop.
3. Describe **personal improvement training and experiences** that you could do.
4. Write an overcoming **personal skills-gaps strategy**. Include **people** who can **help**.

1. Key interpersonal skills that I need to improve and develop include:

- ⇒
- ⇒
- ⇒
- ⇒

2. Key intrapersonal skills that I need to improve and develop include:

- ⇒
- ⇒
- ⇒
- ⇒

3. Personal improvement training and experiences I could do include:

- ⇒
- ⇒
- ⇒

4. My overcoming personal skills-gaps strategy will be to:



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4.19 My Career Information

Career information

Back in Section 3, you started to identify key **people** that **you** could **connect with** to help you to build your **career pathway**. You also investigated a range of key **websites** and job **portals**.

Your teacher would have already walked you through a number of **government websites** that have been specially created to provide you with **general** job-seeking **advice**, as well as **industry-specific** and **occupation-specific information**.

There is a broad range of **career advisers** working to help and **support young people** with their career planning. Their job is to help. They want to help. That is their vocation in life. Who can you think of that could help you?

At this stage of your career pathways development, you need to evaluate which are the most useful sources of information for you.

This can extend to specific **online** sources, including the websites and information portals of **unions** and **industry associations** that match your occupational and industry interests.

You should also investigate the websites of relevant **TAFEs** to find out which **courses** they are offering that might suit your future **training** needs.

Sometimes you can access key people at **conferences** and other similar events. This gives you a direct link to years of industry experience.

You also need to build your **network** of **employee** and **industry contacts**, as well as your network of **community contacts**, such as **clubs**, **family contacts**.

So where can you get help, advice and support? Go back through this topic and read only the **bolded** terms. I think you will find plenty of options to help you.

Career Information and Support



My career information 41

Complete these boxes by describing the type of **career information** you can access, and the **support** that you can get, to help you with your **career pathways** planning.



Careers/ Vocational Teachers

Career mentor

Industry contacts

Training contacts

Community contacts

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The most suitable online information sites and portals for me are:

- ⇒
- ⇒
- ⇒
- ⇒



Information I still need to find out includes:

4.21 My Training Goals

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
- ⇒ Registered Training Organisations (RTOs).

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 other areas.

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

TAFE courses are usually delivered at institutions and campuses across metropolitan and regional Australia. Some courses can be completed partly, or even wholly, online.

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

Training and Workplace Learning



My training goals 4G

1. List your key **vocational training goal** that you need to undertake for your career pathway. **Where** is training offered that suits **me**? What is **involved** in the **training course**?
2. Describe what **you** need to **achieve** to **get into** that **course**.
3. Identify where you can get **advice** and **support** to help you **achieve** these **goals**.

1a. My key vocational training goal is:

⇒

1b. Where is this training being offered? Does this suit me?

⇒

⇒

⇒

1c. What's involved in the training course?

⇒

⇒

⇒

⇒

2. To get into this course I will need to:

⇒

⇒

⇒

3. Advice and support - Who/what can help me find out about the course?



4.23 Graduated Assessment

AT4 My Career Pathway Goals - Presentation of career and education goals

Required: My Career Pathway Goals

For this assessment task, you are required to identify and present your career pathways goals to key people for feedback and review. You may have already completed a number of activities throughout this section to help you clarify and summarise your goals.

1. Career Pathways Goals

Summarise your main career pathways goal, giving reasons.

2. Organise your career pathways goals using the following headings.

- My vocational goals
- My short-term work goals
- My career aspirations
- My work-related skills
- My work-related skills-gaps
- My personal skills-gaps
- My career information
- My training goals
- Other: _____

3. Meet with at least 3 people (including your teacher) for advice and feedback on your career pathway goals.

- Your Work Related Skills teacher
- Your Careers Advisor
- A relevant external person: _____

4. Take notes of the feedback and advice that each person gives. Summarise this, including any extra resources, help and support they recommend.

5. Develop 5 clear action statements that you will need to do to help you to achieve your career pathway goals. Include any contacts and resources you need to access, as well as any timelines you need to meet.

6. Present your report 'My Career Pathway Goals' to a target audience.

Report: My Career Pathway Goals

Audience:

Length And Time:

Format and Media:

Due Dates:

Other requirements:

Note: In the final column, your teacher might indicate an achievement level.

Name:		Key dates:		UNIT 1 AOS2	
Tasks - AT4: My Career Pathway Goals		Must Do?	Due Date	Done	Level
Stage 1: Career Pathways Goals					
⇒ My career pathways goal, and the reasons.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Organise my career pathways goals					
a. My vocational goals.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. My short-term work goals.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. My career aspirations.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. My work-related skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. My work-related skills-gaps.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. My personal skills-gaps.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h. My career information.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i. My training goals.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stages 3&4: Meet with 3 people for advice and research					
a. My Work-Related Skills teacher - Advice and resources.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. My Careers Advisor - Advice and resources.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Other: - Advice and resources.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 5: Develop my action statements					
⇒ 5 action statements with contacts, resources & timelines.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 6. Prepare and present my report					
⇒ Negotiate report guidelines including audience.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Draft my report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Discuss my draft for feedback and advice.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to the audience.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

4.25 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Industry Investigation

5

5.01 Industries and Sub-Sectors88	5.15 Pathways Investigation102
5.05 Industry Occupations.....92	5.17 Graduated Assessment104
5.11 Starting Out.....98	5.19 Review and Reflection106

Activities 5: Industry Investigation		p.	Due date	Done	Comment
5A	Industries	89	<input type="checkbox"/>	<input type="checkbox"/>	
5B	Industries - Drilling down	90	<input type="checkbox"/>	<input type="checkbox"/>	
5C	Industry research	91	<input type="checkbox"/>	<input type="checkbox"/>	
5D	Occupation categories	93	<input type="checkbox"/>	<input type="checkbox"/>	
5E	Main employing industry	94	<input type="checkbox"/>	<input type="checkbox"/>	
5F	Industry occupations		<input type="checkbox"/>	<input type="checkbox"/>	
5G	Occupation investigation		<input type="checkbox"/>	<input type="checkbox"/>	
5H	Minimum entry standards	98	<input type="checkbox"/>	<input type="checkbox"/>	
5I	Australian Apprenticeships	99	<input type="checkbox"/>	<input type="checkbox"/>	
5J	Building a pathway	101	<input type="checkbox"/>	<input type="checkbox"/>	
5K	Education pathways investigation	102-103	<input type="checkbox"/>	<input type="checkbox"/>	
AT5	My Industry and Education Investigation	104-105	<input type="checkbox"/>	<input type="checkbox"/>	
R5	Review and Reflection	106	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

5.01 Industries and Sub-Sectors

Industry

An industry is a group of work settings, businesses or organisations that are involved in the production of the same or a similar product. Industries may be classified in different ways; there isn't one correct method that applies.

The official way to classify industries is The Australian and New Zealand Standard Industrial Classification for the compilation and publication of statistics on an industry basis.

The **ANZSIC 2006** classification system uses 19 industry classifications from A-S. These classifications are used to collect and communicate key information and statistics.

ANZSIC classifies each of the 19 industries into **sub-divisions**. It then classifies industry sub-divisions down even further. That's when you can really see the type of enterprises in an industry. We will refer to these sub-divisions as **industry sub-sectors**.

ANZSIC Industry Divisions

- A. Agriculture, Forestry and Fishing
- B. Mining
- C. Manufacturing
- D. Electricity, Gas, Water and Waste Services
- E. Construction
- F. Wholesale Trade
- G. Retail Trade
- H. Accommodation and Food Services
- I. Transport, Postal and Warehousing
- J. Information Media and Telecommunications
- K. Financial and Insurance Services
- L. Rental, Hiring and Real Estate Services
- M. Professional, Scientific & Technical Services
- N. Administrative and Support Services
- O. Public Administration and Safety
- P. Education and Training
- Q. Health Care and Social Assistance
- R. Arts and Recreation Services
- S. Other Services

Source: ABS Australian and New Zealand Standard Industrial Classification (ANZSIC) • 2006, pp.40-50

Available online: www.abs.gov.au/ausstats/abs@.nsf/mf/1292.0



ANZSIC Industry Sub-Divisions

S. Other Services

- 94 Repair and Maintenance
 - 941 Automotive repair and maintenance
 - 942 Machinery and equipment repair and maintenance
 - 949 Other repairs and maintenance
- 95 Personal and Other Services
 - 951 Personal care services
 - 952 Funeral, crematorium and cemetery services
 - 953 Other personal services
 - 954 Religious services
 - 955 Civic, professional and other interest group services
- 96 Private Households Employing Staff and Undifferentiated Goods and Service Producing Activities of Households for Own Use

ANZSIC Industry Sub-Division

S. Other Services

- 951 Personal care services
 - 9511 Hairdressing and Beauty Services
 - Such as...
 - ⇒ Barber shops
 - ⇒ Beauty salons
 - ⇒ Electrolysis services
 - ⇒ Hair restoration (non-medical)
 - ⇒ Hairdressing
 - ⇒ Make-up services
 - ⇒ Nail care and salons
 - ⇒ Skin care (non-medical) service
 - ⇒ Tanning solariums
 - 9512 Diet and Weight Reduction Centre Operation

Industry names


Early in Section 1, you learned that in Australia, industries are officially grouped and named according to ANZSIC 2006.

But some of these official industry names don't clearly communicate the types of specific sub-sectors (and associated enterprises) within that industry.

By now, through work placement and your VET course, you might have experienced that these official names are not always used in workplaces, enterprises or by the key workplace stakeholders.

Retail trade, wholesale trade, mining, and construction make sense. It's pretty easy to identify the most likely types of enterprises and occupations within those industries.

But do you know what types of enterprises and occupations are common in the Professional, Scientific and Technical Services Industry, the Arts and Recreation Services Industry, or even the Other Services Industry?

So does your boss, or employer,  or VET trainer use a different

informal name for their industry, such as hospitality; or focus on a specific industry sub-sector, such as the hairdressing industry?

Or do they insist on using the correct ANZSIC industry division name?



Image: Zelfit/
depositphotos.com

Industries 5A

1. What is an **industry**?

2. How are **industries** officially **classified** in Australia?

3. Which **industries** do **you** have the most **involvement** with, and why?

5.03 Industries and Sub-Sectors

5B Industries - Drilling down

Choose **4** of the **ANZSIC** industries.

1. List the most common **informal industry names** that industry stakeholders use for these industries. Give **examples** of enterprises that match these.

ANZSIC Industry	Common other names (or sub-sectors)	Example(s)

2. Find out the **ANZSIC** Industry sub-division for an industry you are most interested in. www.abs.gov.au/ausstats/7501/nf/mf/1292.0



ANZSIC Industry sub-divisions	ANZSIC Industry sub-division

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Industry research 5C



Use <https://myfuture.edu.au/> or <https://labourmarketinsights.gov.au/> and the most recent annual **Australian Jobs** to find out the **current information** about an **industry** in which you are interested.

ANZSIC industry			
ANZSIC industry sub-division			
Informal industry names			
Current employment total (as at when?)		Employment as a % of total (when?)	
Past employment growth (from when?)		Projected employment growth (to when?)	
Regional employment % (when?)	Part-time employment % (when?)	15-24 employment % (when?)	Female/male emp. % (when?)
Education % Degree+ (when?)	Education % C3+ /VET (when?)	Education % Other qual (when?)	Education % Low/none (when?)
Other statistic	Other statistic	Other statistic	Other statistic
Top occupations (& numbers)		Other potential occupations	
Other important information			

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5.05 Industry Occupations

Occupations

So what do you want to 'be'?

Butcher, baker, barista or boilermaker?

Nurse or nurseryperson - arborist or zookeeper?

How about a hairdresser or handyman, tattooist or train driver, dental nurse or disability support worker?


What about a sparky, a chippy, a brickie, a garbo, a muso or a postie?

Did you know that in Australia there are almost 1,000 specific occupational classifications according to **ANZSCO**, the *Australian and New Zealand Standard Classification of Occupations*?

Now that's a lot of potential career pathways options there. And the world of work is evolving, with new types of occupations emerging all the time.

About 25% of all jobs in Australia are in the top 15 occupational classifications. And the top 50 jobs in

Australia account for about 50% of all employment opportunities.

 So what are you interested in?

Uncommon Knowledge

Top occupations

In Australia, as at August 2022, the largest occupations were:

1. General Sales Assistants.....595,400
2. General Clerks.....296,600
3. Registered Nurses294,000
4. Aged and Disabled Carers ...274,000
5. Retail Managers213,400
6. Truck Drivers212,100
7. Accountants206,600
8. Receptionists.....191,600
9. Electricians186,200
10. Storepersons.....169,800
11. Adv, PR & Sales Managers...162,100
12. Software & App Program's..158,800
13. Primary School Teachers157,100
14. Waiters.....151,200
15. Kitchenhands146,600
16. Commercial Cleaners142,800
17. Secondary School Teachers.140,700
18. Office Managers.....140,100
19. Child-carers136,100
20. Checkout operators/Cashiers 131,800

Source: ABS, Labour Force, Detailed, National Skills Commission seasonally adjusted August 2022..

21 Broad Occupational Categories

Accounting, Banking and Financial Services

Administration and Human Resources

Advertising, Public Relations, Media & Arts

Agriculture, Animal and Horticulture

Automotive, Transport and Logistics

Construction, Architecture and Design

Education and Training

Electrical and Electronics

Engineers and Engineering Trades

Executive and General Management

Government, Defence and Protective Services

Health and Community Services

Hospitality, Food Services and Tourism

Information & Communication Technology

Legal and Insurance

Manufacturing

Mining and Energy

Personal Services

Sales, Retail, Wholesale and Real Estate

Science

Sports and Recreation

Occupation categories 5D

Occupations in Australia are grouped into 21 broad categories (see p.92).

1. Choose 3 occupational categories that you are most interested in and list some occupations that you think might be available in this category.

i.

ii.

iii.

2. How well do you know your classmates? Predict the occupational categories that each of your classmates might be interested in. List some jobs that might suit their career pathways aspirations.

Accounting, Banking and Financial Services	Administration and Human Resources	Advertising, Public Relations, Media & Arts
Agriculture, Animal and Horticulture	Automotive, Transport and Logistics	Construction, Architecture and Design
Education and Training	Electrical and Electronics	Engineers and Engineering Trades
Executive and General Management	Government, Defence and Protective Services	Health and Community Services
Hospitality, Food Services and Tourism	Information & Communication Technology	Legal and Insurance
Manufacturing	Mining and Energy	Personal Services
Sales, Retail, Wholesale and Real Estate	Science	Sports and Recreation

3. Discuss the predictions as a class. Are there any patterns? Why so/why not?

4. If someone is surprised by the predictions, discuss with them why you think they might be suited to this category.

5. What about you, were your classmates accurate? Why/why not?

5.07 Industry Occupations

Industry of occupation

It is important to realise that specific occupations don't just occur in one industry only.

Of course, some occupations are more likely to occur in only one industry classification due to the nature of the work. For example, Police officers work in the Public Administration and Safety Industry. Postal workers work in the Transport, Postal and Warehousing Industry. Hairdressers and barbers work in the Other Services Industry.

However, some occupations may be required in a range of industries (and sub-sectors). For example, most electricians naturally work in the Construction Industry (64%)¹. But some electricians might instead be employed by enterprises in the Manufacturing Industry (8%)¹.

A storeperson might be employed in the Wholesale trade industry (20%)¹ or in the Retail Trade industry (26%)¹. And we might see chefs employed mainly in accommodation and food services (85%)¹, but also in health care and social assistance (5%)¹, and a small but growing proportion in manufacturing (2%)¹. Why would that be?

Source: www.joboutlook.gov.au, based on ABS Census 2016

So when you are investigating the most likely industries that you might work in, it is important to think of the nature of the **work tasks** and **work roles** being performed.

You also need to consider the **characteristics** of the workplace, as well as the **work environment** that a worker operates within.

And you need to factor in the **nature** and **goal** of the **enterprise** that employs the worker.



5E Main employing industries

Use <https://labourmarketinsights.gov.au> to find out the top 3 **employing industries** for these occupations. Choose 3 more of your own.

Make sure you include the **industry**, the **%**, as well as the **date** and **source** of the statistic. Discuss the findings as a class.



Chef/cook	Commercial cleaner	Registered nurse
Sales assistant	Truck driver	Dancer

Industry occupations 5F



Use <https://labourmarketinsights.gov.au> to complete the table.

<p>1. Select <u>Industries</u> from the main menu and choose an industry to investigate. Write the description.</p>	
<p>2. Click through to an industry. List some of the occupations you are most interested in.</p>	
<p>3. Choose 4 occupations that you might be interested in pursuing. Use the links to research other information about the occupation.</p>	
<p>Occupation:</p> <p>Specialisations:</p> <p>Prospects:</p> <p>Pathways:</p> <p>Other information:</p>	<p>Occupation:</p> <p>Specialisations:</p> <p>Prospects:</p> <p>Pathways:</p> <p>Other information:</p>
<p>Occupation:</p> <p>Specialisations:</p> <p>Prospects:</p> <p>Pathways:</p> <p>Other information:</p>	<p>Occupation:</p> <p>Specialisations:</p> <p>Prospects:</p> <p>Pathways:</p> <p>Other information:</p>
<p>4. Based on your choices, how would you describe the future prospects for employment in this industry?</p>	
<p>5. What might you need to consider when planning your career pathway in this industry? (e.g. Skills shortages).</p>	

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5.09 Industry Occupations

5G Occupation investigation



1. Undertake a **skills** investigation to find out the key **requirements** needed by a worker for an **occupation**. Use: <https://labourmarketinsights.gov.au> select an Occupation and navigate down the page.

Occupation:		
Skills	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
Knowledge	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
Abilities	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
Activities	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
Interests	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
(Work) values	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
Demands	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •
	Top 4: % importance • • • •	Top 4: Description • • • •

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2. Choose an **occupation you are interested** in pursuing for your career pathway.

Check out these sites and complete this occupational summary

<https://labourmarketinsights.gov.au> or <https://myfuture.edu.au/>



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 Labour Market Insights to find out this 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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5.11 Starting Out

Minimum entry standards

When you first start out in the workplace you will generally be employed in an entry-level position.

An **entry-level position** will have a set of minimum entry standards that an employee needs to have achieved before they can be employed in that occupation.

Minimum entry standards can be classified in two basic ways.

1. All of the qualifications, training, skills or experience that a beginning employee needs to be qualified for entry into an occupation.
2. The minimum entry requirements needed to get into a course of study (such as TAFE or Uni) so as to gain the qualifications, skills or experience needed to work in an occupation (such as ATAR, pre-requisites, etc.).

Almost every occupation requires some sort of further study or training for entry.

Entry-level skills at certificate II can be the first step towards your pathways development.

In many trade industries, students undertake a 'pre-apprenticeship' to gain these entry-level skills.



5H Minimum entry standards

Use <https://myfuture.edu.au> to find out the minimum entry standards.



Occupation	Minimum entry standards
child-care worker	
chef	
checkout operator	
fitness instructor	
ICT technician	
your choice	
your choice	

Australian Apprenticeships

An Australian Apprenticeship is an excellent type of **entry-level training** for many occupations. Australian Apprenticeships involve a combination of on-the-job and off-the-job **competency-based training** (CBT). The apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation as part of their apprenticeship.

Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (**ASbAs**), while still at school, to get a head-start on their careers. Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?



Trades and services

The more traditional, practical or **trade** types of Australian Apprenticeships normally take about 3.5 to 4 years to fully complete. These include occupations as diverse as light vehicle mechanic, chef, hairdresser, carpenter, baker, metal engineering tradesperson and hundreds more. It is interesting to note that many of these occupations face significant skills shortages. The more service-oriented Australian Apprenticeships take about 12-18 months to complete. These **traineeships** include ICT technician, customer service officer, office assistant, dental nurse, trades assistant, retail worker, child-care worker as well as hundreds more. Many of these occupations are the first step to further career development as a **para-professional**.

Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. The most common industry areas include:

✓ Agriculture, Horticulture and Related Industries	✓ Community Services and Health	✓ Retail
✓ Automotive	✓ Information Technology	✓ Seafood
✓ Building and Construction	✓ Light Manufacturing	✓ Sport and Recreation
✓ Business Services	✓ Local Government	✓ Telecommunications
✓ Clothing and Textiles	✓ Metals and Engineering	✓ Tourism
✓ Finance Services	✓ Printing	✓ Transport and Distribution
✓ Food	✓ Process Manufacturing	✓ Utilities and Energy
✓ Hairdressing	✓ Property Services	
	✓ Public Services	

www.australianapprenticeships.gov.au
<https://www.aapathways.com.au/>



Australian Apprenticeships 51

Find **jobs** you can enter via an **Australian Apprenticeship** for 3 industry areas.



Industry 1	Industry 2	Industry 3

5.13 Starting Out

Building a career pathway

A **career** can be described as the types of **employment** that a person undertakes to satisfy their **values** and **vocational goals**. Your career is part of your pathway to future **success**.

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

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry. That's why you are also doing a **VET** certificate. When you finish your Vocational Major, you are likely to already have some work-related **skills** and **qualifications** to give you a **headstart** in the **labour market**.

For entry into many trade-related occupations, it is recommended that you undertake a '**pre-apprenticeship**' to gain entry-level skills. **Part-time** and **casual** work can also help younger people get a foothold into an occupation, especially if the work is in a **related industry**, or if it involves tasks that require **responsibility**. And some occupations such as community services and law enforcement want you to accumulate **life skills** and **maturity**.

Then there are the more **specific vocational** and **personal development skills** and **qualifications** you can achieve. If you want to work in construction then you'll need a 'White Card'. And having a manual license is almost mandatory. Then some first-aid training wouldn't hurt. And what about some short **industry-specific courses** that skill you up to operate technical equipment? The same goes for most industries - it's just that the types of skills and qualifications you might pursue vary.

The best way to embrace this is to think of what you would do if you were an employer, and it was your money, business, safety and reputation on the line. If the job choice came down to two final applicants, with the same general qualifications, enthusiasm and attitude as one another - as in nearly all cases - you'd prefer to employ the **young job-seeker** who has shown **initiative** and **responsibility** and made themselves as **work-ready** as possible. They will be more **employable!**

Lifelong learning

A **successful career pathway** relies on lifelong learning. **Lifelong learning** is all the different types of **education**, **training** and **learning** you might complete throughout your career.

As your **career progresses** into more **senior**, responsible and complex positions, you might be faced with a **new** set of **entry-level requirements** requiring new training challenges. Many middle-level managers are sent back to **TAFE** and **uni** to undertake financial and accounting training.

As part of the **Australian Qualifications Framework** (AQF) a person can upgrade their qualification level to advance their career as part of lifelong learning.

Image:
Anne Louise
Quarfoth/Thinkstock

Australian Qualifications Framework		
School	TAFE	University
		doctoral degree
		masters degree
		graduate diploma
		graduate certificate
		bachelor degree
	advanced diploma	
	diploma	
	certificate 4	
	certificate 3	
	certificate 2	
senior secondary: VCE, HSC, WACE, SACE, QCE, TCE, NTCE	certificate 1	

One destination, many paths

When planning your future career pathway, it is vital to realise that there is more than one way to get to where you want to be in life.

Many **entry-level jobs** can be accessed via **different methods**. Sure it is easier and faster to get accepted into your chosen career straight out of school, or based on the first job that you apply for. However, most people need to take a series of **career steps** to get to where they want to be, including different **work-related training** options.

Sometimes you might experience **roadblocks** that prevent you from achieving your career goals straight away. These might include a lack of training, a lack of experience, or a lack of available jobs, including Australian Apprenticeships.

In order to overcome these barriers, it is vital to have a series of **pathways options**. These options are supported by you exploring different methods of both **on-the-job** and **off-the-job formal** and **informal training** that can help you.

Building a pathway 5J

You would have used already **word chains** to make sense of topics with a lot of words and terms that are **bolded**.

Complete word chains for 'Building a career pathway' and 'One destination, many paths'. Some key words might feature more than once.

career	
entry-level skills	
qualifications	
young job-seeker	
lifelong learning	
career progress	
different methods	

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Investigation



Choose an **entry-level occupation** and a related **senior occupation** for an industry in which you are interested. Find out the **different entry-requirements**, and the different **pathways steps**, needed to progress into each occupation.

Explain how you might be able to take these steps, the **training** you could access, and where this training is offered. Develop a 'Plan B' for your career pathway.

Use interviews, TAFE sites, **Labour Market Insights** and/or **My Future**.



5.15 Pathways Investigation

5K Education pathways investigation

For an occupation (or broader industry area) you are interested in, complete an investigation into **TAFE**, and/or **Australian Apprenticeships**, and/or **other potential training** and education opportunities.

If you know of a suitable local provider go straight to their website and search.

You might need to explore options using: www.skills.vic.gov.au/s/ and then search by a job title. Other states have their own portals.



Find out	TAFE	Australian Apprenticeship	Other:
Occupation (or Industry)			
Course(s)			
Provider(s)/ Location(s) or (GTO)			
Delivery method(s)			
Duration(s)			
Costs & subsidies			

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Pathways Investigation 5.16

Find out	TAFE	Australian Apprenticeship	Other:
Entry requirements			
Core units			
Related occupations			
Further pathways			
Provider contacts			
Other contacts			
What should I do next?			

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5.17 Graduated Assessment

AT5 My Industry and Education Investigation - Presentation of career and education goals

Required: My Industry and Education Investigation

For this assessment task, you are required to prepare a report based on your investigation of:

- an industry
- relevant occupations
- potential career pathways
- suitable education and training options.



Note: You might have already undertaken many of these tasks when doing the activities for Sections 4&5. Your teacher will advise you.



1. Investigation - Industry and Occupations

Choose an **industry** that you are interested in, and undertake research to prepare a **report** on the **industry** and **occupations** within that industry.

- Relevant **sub-sectors, employment opportunities** and examples of **firms**.
- Employment trends** and **growth** patterns using statistics and other evidence.
- A **forecast** of the potential **suitability** of this industry for your **career pathway**.

2. Investigation - Industry and Occupations or Pathways

For your chosen **industry**, investigate potential **employment opportunities**, and **education** and **training** requirements.

- Entry-level** employment pathways, including **education** and **training**, needed to enter the industry and/or occupations.
- Other** employment **pathways** including **education** and **training**, within the industry and/or occupation.
- Evaluation** of the **potential** for **you** to develop a **career pathway**, including **education** and **training**, in occupation(s) within this industry.

3. Investigation - My Career Pathways



Develop 2 **career pathways timelines** that include various **actions** you will need to do, and your proposed **dates/milestones** for meeting those actions.

- The first timeline will be **long-term**, spanning over the next 2-3 years.
- The second timeline will be **short to mid-term**, spanning over the next 3-6 months.
- On the timeline you can include relevant **images** to represent **actions**.



What I need to do, key dates, websites and resources I will use.

Note: In the final column, your teacher might indicate an achievement level.

Name:		Key dates:		UNIT 1 AOS2	
Tasks - AT5: My Industry and Education Investigation		Must Do?	Due Date	Done	Level
Stage 1: Investigation - Industry and Occupations					
a. Identification of industry and sub-sectors.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Identification of key firms, including local employers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Identification of suitable occupations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Explanation of employment patterns and trends.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Explanation of other patterns and trends.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of statistics and evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 2 Investigation - Industry and Occupation Pathways					
a. Entry level pathways available.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Education and training required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Other pathways available.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Education and training required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Potential for me to develop my career.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
My suitability for the education and training required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of evidence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Stage 3: Investigation - My Career Pathways					
a. Development of long-term timeline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Development of short to mid-term timeline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of images.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Prepare and submit my final text and summaries					
 Draft my investigation report and get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Submit my final investigation report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Additional information:					
Signed: _____			Date: _____		

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5.19 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Future Growth

6

6.01 Future Growth Opportunities...108	6.09 Employment- Organic growth..116
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6.05 Employment- Structural Factors .112	6.17 U1 AOS2 Assessment Task124
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Activities 6: Future Growth	p.	Due date	Done	Comment
6A Industry employment trends	109	<input type="checkbox"/>	<input type="checkbox"/>	
6B Cyclical employment factors	111	<input type="checkbox"/>	<input type="checkbox"/>	
6C Structural employment factors	113	<input type="checkbox"/>	<input type="checkbox"/>	
6D Other employment factors	115	<input type="checkbox"/>	<input type="checkbox"/>	
6E Organic growth	117	<input type="checkbox"/>	<input type="checkbox"/>	
6F Labour market trends	118	<input type="checkbox"/>	<input type="checkbox"/>	
6G Local industry trends	121	<input type="checkbox"/>	<input type="checkbox"/>	
6H Industry investigation	122-123	<input type="checkbox"/>	<input type="checkbox"/>	
AT6 My Career and Education Report	124-125	<input type="checkbox"/>	<input type="checkbox"/>	
R6 Unit Review and Reflection	126	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

6.01 Future Growth Opportunities

Industry employment

Australian industry consists of more than 2.3 million enterprises - large, medium, small and micro; government and private; profit-oriented and not-for-profit.

All industries offer employment opportunities, at all levels, even entry-level job opportunities. However, employment in some industries is growing strongly, whereas others are recording low to moderate employment growth. And of course, some industries are experiencing a decline in overall employment.

Sometimes this **growth** and **decline** is centred around specific **industry sub-sectors**, rather than the broad industry as a whole.

Sometimes this growth and decline might impact more in certain **geographical** and **regional** locations.

So it's not easy to pinpoint where industry growth is occurring from the big picture statistical measures.

All industries face **pressures**, and firms in certain industries are under more pressure than others. We can classify these pressures as being either **cyclical factors**, or **structural factors**.

And just to make things even more tricky, in some cases industry employment growth and decline might be due to a combination of both cyclical and structural pressures.



Image: stockyimages/
depositphotos.com

Industry Employment Opportunities



Image: devke/
depositphotos.com

On pp.24-25 you investigated **employment industry growth and decline**.



1. Research online to find out the **latest** industry **employment trends**.
 Start by downloading the annual *Australian Jobs* publication available through:
www.nationalskillscommission.gov.au Navigate to Reports
2. Complete the **table**, making sure to identify the **correct time periods** (when).
3. Create a **bar graph** to show the results.
4. Comment on the **implications** of these statistics for **your future career prospects**.

ANZSIC Industry	Employment When:	Employment % When:	5-year growth When:	Projected growth When:
Accommodation & Food Services				
Administrative & Support Services				
Agriculture, Forestry & Fishing				
Arts & Recreation Services				
Construction				
Education & Training				
Electricity, Gas, Water & Waste Services				
Financial & Insurance Services				
Health Care & Social Assistance				
Information Media & Telecommunications				
Manufacturing				
Mining				
Other Services				
Professional, Scientific & Technical Services				
Public Administration & Safety				
Rental, Hiring & Real Estate Services				
Retail Trade				
Transport, Postal & Warehousing				
Wholesale Trade				

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6.03 Employment Opportunities - Cyclical Factors

Employment - Cyclical pressures

Cyclical pressures are those that emerge as a result of broader economic conditions generally, such as the **strength** of the **domestic** and **global economy**.

Cyclical factors might also emerge as a result of **unexpected global shocks**, such as the COVID-19 pandemic. Cyclical factors tend to impact **broadly** across industry, but they don't necessarily last forever. Sometimes an industry has to tough it out until things get better again. But in the meantime, many businesses may suffer and even close, and **unemployment** is likely to rise.

During the acute phase of the COVID-19 pandemic, unemployment rose sharply in Australia and throughout the world. However, the Australian government introduced the **JobKeeper** program. The key aim of the \$90b+ employment subsidy was to keep affected employees attached to their employment, and away from the growing unemployment queues.

The lingering effects of the COVID-19 pandemic impacted heavily on industry sub-sectors such as international tourism, arts and recreation; and in smaller, and localised, hospitality operators; and small owner/operated businesses of all types.

This was a **cyclical change** factor that impacted the labour market severely; resulting in hundreds of thousands of immediate job losses; and some of those are now permanent.

🧠 However, in some cases, the pandemic and post-pandemic world of work actually has created jobs for some types of workers. What types of jobs were these?

From late-2021 and into 2022, the Australian economy recovered strongly. Job opportunities emerged throughout most industries due to **economic growth**.

But firms involved in hospitality, local tourism, and food harvesting and picking struggled to find enough workers due to their being a loss of immigration (including skilled worker programs), as well as reduced numbers of working tourists and international students.

Health, medical, care, teaching, retail, transport and delivery, trades and technical providers also faced **skills shortages** as the economy got back on its feet entering a more robust phase of the **economic cycle**.

Then **inflation** started to occur!

🧠 So how are things looking now?

"The labour force needs you - right now!"



Image: Dimitris Skordopoulos/
depositphotos.com

Cyclical factors: Find out...

- Is the industry heavily influenced by cyclical factors (e.g. economic growth) such as with mining and construction?
 - ⇒ Cyclical factors create opportunities in boom periods.
 - ⇒ But cyclical factors can lead to industry shrinkage and redundancies in periods of lower activity.
 - ⇒ Cyclical growth often leads to shorter-term skills shortages.
- Are the job prospects full-time and long-term?
- Are there new opportunities being created in Australian Apprenticeships?
- Which types of workers are first to lose their jobs during a downturn?
- As an employee, is it better to wait it out - or jump ship?

1. How can **cyclical factors** impact on **employment**? Give a recent **example**.

2. What can **cause cyclical factors** to occur?

3. Are **cyclical factors**, **good**, or **bad**, for **employment opportunities**? Explain carefully.

4. How could you use a **knowledge of cyclical factors** impacting on the world of work to **your advantage**?

Industry investigation: Cyclical factors

Choose an **industry** in which you are interested in building your future career pathway. Research key **trends** and **statistics**, and also interview **stakeholders** from this industry.

- Describe the **recent** impact of **cyclical factors** on this industry.
- Explain the **current** impact of **cyclical factors** on this industry.
- Predict the **potential** impact of **cyclical factors** on this industry in the future.
- How do cyclical factors impact on **employment opportunities** within this industry?
- What are the **implications** for **my** own career pathways **preferences**?

6.05 Employment Opportunities - Structural Factors

Employment opportunities - Structural pressures

Structural change is broad and ongoing. Structural change impacts on the nature of industries themselves, and on how work operations are undertaken within industry sub-sectors and within individual organisations.

Structural change can involve **changes in technology**, different **job roles** and descriptions, changes in **domestic** and **global markets**, changes in **government regulations** and support, evolving **consumer preferences**; and many other broad factors.

All industries face these pressures, but manufacturing, wholesale trade, transport, postal and warehousing, accommodation and food services, information, media and telecommunications, and financial and insurance services have felt this most acutely.

Structural growth can create **opportunities** due to new and **emerging occupations** and **skills shortages**. One potential area of strong economic expansion is in **sustainable energy** and related **green** technologies.

But structural change can also place **pressure** on the labour market causing an **over-supply** of workers with **'redundant skills'**.

So when considering the **potential impact** of structural change on your career pathways prospects, you can be sure of three things.

1. **Technological** and **digital innovation**

will continue to change the labour market.

2. **Employees** will need to be **higher-skilled**, including having **industry-specific technical skills**.

3. **Workers** will need to have better **communication skills** and **people skills**.

🧠 So how well are you placed to proactively deal with these three key structural factors?

Image: gemphotography/
depositphotos.com



Structural factors: Find out...

- ⇒ Are firms within the industry facing significant structural change due to:
 - new technologies
 - automation
 - outsourcing
 - relocating overseas
 - digital innovation
 - digital disruption
 - environmental sustainability
 - 'green' technologies
 - changes in consumer patterns
 - government policies, funding and legislation
 - overseas competition
 - other structural factors?
- Which types of workers are losing their jobs?
- Are the job prospects full-time and long-term?
- Are there new opportunities being created in Australian Apprenticeships?
- Is the industry facing increasing digital disruption (e.g. media)?
- Is the industry or sub-sector, a 'dying' industry (e.g. coal)?
- Is the industry or sub-sector, an 'emerging' industry (e.g. renewables)?

1. How do **structural factors** impact on employment? Give a recent **example**.

2. What can **cause structural factors** to occur?

3. Are **structural factors**, **good**, or **bad**, for employment opportunities? Explain carefully.

4. How could you use a **knowledge** of **key structural factors** impacting on the world of work to **your advantage**?

Industry investigation: Structural factors

Choose an **industry** in which you are interested in building your future career pathway. Research key **trends** and **statistics**, and also interview **stakeholders** from this industry.

- Describe the **recent** impact of **structural factors** on this industry.
- Explain the **current** impact of **structural factors** on this industry.
- Predict the **potential** impact of **structural factors** on this industry in the future.
- How do structural factors impact on **employment opportunities** within this industry?
- What are the **implications** for **my** own career pathways **preferences**?




6.07 Employment Opportunities - Other Factors

Other factors

There are many other factors to consider when assessing an industry, or industry sub-sector, for potential growth opportunities. These factors might combine with cyclical and structural factors to create potential future employment growth within the industry; or alternatively, to suggest possible future industry decline.

Three other factors to consider are:

- ⇒ **geographical location**
- ⇒ **worker profile**
- ⇒ **quality of jobs.**

 Your teacher will read through these summaries with the class. In small groups, discuss which of these might impact on you and your future career pathways goals.

Not all jobs are created equal you know!



Image: MarkoAliaksandr/
depositphotos.com

Geographic location factors: Find out...

- Is the industry 'centralised' in certain areas and regions, or is it decentralised throughout most of Australia?
 - Is the potential for growth happening mainly in major metropolitan areas or in major regional centres, or in rural and remote areas?
 - ⇒ For example, banking and finance is providing fewer job opportunities in smaller regional areas due to online banking and branch closures.
 - ⇒ When major manufacturers close operations this can hit a regional town hard, such as when Ford Australia in Geelong ceased
 - Are there entry-level opportunities for Australian Apprentices, and for new workers?
- manufacturing motor vehicles in 2017.
However, when new schools, hospitals, government agencies, tourism operators and other industry players start-up in certain locations, it can provide a regional boost to employment opportunities.
⇒ This also flows onto retail, hospitality, personal services, transport and recreation.

Worker profile factors: Find out...

- Is the industry in need of workers with higher-level skills, including workers with vocational and/or professional qualifications?
- Is the industry needing more workers with better people skills?
- Are there entry-level opportunities for Australian Apprentices, and for new workers?
- Is it an industry staffed by older employees, which often means there is long-term career progression?
- Is the industry staffed by younger employees, which often means less secure employment?
- Is there churn within the industry to create new opportunities?
- Is it an industry seen as cool by younger workers but often exploitative, such as digital media and fad/trend explosions?
- Is it a less-glamorous industry, but which in itself does more rewarding work, such as education, health and community services jobs?

Employment Opportunities - Other Factors 6.08

Quality of jobs factors: Find out...

- Are the jobs full-time, or part-time, or casual, or contract?
- Is employment growth for full-time workers?
- Is employment growing more for flexible work arrangements, such as part-time or casual?
- Are there opportunities for permanent long-term jobs?
- Are employees being 'switched' to short-term contracts?
- Are workers being 'switched' to becoming self-employed sub-contractors.

Other employment factors 6D

Complete **industry summaries** for these 3 other employment factor areas.



Geographic factors

- a. Describe the **recent** impact of **geographic factors** on this industry.
- b. Explain the **current** impact of **geographic factors** on this industry.
- c. Predict the **potential** impact of **geographic factors** on this industry in the future.
- d. How do geographic factors impact on **employment opportunities** within this industry?
- e. What are the **implications** for **my own career pathways preferences**?

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Worker profile factors

- a. Describe the **recent** impact of **worker profile factors** on this industry.
- b. Explain the **current** impact of **worker profile factors** on this industry.
- c. Predict the **potential** impact of **worker profile factors** on this industry in the future.
- d. How do worker profile factors impact on **employment opportunities** within this industry?
- e. What are the **implications** for **my own career pathways preferences**?

Quality of jobs factors

- a. Describe the **recent** impact of **quality of jobs factors** on this industry.
- b. Explain the **current** impact of **quality of jobs factors** on this industry.
- c. Predict the **potential** impact of **quality of jobs factors** on this industry in the future.
- d. How do quality of jobs factors impact on **employment opportunities** within this industry?
- e. What are the **implications** for **my own career pathways preferences**?

6.09 Employment Opportunities - Organic Growth

Organic growth

Organic growth is the concept that job opportunities occur **naturally** due to the **long-term growth** that happens within an **economy**, and in **society** generally, as the **population** expands, matures and ages.

All people do basic and regular behaviours.

They buy groceries and other household items. That's **retail**.

People go to school, TAFE and university. That's **education** and **training**.

People get injured, get sick and get well. That's **health** and **medical** care.

People need to look presentable and take care of their appearances. That's **personal care** and beauty.

People go out to socialise and recreate and buy food, drink and meals. That's **hospitality**.

People buy and renovate houses and dwellings. That's **construction**.

Our population is ageing and many older people need to access **aged-care**.

Therefore, as our population grows, and as our economy evolves, there is always demand for **skilled workers** within these industries.

And sometimes this organic growth might occur in a **geographic area**, as towns and major regional centres grow. This has been a particular trend brought about by the COVID-19 pandemic, with many families and people choosing to leave metropolitan areas to live in small towns and regional centres.

That means they shop **locally**, go to school locally, go out dining locally, recreate locally, go to school locally, seek health and care services locally, seek household services locally, get haircuts locally - you get the picture.

Sometimes, when the economy suffers, organic employment growth goes on hold. But it always bounces back across the economy generally, as well as in strong regional areas (but not all!)

And one more thing to consider.

Many **young people** are already **employed** by firms that service the natural **organic growth** that occurs within mature, developed and wealthy Western economies such as Australia. In fact, more than half of all jobs in Australia are in these sectors: retail, hospitality, health and medical, education, construction, child-care, aged-care and other relevant types of work.

So, if you have already got a foot in the door; then **skill-up!** This might be where your future is most suited.

One of the greatest future areas of job opportunities will come from the huge need for skilled workers who can provide home-care support services for elderly people.

Image: Goodluz
depositphotos.com



1. How does organic growth **impact** on employment? Give a recent **example**.

2. What are the **major** drivers of **organic growth**?

3. How might continued **organic growth** cause a need for **workers** to develop **new skills-sets**? Describe examples.

4. How could you use a **knowledge** of **organic growth** impacting on the world of work to **your advantage**?

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Industry investigation: Organic growth



Choose an **industry** in which you are interested in building your future career pathway. Research key **trends** and **statistics**, and also interview **stakeholders** from this industry.



- a. Describe the **recent** impact of **organic growth** on this industry.
- b. Explain the **current** impact of **organic growth** on this industry.
- c. Predict the **potential** impact of **organic growth** on this industry in the future.
- d. How does **organic growth** impact on **employment opportunities** within this industry?
- e. What are the **implications** for **my** own career pathways **preferences**?

6.11 Labour Market Trends

Labour market trends

As you learned back in Section 1, the term labour market refers to the **demand** for, and **supply** of **employment** within the economy.

People, as **workers**, exchange their **labour** (time, skills and expertise) for **income** from **employers** (wages or salaries or commissions). This exchange process gives rise to the term 'market'.

There are a number of issues that affect the **demand** for, and the **supply** of, **labour**.

And each of these, to a varied extent, will influence potential future employment opportunities within an industry, or industry sub-sector.

Labour market trends

- Strength of the economy generally.
- Growth and decline of various industries and industry sub-sectors.
- Industry restructuring including outsourcing and responses to globalisation.
- Geographical influences that limit the supply of available employment.
- The cost of labour (including cheaper globalised outsourcing options).
- The changing nature of work, including more part-time positions and increased casualisation of the workforce.
- Increased use of self-employed contractors in 'digital' industries.
- Changes in the structure of the workforce, including greater female participation rates.
- Advancements in technology resulting in redundancies, and the emergence of new job classifications.
- Skills shortages in industries, occupations and geographical areas.
- The emergence of new industry sub-sectors and occupations.
- Changing skills-sets that are offered by available workers.
- Interstate and global employment opportunities.
- Unexpected major events, such as the global COVID-19 pandemic.

So have a think about how each of these labour market trends might impact on your industry of interest, and on specific occupations within that industry.

As you can see, some of these factors might have a positive impact on the labour market, whereas others might have a negative impact.

And of course, **stakeholder perspectives** on whether these factors are actually **positive** or **negative** might vary depending on whether you are a purchaser of labour (a producer; i.e. lower wages = good!); or a supplier of labour (a worker; i.e. lower wages = bad!).

However, one thing is for sure. **Changes** in the labour market can make it more difficult for young workers to get a positive start in their careers.

To become more **employable** younger job-seekers need to **skill-up**, **gain experience** and be more aware of the **changing labour market**.

Image: IQconcept/
depositphotos.com



👂 Hey, that sounds just like what you are doing in your vocational program!

Labour market trends 6F

From all your research, develop a **one-sentence description** of each of these **labour market trends**. Add 1 more (hint: think 'green'). Then describe how this might **impact** on **your own career pathway choices**.

Trend	Description/Evidence	Impact on my choices?
Strength of the economy generally	The economy is growing strongly post-pandemic, so organic job opportunities will be available.	Retail opportunities often match economic growth - so a career in retail might be a safer choice.
Growth of an industry and/or a sub-sector		
Decline of an industry and/or a sub-sector.		
Global trends		
Geographical trends		
Cost of labour		
Changing nature of work		
Innovation and new technologies		
Switch to self-employed contractors		
Skill shortages		
Emerging industries, sub-sectors and jobs		

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6.13 Labour Market Trends

Local industry trends

When you are investigating potential growth opportunities within an industry, you have seen that the statistical information is on a **broad scale**.

Unfortunately, this **macro** information might not necessarily give a young job-seeker a true indication of what is happening in a particular geographic region.

So it is important that you **drill-down** to analyse statistical information to find out about **local** industry and employment **trends**. Doing this will provide you with more of a **micro** focus.

Drilling-down: Local industry employment share

If an industry's share of employment in your local area is 10%, and in Victoria it is 7%, and in Australia is 4%, you can see that there is a greater proportional incidence of that industry operating locally than compared to Victoria. And there is a much greater incidence of that industry operating locally compared to Australia as a whole.

This means that it is an **industry of importance** in your **local area** or region. This can create opportunities for local job-seekers.

This is especially relevant for industries, industry sub-sectors and enterprises that are situated or concentrated in local geographic areas, and in particular regional centres.

However, if you find that the industry share of employment in your local area is just 2%, and in Victoria it is 4%, and in Australia is 7%, then there are likely to be far fewer job opportunities locally, in this industry.

So therefore, this is not an industry of importance in your local area or region. This is an **under-represented industry**.

If you are interested in the types of work needed within the industry, you might still work within this industry by becoming higher-skilled, making yourself more in demand and more employable. But you can't just rely on there being a lot of jobs locally in an **under-represented industry**. You will have to 'work' harder to access any entry-level positions.

Drilling-down: Regional industry and industry sub-sector trends

ABS and National Skills Commission statistics might show that manufacturing employment is declining. But that is an Australia-wide statistic.

You can drill-down to a particular state, and in many cases down to a particular regional area, to find industry, employment and other labour market statistics that give a more accurate picture of what is happening in your local area or region.

And of course, manufacturing is a broad term. There are many sub-sectors (sub-divisions) within manufacturing. Some of these are likely to be growing, such as industrial manufacturing.

And then of course, what about if a new electric vehicle manufacturer, or a solar panel maker, opens near you? In that situation, manufacturing will actually grow in your area!

Local industry trends 6G

The **Labour Market Insights** portal at <http://labourmarketinsights.gov.au> is the key information portal for labour market information.



Use the site to find information relevant for your career pathways exploration. You decide what is important to know and record, and how to organise this. Be sure to check the dates of the statistics and information, as some of these might reflect a **time lag**, and the labour market might have changed since then.

Key labour market information relevant to me

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6.15 Labour Market Trends

6H Industry Investigation

Undertake an industry investigation to assess the ‘**growth potential**’ of an **industry**. Use statistics to support some of your findings.

You will need to undertake direct research of industry stakeholders; and also by using **MyFuture** and **Labour Market Insights**, the Department of Employment and Workplace Relations’ Australian Jobs annual publication, and many other industry, economic and government website and resources.



Factor	Information and statistics	Summary of growth potential
Industry and industry sub-sectors		
Industry size, profile and statistics		
Employment growth, and projected employment growth		
Main occupations		
Emerging occupations		
Declining occupations		
Skill requirements		
Other		

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Factor	Pressures on the industry	Opportunities for the industry	Summary of viability
Skills shortages			
Workplace flexibility			
Cyclical factors			
Structural factors			
Location factors			
Worker profile			
Quality of jobs			
Organic growth			
New technologies			
Digital disruption			
Other			
Other			

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6.17 U1 AOS2 Assessment Task

AT6 My Career and Education Report - Presentation of career and education goals

Part A: Career Pathways Goals (or AT4, pp.84-85)

1. Summarise your overall career pathways goal, giving reasons.
2. Organise your career pathways goals into different categories.
3. Meet with at least 3 people to get advice and feedback on your career pathway goals.
4. Develop 5 clear action statements to help you to achieve your career pathway goals.

Part B: Industry and Education Investigation (or AT5, pp.104-105)

1. Choose an industry that you are interested in. Research and report on the industry and occupations within that industry.
 - Describe sub-sectors, employment opportunities and examples of firms.
 - Summarise employment trends and growth patterns using statistics and other evidence.
 - Evaluate the potential suitability of the industry for your career pathway.
2. Investigate potential employment opportunities and education and training requirements, within this industry.
 - You must propose an entry-level employment pathway, including education and training.
 - You must also describe another potential pathway into the industry/occupation.
3. Develop career pathways timelines that include various actions you will need to do, and your proposed dates/milestones for meeting those actions.
 - One timeline must be long-term
 - One timeline will be short to mid-term.

Part C: Labour Market Growth Opportunities

You are required to undertake an investigation into the potential impact of various factors on your career pathways choices. You should research labour market information, meet with a Vocational Education or Careers Advisor, and get advice from a person working within an industry.

1. Describe the potential impact of cyclical factors, using evidence.
2. Describe the potential impact of structural factors, using evidence.
3. Describe the potential impact of other factors, using evidence.
4. Describe the potential impact of organic growth factors, using evidence.
5. Evaluate the potential impact of labour market trends on your choices.

Name:		Key dates:		UNIT 1 AOS2	
Tasks - AT6: My Career and Education Report		Must Do?	Due Date	Done	Level
Part A Career Pathways Goals (or AT4)					
1. Summary of my career pathways goal, and the reasons.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Organise my pathways goals into different categories.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Advice and feedback from at least 3 people.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Action to help me achieve your career pathway goals.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Industry and Education Investigation (or AT5)					
1. Identification of sub-sectors, occupations and firms.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Summary of employment patterns and trends.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Evaluation of suitability for me.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Entry-level pathway, training and education available.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Other pathway, training and education available.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Development of long-term timeline.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Development of short to mid-term timeline.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of statistics and evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Labour Market Growth Opportunities					
1. Potential impact of cyclical factors, using evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Potential impact of structural factors, using evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Potential impact of other factors, using evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Potential impact of organic growth factors, using evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Evaluate potential impact of labour market trends.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Undertake research; and meet with appropriate people.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of statistics and evidence.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final report and summaries					
Draft my report and get feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to the class (if required).		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Additional information:					
Signed: _____			Date: _____		

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6.19 Unit Review and Reflection

Unit Review and Reflection

Which Work-Related Skills did I most develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

How have these Work-Related Skills helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have my Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Changing Nature of Work

7

7.01 Unit 2: AOS1 - Introduction.....128	7.15 Responding to Change142
7.03 Changing Nature of Work.....130	7.19 Graduated Assessment146
7.09 Occupational Levels136	7.21 Review and Reflection148
7.13 The Post-Pandemic Age140	

Activities 7: Changing Nature of Work	p.	Due date	Done	Comment
7-9 U2 AOS1: My Requirements	129	<input type="checkbox"/>	<input type="checkbox"/>	
7A Changing nature of work	131	<input type="checkbox"/>	<input type="checkbox"/>	
7B Work environments	133	<input type="checkbox"/>	<input type="checkbox"/>	
7C Changing work arrangements	135	<input type="checkbox"/>	<input type="checkbox"/>	
7D Occupational levels	136	<input type="checkbox"/>	<input type="checkbox"/>	
7E Occupational levels and me	139	<input type="checkbox"/>	<input type="checkbox"/>	
7F The post-pandemic age	140	<input type="checkbox"/>	<input type="checkbox"/>	
7G Responding to change	143	<input type="checkbox"/>	<input type="checkbox"/>	
7H What can I do?	145	<input type="checkbox"/>	<input type="checkbox"/>	
AT1 Responding to Change	146-147	<input type="checkbox"/>	<input type="checkbox"/>	
R7 Review and Reflection	148	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

7.01 Unit 2: AOS1 - Introduction

Unit 2: AOS1 - Skills and capabilities for employment and further education

You will investigate the content of this AOS through the next 3 sections of this resource: **S7: Changing Nature of Work**, **S8: Employability Skills** and **S9: Industry and Work Skills**.

In this first part of Unit 2, you will apply your investigations to industries, occupations, workplaces and vocational settings in which you might be interested. So, you need to identify and explain how these 'classroom' topics relate specifically to the world of work. This includes accessing a broader range of web portals and information sources.

You can support this by completing the relevant activities in your **Work-Related Skills: Applied Vocational Booklet** as well as the AVBs for your other subjects. You should now be able to clearly describe how what you are learning through your **VET** studies applies to your future career. Of course, you should continue to be engaging with **work experience**, **work placement**, **volunteer placements** and even **paid work**.

You should also apply your **Literacy** and **Numeracy** skills to your study of '**Skills and capabilities for employment and further education**'. And as you enhance your **Personal Development** growth, you will naturally develop even more applied skills to **transfer** to work-related situations.

AOS1: Skills and capabilities for employment and further education		S7: Changing Nature of Work
	Changing Nature of Work	130
Industry & employment trends	Vocational placements	Work arrangements
136	Occupational Level	The Post-Pandemic Age
	Responding to Change	140
Dealing with change		Locus of control
AT1: Report - Responding to Change (pp.146-147)		

AOS1: Skills and capabilities for employment and further education		S8: Employability Skills
	Employability Skills	150
Personal	Social	Education
	Community	
	Employability Skills in Action	156
And me	At work	Multiple intelligences
	Core Skills for Work	162
AT2: My Skills Audit (pp.164-165)		

AOS1: Skills and capabilities for employment and further education		S9: Industry and Work Skills
	Industry-Specific Skills	168
Industry-specific skills	Competency-based training	Training packages
	Technical Skills	174
Technical skills	At work	For occupations
	Specialist Skills	178
Specialisations	Specialist employees	Generalist employees
	Technical and Specialist Training	182
	Personal Capabilities	184
Personal aptitudes	Personal capabilities	Growth capabilities
AT3: Industry and Work Skills (pp.190-191)		

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U2 AOS1: My Requirements 7-9

Your teacher will discuss your unit requirements for **U2: AOS1** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

7.03 Changing Nature of Work

Changing nature of work

If there is one thing that you can be sure about the future world of work, it's that it will be very different from that of your parents.

Australian industry has experienced a fundamental shift in the patterns of work over the last 30 years. The structure of society is changing. Society's attitudes towards work are changing. The **labour market** is evolving.

Contemporary workers are expected to be more flexible, to have a greater suite of technological skills, to work safely, and to be prepared to embrace and drive innovation.

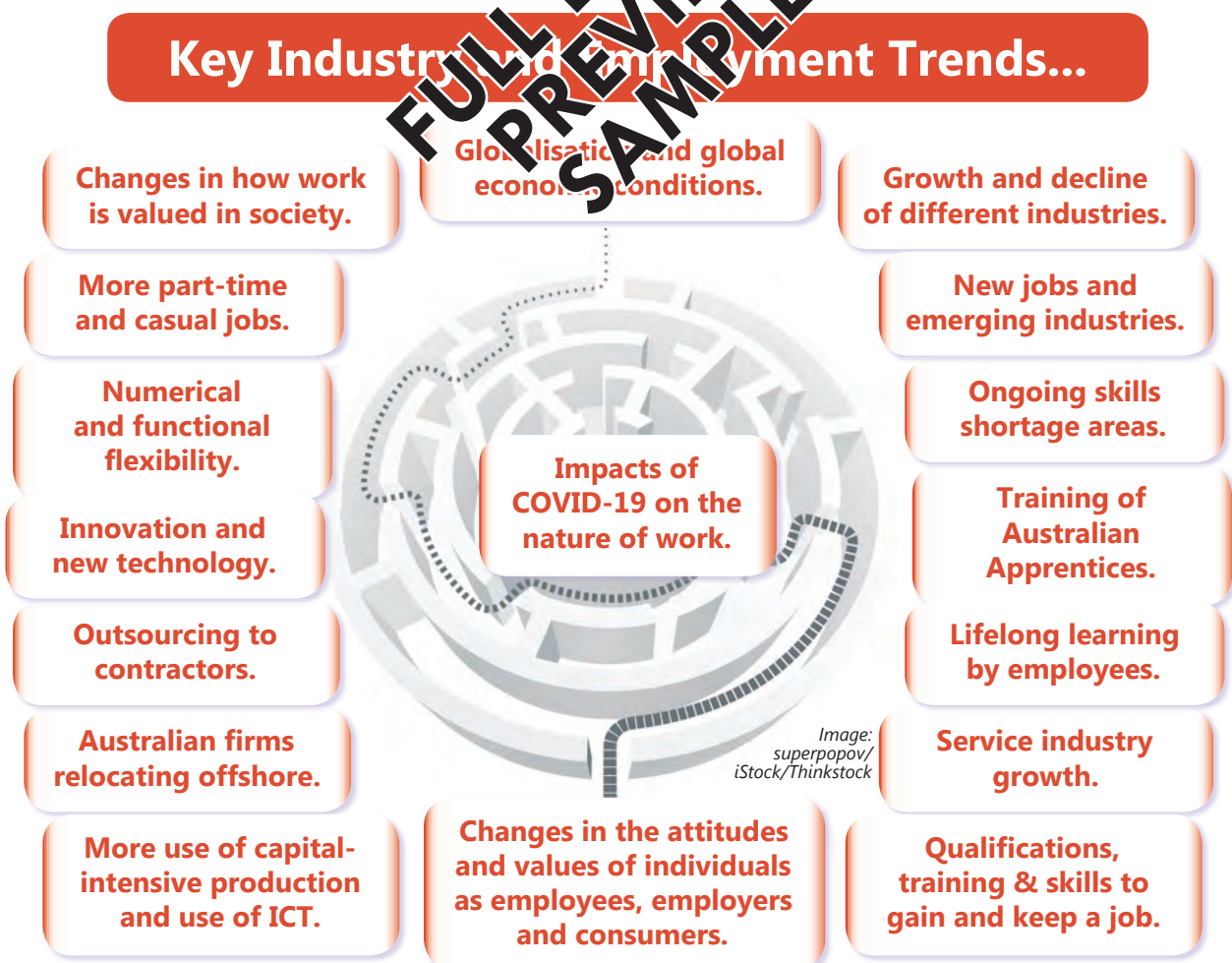
Consider how examples of **flexibility**, **technology**, **safety** and **innovation** have changed the nature of work for workplaces you are familiar with.

Some industries such as hospitality and retail trade, which both employ significant numbers of young people, operate outside traditional work hours. Work availability for these jobs can clash with your personal life making it harder to achieve a positive work/life balance.

Modern work settings expect employees to be more **numerically flexible** by being available to work odd hours and at different times.

They also expect employees to be more **functionally flexible** by being higher-skilled and able to successfully undertake a range of work tasks.

From 2020, we all experienced a necessary structural shift towards even more workplace flexibility. So how has that changed how you might work in the future?



Changing nature of work 7A

As a class, discuss each of these **trends** that are impacting, or have impacted, on the **nature of work**.



1. For each one, explain how it might **impact** on **industries** and **occupations** with which you are familiar. Add 2 more of your own.
2. Describe how each trend might **impact** on **your career pathways opportunities**.

Trend	Impact on an industry/ occupations.	Potential impact on my career pathway.
Replacement of physical and manual labour with technology.		
ICT innovations making some jobs redundant.		
ICT innovations creating new job opportunities.		
Changes in working hours leading to greater workplace flexibility.		
Online digital disruptors altering how services are delivered.		
Increased speed of communication in commerce.		
The impact of ongoing changes in the post-pandemic world of work.		

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7.05 Changing Nature of Work

Change - Types of work environments

As the world of work changes so too do key features of **work environments**.

Traditionally a worker went to work, clocked on, took their place at a static work station and did their work until knock-off time. But things are markedly different now!

Organisations are increasingly using flexible, open plan work environments, supported by ICT and mobile and adaptable equipment.

There has been a huge rise in the use of **virtual workplaces** enabling global connections and helping to promote family-friendly work arrangements, including working from home.

In addition, the growth in **on-site service provision** has led to a growing army of mobile employees who bring their skills, expertise and equipment directly to their clients.

Work environments can generally be classified into four general categories.

Types of Work Environments

1. Traditional work spaces

These fixed workspaces are generally used by larger 'task-orientated' professional and administrative organisations, manufacturers, large retailers and static service providers such as hospitals and schools.



Image:
Felipe Dupouy/
Digital Vision/
Thinkstock

2. Contemporary work spaces

These open plan, and hybrid models, are often preferred by more progressive, flexible and 'people-centred' firms in professional and administrative industries such as marketing and ICT, and people-centred service provision.



3. Virtual workplaces

These are increasingly being used by many different industries to enable people to link and work across geographical boundaries using ICT. Online education, data and information roles and professional services often use telecommuting (working from home).



4. Mobile work environments

These feature in many industries and include on-site service provision (e.g. trades, construction and technical workers), mobile service, sales professionals and transport services; as well as contractors and providers of both domestic and industry support services.



Image:
monkeybusiness
images/iStock/
Thinkstock

1. List examples of **occupations** and **job roles** that would likely use each of the **4 types** of **workplace environments**. Source images to illustrate these.
2. Outline the **advantages** and **disadvantages** of each of these **4 types** of **workplace environments** for:
 - employees
 - employers
 - customers/clients.
3. Describe what **you'd prefer**, and what you **wouldn't prefer**, about each of the **4 types** of **workplaces**.

<p>1. Traditional work spaces</p>	<p>2. Contemporary work spaces</p>
<p>3. Virtual workplaces</p>	<p>4. Mobile work environments</p>

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Applied

Find or create images of each of these types of workplaces (preferably use examples from Australian enterprises).

Why do you think these enterprises would favour this type of work environment?



7.07 Changing Nature of Work

Change - Types of work arrangements

Workplace flexibility is a key force for change impacting on the nature of work, resulting in flexible work arrangements across many industries.

At the most basic level, we can categorise workplace flexibility as being either **numerical flexibility** which refers to **when** an employee performs their tasks; and **functional flexibility** which refers to **what** an employee actually does when performing those tasks.

A key element of this flexibility is the type of **work arrangement** used to engage employees. More and more workers might be employed under part-time, casual, contracting, sub-contracting, outsourcing, rotating roster, tele-commuting, job-sharing, flexi-time, FIFO and DIDO, and other work arrangements.

For example, in the Accommodation and Food Services Industry, employees are expected to work varied hours on different days. So, working this rotating roster is an example of numerical flexibility. In addition, an employee that is trained for a variety of responsibilities such as front-of-house, operations, catering and other hospitality functions is a more functionally flexible employee.

As you develop your career you will be increasingly expected to become both numerically flexible (when you are available to work) and functionally flexible (what you can do at work).

Many workers 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**.

 The future world of work requires you to be more **flexible**. And the 2020s has seen the greatest need ever for true numerical and functional flexibility. Why is that?

Numerical flexibility

Numerical flexibility refers to 'when' an employee carries out their tasks. Numerical flexibility is concerned with flexible workplace arrangements including:

- ⇒ hours of work
- ⇒ weekend work
- ⇒ holiday work
- ⇒ varied start and finish times
- ⇒ overtime
- ⇒ rotating rosters
- ⇒ broken or split shifts
- ⇒ duration of shifts
- ⇒ FIFO and DIDO
- ⇒ part-time arrangements
- ⇒ casual working arrangements
- ⇒ virtual working arrangements
- ⇒ on-call arrangements
- ⇒ contract and sub-contracting arrangements.

Functional flexibility

Functional flexibility refers to the skills and competencies that employees possess to effectively do their work tasks. Functional flexibility involves:

- ⇒ multi-skilling employees to perform a variety of tasks
- ⇒ job rotation of employees through different job roles and departments
- ⇒ tele-commuting to allow employees to work from home
- ⇒ job redesign and redeployment to increase the complexity of an employee's role
- ⇒ training employees to be higher-skilled workers
- ⇒ organising work practices to have employees operating in teams
- ⇒ increasing employee responsibility through job enrichment.

Changing work arrangements 7C

The changing nature of Australian workplaces and industry has resulted in **changing employment patterns** including:

- a. reduced full-time employment growth, with **greater part-time employment** growth
- b. more emphasis on **casualisation** using on-call, non-permanent, **flexible** employees
- c. increased use of workers as **individual sub-contractors** (rather than employees) in **new economy** firms.

How might each of these trends **impact** on **your future career** pathway?

Reduced full-time employment growth, with greater part-time employment growth.

Advantages	Disadvantages

More emphasis on casualisation.

Advantages	Disadvantages

Use of workers as individual sub-contractors.

Advantages	Disadvantages

Discussion

As at August 2021, there were almost 2.4 million casual employees in Australia representing 22.5% of all employees. So 1 in 5 workers are casuals. You can visit www.abs.gov.au and try to source current statistics (it's not likely to move much).



7.09 Occupational Levels

Occupational levels

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

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

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

The proportion of workers classified as managers, as professionals, and as community and personal service workers, has grown due to the ongoing shift towards more service industry employment. The proportion of workers employed as machinery operators and drivers, and as labourers, has naturally fallen.

Entry to Occupational Levels

Managers (13% of workers Aug '22)¹

- ⇒ Usually requires completion of higher-level TAFE or university qualifications; as well as extensive industry-related experience.
- ⇒ Includes management-level occupations across all industries such as retail manager, ICT manager, finance manager, restaurant manager, child-care manager and many others.



Professionals (26%)¹

- ⇒ Usually require completion of a university degree(s); or even higher, post-graduate studies.
- ⇒ Includes occupations such as accountants, lawyers, architects, doctors, health professionals, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- ⇒ These workers will need ongoing professional learning.

¹ Source: ABS Labour Force, Detailed, August 2022, four-quarter averages.

Technicians and trades workers (14%)¹

- ⇒ Technicians in ICT, engineering, construction and other industries may need to complete higher TAFE qualifications beyond certificate 3 level, (e.g. diplomas) and work in support roles alongside professionals and managers.
- ⇒ Tradespersons require the completion of a competency-based Australian Apprenticeship normally lasting 3.5 to 4 years. These combine extensive formal on-the-job and off-the-job training.
- ⇒ Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.



Community and personal service workers (11%)¹

- ⇒ Usually requires completion of higher TAFE qualifications above certificate 3 level.
- ⇒ These are often specialised service occupations that support professionals and managers. e.g. Enrolled nurses, carers or waitstaff work in roles to support higher occupational levels.
- ⇒ Many hospitality and community service jobs can be entered by undertaking an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months.



Image: Dean Mitchell/iStock/Thinkstock

Clerical and administrative workers (13%)¹

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



Image: Pixland/Pixland/Thinkstock

Sales workers (8%)¹

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



Image: Cornstock/Stockbyte/Thinkstock

Machinery operators & drivers (6%)¹

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



Labourers (9%)¹

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

7.11 Occupational Levels

7D Occupational levels

1. Consider the occupations below. **Classify** each according to 1 of the 8 **occupational levels** from pp.136-137.
2. Find out the minimum **entry-level qualifications** and/or **skills** required for each.
3. Also describe the **requirements** needed to be accepted into any **required TAFE training** or **tertiary** study, for that occupation.
4. Add and research 2 occupations of your own that you are interested in pursuing. You could use the **My Future, Labour Market Insights** and the **VTAC** or (equivalent) guide.



Entry occupation	Occupational level	Entry requirements	Tertiary/training requirements
e.g. primary teacher	professional	4-year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.
carpenter			
fast food cook			
child-care worker			
vet nurse			
barista			

5. Identify the most **common skills** needed by workers in each **occupation level**.

Managers	Professionals
Technicians and trades workers	Community and personal service workers
Clerical and administrative workers	Sales workers
Machinery operators & drivers	Labourers

Occupational levels and me 7E

Choose 2 of the **occupational levels** that most **relate to you**.
 (For example, one might be for a casual job, and the other might be for a career pathways occupation you are aiming for.)



1. Complete the following **summaries** for each occupational level.

Occupational level:		Occupational level:	
	% of workers:		% of workers:
What are the usual qualifications required?	Name:	What are the usual qualifications required?	Name:
Traineeship available?	Name:	Traineeship available?	Name:
Apprenticeship available?	Name:	Apprenticeship available?	Name:
Types of occupations at this level?		Types of occupations at this level?	
Occupations that might suit me?		Occupations that might suit me?	
Higher-level opportunities available?		Higher-level opportunities available?	
Other important information?		Other important information?	

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2. Create a **pie chart** or **bar graph** to show the relative **percentages** for each of the **8 occupation levels**.

3. What do you think **might happen** to the **percentages** for each occupation level over the **next 10-25 years**? Why so?

7.13 The Post-Pandemic Age

Change

“Welcome young entry-level job-seekers to the world of work in the 2020s. Some things will never be the same again!”

This decade has seen momentous change in the world of work. Ongoing change was already occurring due to the evolution of **digital technologies**, and the impact of ‘**digital disruptors**’ on traditional ways of working. Added to this were enhanced **global trading** opportunities for large corporations, and even for smaller ‘bespoke’ traders.

The structure of industry was evolving, with fewer people required for job roles in primary and secondary industries such as agriculture, mining and manufacturing, driven by a shift towards more **capital-intensive** ways of operating.

Employment was surging in professional, administrative and other more highly-qualified ‘**white-collar**’ roles, as well as for **skilled workers** in construction, trades and technical support roles. And of course, demand for workers in **human services** such as education, medical, care and support, and in personal services, continued to climb.

Post-pandemic world of work

However, society, and by extension, industry, was being turned upside down due to the global **COVID-19 pandemic**. We saw global, regional and local **lockdowns** shutting all non-essential industry production. International and interstate **border closures** decimated industry sectors such as international tourism and education for international students. Arts and recreation enterprises and performers that were reliant on having a paid audience suffered greatly. And of course, in-house hospitality operators faced ongoing **restrictions** and **closures**.

Society’s emphasis on what was the most vital of people shifted to essential retail workers (many of them younger workers), transport and distribution, local manufacturing (especially food and those vital toilet paper manufacturers), cleaners, health-care workers, teachers, community support workers, and other people-centred jobs.

Highly fancied ‘star’ roles such as international tennis players, social media wellness influencers, Hollywood megastars, long-haul pilots, and global musical sensations, suddenly seemed to be less important, as people struggled through with the very real prospect of little, or no work.

And it is important to remember that even though the pandemic might now have seemingly passed, some of the changes necessitated by the acute phases of COVID-19 lockdowns, and the ongoing changes to the world of work thereafter, are here to stay. And you will emerge into a world of work where these changes are cemented-in, with little, or no real prospect, of going back to how things were before.

If things have changed for you and others, forever, as a ‘**consumer**’; then things will necessarily be different for you and others, as a **worker**.

👤 So, how do you think your future career will be impacted? And are those changes already now in place?

Image: teamtime/depositphotos.com

It’s all contactless now. I can’t remember the last time I got a tip!



The post-pandemic age 7F

Use the table headings to analyse the **impact** of each of these work trends brought about, or accelerated by, the COVID-19 pandemic, and changes in the **post-pandemic world of work**. Do any of these no longer apply? Add 2 more.



Change	How are workers affected?	Impact on you?	Are changes ongoing?
Decline in the use of cash as a payment method.			
Increase in buy-now, pay-later apps.			
Growth in online retail shopping.			
Changed venue density limits and hygiene requirements.			
Switch to app-based food delivery and transport services.			
Growth in working from home for information and data workers.			
Closure of international borders.			
Closures of interstate borders; and intrastate travel restrictions.			
Lack of backpackers, skilled migrants and imported seasonal workers.			

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7.15 Responding to Change

Dealing with change

Even at this early stage of your career pathways development, you need to think about how the changing nature of work might impact on you. By anticipating potential changes, you are taking a more **proactive** response to your own future success, thereby strengthening your **locus of control**.

Being proactive helps you to become more **flexible** and **adaptable**. You become better equipped to respond to labour market **pressures** and **opportunities** that might occur locally, or broadly, in the world of work.

This means you can plan better, have back-up strategies, and be able to anticipate how you might need to grow your skills-sets to be more employable as the nature of work continues to evolve.

Image: iordani/
depositphotos.com



🧠 As a class, start by discussing the key points below. How might these impact on your future career pathways?

Impact of change on - What you might do.

Consider:

- ⇒ changing labour market
- ⇒ changing nature of industries
- ⇒ industry growth and decline
- ⇒ growth and decline in types of jobs
- ⇒ emergence of new jobs
- ⇒ organic economic growth
- ⇒ growth in 'green' industries and jobs
- ⇒ need for higher qualifications
- ⇒ evolving training needs
- ⇒ changes in regional opportunities
- ⇒ career life cycle and growth.

Impact of change on - How you might do work.

Consider:

- ⇒ functional flexibility
- ⇒ multi-skilling
- ⇒ different job roles
- ⇒ new job roles
- ⇒ evolving training needs
- ⇒ emphasis on WHS/OHS
- ⇒ environmentally-sustainable work
- ⇒ more technical innovation
- ⇒ different worksite locations
- ⇒ working from home
- ⇒ being a sub-contractor.

Impact of change on - When you might work.

Consider:

- ⇒ numerical flexibility
- ⇒ hours of operation
- ⇒ expected work hours
- ⇒ part-time work
- ⇒ casualisation
- ⇒ operating as a sub-contractor
- ⇒ being on-call
- ⇒ managing a portfolio career
- ⇒ seasonal work
- ⇒ global work (and time zones).

Impact of change on - What and who you might use.

Consider:

- ⇒ industry-specific skills
- ⇒ technical skills
- ⇒ people and interpersonal skills
- ⇒ new technologies
- ⇒ communication devices
- ⇒ digital innovation
- ⇒ more teamwork and collaboration
- ⇒ more outsourcing
- ⇒ support, advice and training
- ⇒ networks and mentors.

Responding to Change 7G

1. In pairs discuss these case studies. What **advice** would you give each person about how to **better deal** with **changes** in the nature of work.



Frenze wants to get an apprenticeship in carpentry. But all the local tradies he asked are too busy and say they couldn't spare the time to train a worker.

Jani wanted to get a casual job as a pizza delivery driver on an e-bike. But the big player in town only puts workers on as sub-contractors.

2. Predict how **potential changes** in the nature of work might **impact** on **your** future **career**. What can you do to help prepare for these?

<p>What you might see</p> <ul style="list-style-type: none"> - industry growth and decline - emergence of new jobs - need for higher qualifications 	<p>How you might do work.</p> <ul style="list-style-type: none"> - multi-skilling - new job roles - more technical innovation
<p>When you might work.</p> <ul style="list-style-type: none"> - casualisation - operating as a sub-contractor - global work 	<p>What and who you might use.</p> <ul style="list-style-type: none"> - industry-specific skills - people and interpersonal skills - digital innovation

Interview



Make an appointment with your Careers Advisor, or interview a manager or senior worker in an industry in which you are interested.

Ask about, and discuss, potential future changes that might impact on that industry. What advice did they give you, and what actions do they recommend you take?

7.17 Responding to Change

What can you do?

It is important to realise that you cannot change big-picture trends that are impacting on the nature of work. You have no control over these.

But you do have control over how you respond to these trends.

It is your future **career pathway**. So, whatever you do to enhance your pathways options is within your **locus of control**.

And it is also important to emphasise that the actions that you take, might, or might not, be suitable for another job-seeker. Different responses will be needed depending on:

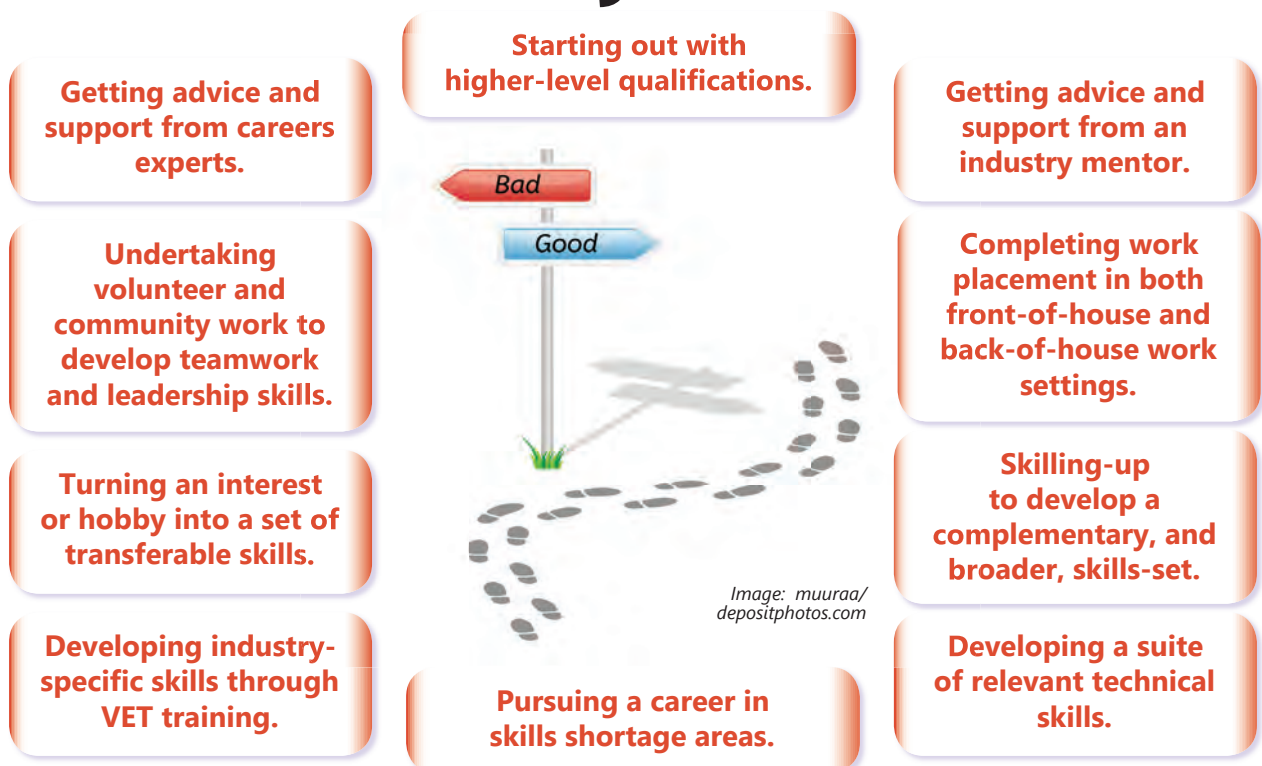
- ⇒ your pathways goals
- ⇒ your interests and values
- ⇒ your interpersonal skills
- ⇒ your employability skills
- ⇒ your industry-specific skills
- ⇒ your technical skills
- ⇒ your qualifications
- ⇒ your experience, and
- ⇒ even where you live.

However, we can summarise key actions that young job-seekers can take to enhance their career prospects and to become more employable in response to the changing nature of work.

“In the end, it’s up to me!”

Image: HASLOO/ depositphotos.com

Locus of Control: Changing Nature of Work



What can I do? 7H

1. Explain the meaning of **locus of control**.

2. Consider the responses to the changing nature of work on p.144.

a. Describe how **you** have already **undertaken** 3 of these **responses**. What have **been** the **outcomes** so far of your actions?

b. Describe **3 more** of these responses that you are **working towards this year**. What do you **hope** to be the **outcomes** of your actions?

c. Explain **3 further** responses that you should do to enhance your **future career prospects**. What **advice** and **support** can you get to help you achieve these?



My responses to the changing nature of work		
So far, I have responded with these 3 actions.	1.	Outcome?
	2.	Outcome?
	3.	Outcome?
Over the course of this year, I am aiming to finalise these 3 actions.	4.	Potential outcome?
	5.	Potential outcome?
	6.	Potential outcome?
These are another 3 responses I will still need to put into action.	7.	Advice & support?
	8.	Advice & support?
	9.	Advice & support?

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7.19 Graduated Assessment

AT1 Responding to Change - Skills and capabilities for employment and further education

Overview:

For this assessment task you are required to create a concise **presentation** to:

- describe **key factors influencing** the **changing nature of work**,
- predict how these **changes** might **impact** on an **industry** in which you are interested,
- outline key **actions** and **strategies** that you can do to help **prepare** for and **deal with** these **changes**.

Format:

Your teacher will discuss a suitable format for this presentation. However, you should include a digital component, as well as a written or an oral component.

For example, you might make a **video** showing how change is impacting on an industry, with you providing a commentary about what changes are happening, and also how you could respond to these changes for your future career.

Or you might conduct an **interview** with a service worker or manager from an industry, and with their permission show it to the class. Then you would invite questions and feedback from the class.

You could also consider creating a photo or **video log** documenting changes in an industry, with annotations explaining key points of information and links.



Focus questions:

Use these to guide your research and task completion. Your teacher will work with you to identify which questions you should use for your research and presentation.

- What factors are causing the nature of work to change - generally?
- What changes are happening in 'my' industry?
- Why are these changes happening in 'my' industry?
- How are workplaces in 'my' industry responding to these changes?
- How are the changes impacting on 'what' workers do?
- How are the changes impacting on 'how' workers do their work?
- How are the changes impacting on 'when' workers work?
- How are the changes impacting on 'what' workers use to do their work?
- What is the potential impact on me?
- What can I do to deal with these potential changes?
- Where can I get advice and support?
- How 'bright' does my future career pathway 'look'?

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 2 AOS1	
Tasks - AT1: Responding to Change		Must Do?	Due Date	Done	Level
Part A: Changing nature of work.					
1. Identification of key factors generally.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Impact of key factors generally.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part B: Impact of changes on an industry.					
1. Key factors impacting on my industry.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. The impact of key factors on my industry.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3. Describe the changes happening in my industry.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Changes in what workers have to do.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
5. Changes in how workers have to work.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
6. Changes in when workers need to work.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
7. Changes in what workers use to do their work.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part C: Actions and strategies I can take.					
1. Describe the potential impact on me.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Discuss actions I should take.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3. Summarise advice and support I will need.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Evaluation of my potential pathway.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Appropriate use of resources, including digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Create my presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒	Submit my final 'report'. and/or	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Present or report to the class.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

7.21 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Employability Skills

8

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8.06 Employability Skills - Community.155	

Activities 8: Employability Skills	p.	Due date	Done	Comment
8A My employability skills	151		<input type="checkbox"/>	
8B Employment skills - Personal experiences	152		<input type="checkbox"/>	
8C Employment skills - Social & recreational	153		<input type="checkbox"/>	
8D Employment skills - Education	154		<input type="checkbox"/>	
8E Employment skills - Community/Volunteer	155		<input type="checkbox"/>	
8F Employment skills and me	157		<input type="checkbox"/>	
8G Employment skills at work	158 159		<input type="checkbox"/>	
8H Multiple intelligences	160		<input type="checkbox"/>	
8I Applying employability skills	161		<input type="checkbox"/>	
8J Core Skills for Work	163		<input type="checkbox"/>	
AT2 My Skills Audit	164- 165		<input type="checkbox"/>	
R8 Review and Reflection	166		<input type="checkbox"/>	

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Comments:

8.01 Employability Skills

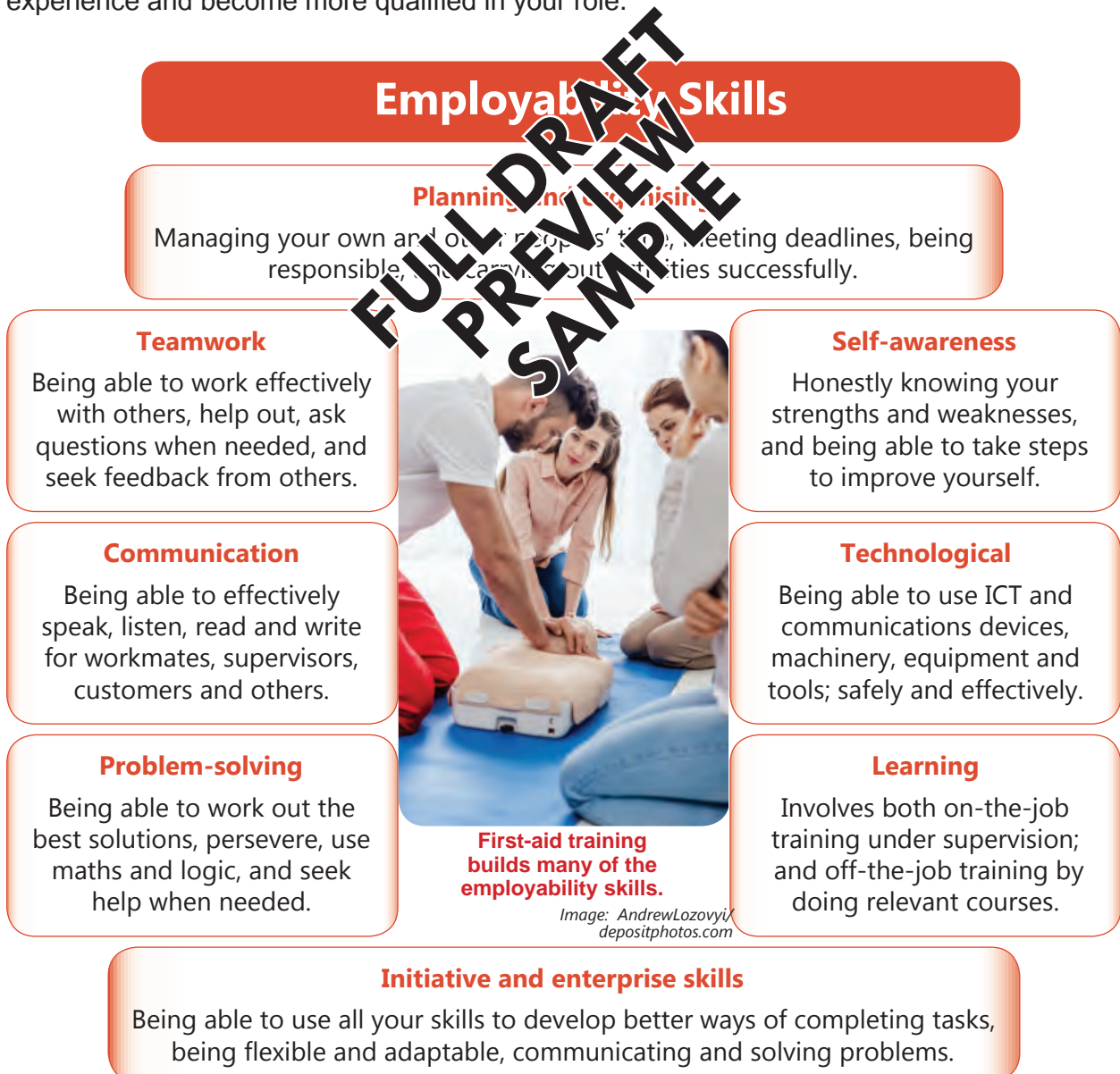
Employability skills

The contemporary world of work requires you to demonstrate a range of employability skills. **Employability skills** are a set of 8 **generic** or general skills that you develop and apply through work, education and training; and at times through your personal life experiences.

Employability skills are the end-product of your personality, abilities, attitudes, training, life experiences and your work experiences. It is expected that every worker will be able to demonstrate and apply each of these eight skills in various work-related situations. Given this, these eight employability skills can be **transferred** to a wide range of work-related situations, occupations and industry settings.

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

It is also important to note that when applying these employability skills in work-related situations, many skills will naturally **crossover** with one another. This means that you might demonstrate two, three or even more skills **simultaneously**, especially when you gain experience and become more qualified in your role.



My employability skills 8A

1. Complete the table, by describing examples of **your strengths** in each of the 8 **employability skills** areas.
2. Identify at least 1 **area of improvement** you need to undertake in each of the 8 **employability skills** areas.

Employability skills	Examples of my strengths:	However, I still need to improve:
Examples e.g. Learning	<ul style="list-style-type: none"> - At home I have taught myself to touch-type by chatting online. - I have completed a certificate in basic first-aid and CPR. 	I still really need to get my driving hours up for my 'Ls', I've only done 20 hours so far.
Communication		
Teamwork		
Problem-solving		
Planning and Organising		
Self-awareness		
Learning		
Technological		
Initiative and Enterprise Skills		

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8.03 Employability Skills - Personal

Personal experiences and settings

Although employability skills relate generally to people’s competence in work-related situations, we can also build our employability skills in day-to-day personal situations.

People have to develop and apply skills to manage their lives. These might include:

- ⇒ balancing their personal, educational and working commitments (**planning and organising**)
- ⇒ helping family members do household tasks (**teamwork**)
- ⇒ making choices so that a limited budget can stretch further (**problem-solving**)
- ⇒ working out how to best use smart devices and apps (**technological**)
- ⇒ maintaining positive interpersonal relationships with family, friends and loved ones (**communication**).


So the key to improving your future skills-sets, is to think about how the day-to-day tasks that you naturally do can be **transferred** to work-related situations. Sometimes it is better to do this by considering how you develop and use more than one employability skill at the same time (simultaneously).

Are you a whiz in the kitchen? Well that takes planning and organising, learning, and applying technological skills.

Are you good at babysitting and looking after other family members? Well you’re using communication, self-awareness and problem-solving skills.

Are you good at fixing things around the house? Well that must have come from learning, technological knowledge and a successful use of initiative and enterprise skills.

Now have a think about how each of those skills-sets: cooking, babysitting and fixing things, might help open up career opportunities.

 You get the idea. So, what are you good at in your personal life, that might just help you in your future career?

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Image: Jaimie D. Travis/
Photos.com

Looking after young children also shows responsibility, empathy, patience and communication.

8B Employment skills - Personal experiences

Describe an example of how you developed and/or applied each **employability skill** in your own **personal** experiences.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

Social and recreational experiences and settings

As humans we all need to have social interaction. We also enjoy many different recreational activities, sports, hobbies and other interests. As a result, we also build employability skills when undertaking social or recreational activities.

You naturally put a lot of time, energy and **passion** into getting the most from your social and recreational lives, as these activities are generally the things you really like doing.

The positive work-related benefit is that you will also build your **employability skills** when following your interests and passions - **organically** - without even thinking about it. You can then **transfer** the skills you build to **work-related situations**.

Do you play team sports? That builds teamwork, communication and self-awareness.

Do you enjoy nature, hiking, gardening, fishing or other outdoor activities? These build natural learning skills, planning and organising, and can involve initiative and enterprise skills.

Do you have a creative hobby such as art, crafts, cooking, designing, woodworking or even writing? Well that requires learning, problem-solving, and often technological skills.

Don't forget about the importance of **communicating effectively** with others through your **social interactions**, either face-to-face, online, through shared participation in sports, recreation or hobbies, or even helping friends and family to deal with issues they might find overwhelming in their lives.

So how might your social and recreational involvement and experiences help you to develop **transferable employability skills** to create career opportunities?

Having fun often makes it easier to learn and develop skills that can be put to good use.

Image: monkeybusiness/
Depositphotos.com



Employment skills - Social & recreational 8C

Describe an example of how you developed and/or applied each **employability skill** in your own **social and recreational** experiences.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

8.05 Employability Skills - Education

Educational experiences and settings

Education and training play a vital role in skilling-up people. Therefore, your educational and training experiences are very effective ways for you to develop and apply your suite of employability skills.

Training, such as VET, TAFE and short courses, is generally aimed at developing specific skills-sets in trainees. This helps a trainee to become better skilled and more job ready.

Education, such as school education, is not just about skills-development. School education helps build **communication**, **teamwork**, **problem-solving** and **decision-making** skills. School education also can enhance a learner's **interpersonal** and **intrapersonal skills**. The development of these skills assists a learner to become more **self-aware** and to be more **enterprising**.

Most importantly, school education can help enable a student to, **learn to learn**. This means that the student can show more **initiative** in their personal, social and work life, and embark on a journey of **re-skilling**, and **upskilling** throughout their career as part of **lifelong learning**.

So consider how you have, and can further, develop and apply your own employability skills in these education and training settings.

- ⇒ School literacy and numeracy subjects and activities.
- ⇒ School personal development subjects and activities.
- ⇒ School-based work-related vocational subject and activities.
- ⇒ VET courses
- ⇒ TAFE courses
- ⇒ School-based Australian Vocational Certificate 3
- ⇒ Short courses
- ⇒ Online tutorials
- ⇒ Work-related employee training, delivered both on-the-job, and off-the job.

Image: monkeybusiness/
depositphotos.com



8D Employment skills - Education

Describe an example of how you developed and/or applied each **employability skill** in your own **educational** experiences.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

Community/volunteer experiences and settings

One of the most effective ways to develop employability skills is by working as a **volunteer** in community settings.

This is especially useful for young people who may not have much, or any, paid work experiences to list on their résumé, or talk about in a job interview situation.

Volunteering and community work creates triple benefits - essentially a **win:win:win** situation. The organisation wins because you are supplying your **time, labour, skills**, and **expertise** for free to help the enterprise deliver its community service.

For example, many local sporting organisations are fully run by volunteers - from the coaches, to people running the canteen, right down to the person who sweeps the changerooms. The volunteers win because they get to enjoy the **support, services** and **benefits** of the community organisation.

As another example, a local charity meals provider is able to provide wholesome and regular meals to low-income and struggling community members - at no cost to the people. Your labour helps the community enterprise manage its own costs, as there is no way they could afford to have paid staff and still provide free meals.

The final win is for you. You get **training, supervision, skills-development**; and in some cases, real **qualifications** to help boost your suite of employability skills. This will make you more **employable**.

For example, if you volunteer at a local animal rescue or shelter you are likely to do a variety of tasks, from cleaning, maintenance, feeding, right through to care-giving and even admin support. You will consistently develop and apply your employability skills, you build day-to-day on-the-job skills. You also develop a network of contacts that can help you in the future.

And once again, you will naturally **transfer** the employability skills you develop to many work-related situations.



Image: Wavebreak Media LTD/
depositphotos.com

Employment skills - Community/Volunteer 8E

Describe an example of how you developed and/or applied each **employability skill** in your own **community and volunteer** experiences.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

8.07 Employability Skills in Action

8F Employability skills and me

This activity requires you to think more deeply about how each of the 8 **employability skills** is developed and applied in **non-work activities**.

1. Complete the tables by describing how **you** could **develop** and **apply** each of the **8 employability skills** in your **personal** (non-work) life.
2. Add 1 of your own examples to each employability skill.
3. Collect or create **4 images** that show you, or someone else, demonstrating **employability skills** in their **non-work life**. Remember, employability skills do natural crossover one another.

Name:	
Planning & organising	
i. Managing own time	ii. Managing others' time
iii. Using a diary/planner	iv. Prioritising tasks
v. Maintaining work/life balance	vi.
Self-awareness	
i. Developing intrapersonal skills	ii. Understanding responsibilities
iii. Understanding strengths	iv. Overcoming weaknesses
v. Developing emotional intelligence	vi.
Teamwork	
i. Working with colleagues and team members	ii. Working with managers
iii. Creating synergy	iv. Participating in group activities
v. Participating in team activities	vi.

Communication	
i. Face-to-face	ii. Via email
iii. With colleagues/team members	iv. Digital and/or using PMs/DMs
v. Cross-cultural skills	vi.
Technological	
i. Using tool or utensils	ii. Using powered tools or equipment
iii. Using machinery	iv. Applied use of digital devices
v. Following safe operating procedures	vi.
Problem-solving	
i. Taking responsibility	ii. Asking questions
iii. Using instructions/video tutorials	iv. Assessing quality
v. Overcoming a communication breakdown	vi.
Learning	
i. Literacy and numeracy training	ii. VET and vocational training
iii. Specific skills development	iv. Technical skills development
v. Personal skills growth & development	vi.
Initiative & enterprise skills	
i. Showing initiative	ii. Being flexible
iii. Applying personal skills	iv. Applying business skills
v. Being creative	vi.

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8.09 Employability Skills in Action

8G Employability skills at work

This activity requires you to think more deeply about how each of the 8 **employability skills** is developed and applied in **work-related activities**.

1. Choose an **industry** that you are interested in. Describe how **you** could **develop** and **apply** each of the **8 employability skills** in your **work life**.
2. Add 1 of your own examples to each employability skill.
3. Collect or create **4 images** that show you, or someone else **demonstrating employability skills** in their **work-related life**. Remember, employability skills do natural crossover one another.

Industry:	
Planning & organising	
i. Managing own time	ii. Managing others' time
iii. Using a diary/planner	iv. Prioritising tasks
v. Maintaining work/life balance	vi.
Self-awareness	
i. Developing intrapersonal skills	ii. Understanding responsibilities
iii. Understanding strengths	iv. Overcoming weaknesses
v. Developing emotional intelligence	vi.
Teamwork	
i. Working with colleagues and team members	ii. Working with managers
iii. Creating synergy	iv. Participating in group activities
v. Participating in team activities	vi.

Communication	
i. Face-to-face	ii. Via email
iii. With colleagues/team members	iv. Digital and/or using PMs/DMs
v. Cross-cultural skills	vi.
Technological	
i. Using tool or utensils	ii. Using powered tools or equipment
iii. Using machinery	iv. Applied use of digital devices
v. Following safe operating procedures	vi.
Problem-solving	
i. Taking responsibility	ii. Asking questions
iii. Using instructions/video tutorials	iv. Assessing quality
v. Overcoming a communication breakdown	vi.
Learning	
i. Literacy and numeracy training	ii. VET and vocational training
iii. Specific skills development	iv. Technical skills development
v. Personal skills growth & development	vi.
Initiative & enterprise skills	
i. Showing initiative	ii. Being flexible
iii. Applying personal skills	iv. Applying business skills
v. Being creative	vi.

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8.11 Employability Skills in Action

Multiple intelligences

The capabilities, attributes, skills and ultimately the competencies you develop are strongly influenced by your varied multiple intelligences. Harvard University professor Howard Gardner is recognised as the developer of these eight ‘**multiple intelligences**’.

You should consider that different people are likely to have different levels of intelligence in each of these eight categories. You should also understand that you are likely to have a combination of different co-related intelligences. These intelligences will strongly influence the type of tasks, work environments, jobs and industry settings you might be suited to.

 So which of these multiple intelligences sound more like you?

Multiple Intelligences

Bodily-Kinesthetic

Ease and skill in performing physical tasks and activities.

Interpersonal

Ability to understand and to deal effectively with others.

Intrapersonal

Ability to understand oneself, be self-aware and self-managing.

Logical-Mathematical

Ability to use reasoning, logic & maths techniques.

Musical-Rhythmic

Understanding music, tonal, rhythmic and aural patterns and pitches.

Naturalistic

Adapting to situations related to your own and external environments.

Verbal-Linguistic

Understanding through reading, writing, speaking and listening.

Visual-Spatial

Seeing images, shapes and patterns, and mentally processing them.




Image: AYakovlev/iStock/Thinkstock.com

8H Multiple intelligences

Identify 3 **multiple intelligences** that you believe might be your **strongest**, and 3 that you are **weakest** in. Briefly explain why, using examples.

S1	S1	S3
W1	W2	W3

8.13 Core Skills for Work

Core Skills for Work

The eight employability skills is an important set of skills used in many work-related situations and learning programs. However, as the contemporary world of work evolves, we have seen the emergence of newer skills-sets classifications that describe important work-related skills with a slightly different focus.

The *Core Skills for Work Development Framework* created a set of 10 **Core Skills for Work** considered important for contemporary workers. Some learning, workplace and industry stakeholders prefer to use this newer Core Skills for Work set as a focus for career and skills development (rather than employability skills). The set of Core Skills for Work is organised into three clusters.

The first two skills are part of *Cluster 1: Navigate the world of work*. These relate to building and developing a career by maintaining **work/life balance**; and through an understanding of the **roles, rights** and **responsibilities** of a **worker**.

Cluster 2: Interact with others, focuses on generic **interpersonal skills** that all workers are expected to demonstrate and develop in work-related situations.

Cluster 3: Get the work done, involves day-to-day **work-related skills** that are essential for all workers in the contemporary world of work.

Many of these 10 core skills are similar to, or even cross over with, employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

🧠 So how do you think these 10 Core Skills for Work relate to your own situation?

Core Skills for Work

Cluster 1 - Navigate the world of work

- Manage career and work life.
- Work with roles, rights and protocols.

Cluster 2 - Interact with others

- Communicate for work.
- Connect and work with others.
- Recognise and utilise diverse perspectives.

Cluster 3 - Get the work done

- Plan and organise.
- Make decisions.
- Identify and solve problems.
- Create and innovate.
- Work in a digital world.

Image: IgorTishenko/Depositphotos.com

Image: monkeybusiness/Depositphotos.com

Complete the table by explaining how **you** have **shown**, or **developed**, the 10 **Core Skills for Work** in each of these 3 settings.

- **Personal/Social:** Through helping others, hobbies, sports, interests, etc..
- **School:** Through doing assignments, projects, assessment tasks, training, etc..
- **Workplace:** Through employment, volunteering, work experience/placement, etc..

Core Skills for Work	Personal/Social settings	School settings	Workplace settings
Examples	e.g. Manage career and work life. I have to juggle sport, school and leisure with my job by....	e.g. Plan and organise. For VCE: VM we have to plan an integrated PDS/Literacy activity that involves...	e.g. Connect and work with others. In my work placement I have to take direction from my boss by....
Manage career and work life.			
Work with roles, rights and protocols.			
Communicate for work.			
Connect and work with others.			
Recognise and utilise diverse perspectives.			
Plan and organise.			
Make decisions.			
Identify and solve problems.			
Create and innovate.			
Work in a digital world.			

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8.15 Graduated Assessment

AT2 My Skills Audit - Skills and capabilities for employment and further education

Required:


For this assessment task, you are required to undertake a self-audit to identify your employability skills, and the suitability of these for an industry of your choice.

- Briefly describe at least 25 personal skills, attributes, capabilities, and specific qualifications (if appropriate), that you currently have. Write these as concise statements. e.g.
 - ⇒ Fluently read and write in Dinka.
 - ⇒ Assemble a desktop computer using hardware components.
 - ⇒ Drive a manual car.
 - ⇒ Qualified at Level 1 first-aid including CPR.
 - ⇒ Operate a commercial coffee machine.
 - ⇒ Safely use pallet jacks.
- Create a table that has sections for each of the 8 employability skills. **Match** each of **your skills**, attributes, capabilities and specific qualifications, to 1 or more of the 8 **employability skills**.
- Assess **your** current level of **proficiency** for each of the 8 **employability skills**.
 - ⇒ **Rank** yourself for the 8 employability skills.
 - ⇒ Create a summary **statement** that describes your performance for **each** of the 8 **employability skills**.
- Choose an **industry**. Based on your skills audit and rankings, explain how **job ready** you might be for occupations and work tasks within that industry. Justify this, by using **examples** that match your skills to what workers in that industry might have to do when working.
- Answer the following questions, as relevant to you.
 - Why am I suited to this industry?
 - Why is this industry suited to me?
 - Why might I not be suited to this industry?
 - Why might this industry not be suitable for me?
- Answer each of these questions.
 - What other industry might I be suited to, and why?
 - How can I make use of my stronger employability skills areas?
 - How can I improve my under-developed employability skills areas?
 - What actions do I need to do next?

Format:



Activities 1-3 must be in text form. However, your teacher might have you respond to activities 4-6 in an interview with them. They'll instruct the class as to this.

Name:		Key dates:		UNIT 2 AOS1	
Tasks - AT2: My Skills Audit		Must Do?	Due Date	Done	Level
Undertake my Skills Audit					
1.	Describe my personal skills and attributes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Describe my capabilities and qualifications.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2.	Match my skills/attributes to employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Match my capabilities/qualifications to employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3.	Rank myself in each of the employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Summarise my performance for each employability skill.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4.	Explain my job readiness for an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Describe examples of suitability of my skills for working.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5.	Why am I suited to this industry?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Why is this industry suited to me?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Why might I not be suited to this industry?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Why might this industry not be suitable for me?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6.	What other industry might I be suited to, and why?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	How can I apply my stronger employability skills areas?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	How can I improve under-developed employability skills?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	What actions do I need to do next?	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Appropriate use of resources, including digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Create my Skills Audit.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Submit my Skills Audit.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to my teacher or the class.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

8.17 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Industry and Work Skills

9

9.01 Industry-Specific Skills168	9.17 Personal Capabilities184
9.07 Technical Skills174	9.23 U2 AOS1 Assessment Task190
9.11 Specialist Skills178	9.25 Review and Reflection192
9.15 Technical & Specialist Training 182	

Activities 9: Industry and Work Skills	p.	Due date	Done	Comment
9A Industry-specific skills	169	<input type="checkbox"/>	<input type="checkbox"/>	
9B My industry-specific skills	170	<input type="checkbox"/>	<input type="checkbox"/>	
9C Industry vocational training	172-173	<input type="checkbox"/>	<input type="checkbox"/>	
9D Technical skills	175	<input type="checkbox"/>	<input type="checkbox"/>	
9E Technical skills for occupations	177	<input type="checkbox"/>	<input type="checkbox"/>	
9F Generalist vs specialist	178	<input type="checkbox"/>	<input type="checkbox"/>	
9G Occupational specialists	180-181	<input type="checkbox"/>	<input type="checkbox"/>	
9H Technical and specialist training	183	<input type="checkbox"/>	<input type="checkbox"/>	
9I My interests	184	<input type="checkbox"/>	<input type="checkbox"/>	
9J My aptitudes	185	<input type="checkbox"/>	<input type="checkbox"/>	
9K Personal capabilities	187	<input type="checkbox"/>	<input type="checkbox"/>	
9L Get the picture?	189	<input type="checkbox"/>	<input type="checkbox"/>	
AT3 Industry and Work Skills Audit	190-191	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Review and Reflection	192	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

9.01 Industry-Specific Skills

Industry-specific skills

When we work, we work within an industry setting. Some key examples are retail, hospitality, community services, construction, or even sport and recreation.

Industry-specific skills refer to particular skills (or competencies) that an individual must demonstrate for a specific occupation within an industry.

Many of these industry-specific skills are closely related to employability skills. But the difference is that industry-specific skills require a worker to develop **specialised task knowledge** for occupations and work tasks directly for their industry of employment.

To successfully complete a task, a person must be **competent** in the specific requirements of that task. **Training packages** include units of competency that are developed by industry to meet the specific skill needs of that industry.

For example, in the Construction industry a carpenter would need to know how to use technology. Specifically for this industry, this may include hand and power tools, safety harnesses and measuring tools and equipment.

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

When it comes to your career pathways choices you should ask yourself these questions. “Do my personal skills, attributes and capabilities match this industry?” And/or: “Do the industry-specific skills required by workers in this industry match my own personal skills, attributes and capabilities?” These are the same questions turned the other way around. Essentially you are asking yourself: “Does the industry fit me?”, or “Does the industry fit me?” Or even better still - both! So have a think about the suitability of the industry-specific skills that you have been developing through your own VET course.



Researching Industry-Specific Skills

The best site to use to find out about Industry-Specific skills (and competencies) is:

<https://training.gov.au/home/TGA>

It is a huge official information site and does take some getting used to at first.

- ⇒ Go to **Keyword search** near the top.
- ⇒ **Enter a job name** and then **Search**.
- ⇒ From the results choose **Qualifications**.
- ⇒ Select a suitable course by clicking on the **course code** (current not superseded).
- ⇒ Scroll down to see all the core units and the elective units.

Get familiar with these for your occupation and qualification level.

- ⇒ Scroll back up and choose from the **Units of Competency (click on course code)**.

- ⇒ Scroll down and you can see all the **Elements** required for that unit.

Next to these are all the **Performance Criteria**. These are industry-specific.

- ⇒ You can scroll down again to see the **Assessment requirements**.



Both the **Knowledge Evidence** and the **Assessment Conditions** give even more insight into industry-specific competencies.

Your teacher may guide the class through this process using a common industry training package, such as **Retail Operations** or **Kitchen Operations**.


Industry-specific skills 9A

1. Identify an **employability skill**, and an **industry-specific skill**, being demonstrated in the images. Add 1 more. Your class will discuss the answers.



		
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	--

2. Choose an **industry** that interests you. Identify and explain **3-5 industry-specific skills** that are important for 3 occupations within that industry. (Try: www.myskills.gov.au and search for an occupation, then follow relevant links.)

Industry:			
Occupation 1	Occupation 2	Occupation 3	
⇒	⇒	⇒	
⇒	⇒	⇒	
⇒	⇒	⇒	
⇒	⇒	⇒	
⇒	⇒	⇒	

9.03 Industry-Specific Skills

9B My industry-specific skills



1. What are the best sources of information for me to use to find out about the **industry-specific skills** that I might need to develop? Who can I ask?



2. Name an **industry** that you are interested in.
3. Choose an **occupation** from the industry, and a **workplace** you are familiar with.
4. Research and discuss examples of **industry-specific skills** that a worker would need to demonstrate on a regular basis.
5. Have you done these? Could you do these? What can you do to develop these **industry-specific skills**?

Industry:		
Occupation:		
Workplace:		
Industry-specific skill	Have I done it?	How could I develop these?

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Competency-based training

The most common way that people develop industry-specific skills is by undertaking vocational training.

Competency-based training (CBT) refers to vocational learning based on demonstrating achievement of learning outcomes by performing specified tasks.

Competency-based training is used in qualifications offered through **vocational training, VET**, apprenticeships and traineeships via the **Australian Apprenticeship** system, as well as other forms of both on-the-job and off-the-job training.

In order to successfully complete a competency-based training package, a trainee must satisfy the learning outcomes of that training package, similar to getting an 'S' in a VCE Unit.

Each qualification under a training package consists of a number of units of competence.

Under competency-based training, there is no fixed or set time for completion.

Competency-based training is in essence, self-paced. As the trainee completes a unit of competence this is 'ticked-off'.



Training will take place both on-the-job, and off-the-job: 'trade school' at a TAFE or RTO.

Image: Goodluz/Depositphotos.com

Training packages

Training packages are sets of national or endorsed standards and qualifications for recognising and assessing people's skills. Training packages include the industry-specific skills required of an apprentice, or a trainee, or a student, undertaking vocational learning.

A training package sets out the requirements for both on-the-job and off-the-job structured training.

Training packages include relevant **competency standards**. These describe the required skills and knowledge needed for a trainee to operate effectively in the workplace.

Image: monkeybusiness/Depositphotos.com

Competency standards in training packages are recognised Australia-wide. They form the basis of training for a specific industry.

To successfully complete a qualification, a trainee must complete all **units of competence** (core and elective) in a qualification.

This is achieved by completing all of the **elements** that make up each unit of competency; and by satisfying each of the **performance criteria** in each element.

Workplace assessors will assess your competency against the performance criteria for the elements in the training package.



9.05 Industry-Specific Skills

9C Industry vocational training

Use <https://training.gov.au/home/TGA> to research a **training package** that matches an industry occupation that you are interested in.



Title, level & code

Training packages that include this qualification

Classifications

Entry requirements

Package details

Core units

Core units		

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Elective units (you may need more space)

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Choose a **core unit**. Complete the tasks in your workbooks.

- a. What are the **Elements** and the **Performance Criteria**?
- b. What **Foundation Skills** are required?
- c. List some of the most relevant **Performance Evidence** for you.
- d. List some of the most relevant **Knowledge Evidence** for you.
- e. List some of the relevant **Assessment Conditions** for you, as well as the **equipment, tools** and **technology** required.

Evaluate your job readiness.

What do you need to do next?

9.07 Technical Skills

Technical skills


Technical skills are vital for success in the contemporary world of work. All occupations within all industries rely on the appropriate and safe use of technology by workers.

Think of the day-to-day duties of a nurse, a plumber, a firefighter, a truck driver and a farm worker. Lots of very different industry-specific technical requirements there.

And what about a pastry chef, a hairdresser, a multimedia developer, a fitness instructor and an ICT technician. Again, lots of very different technical skills required by each occupation.

All occupations require some level of practical, manual and technical expertise. However, there are certain occupations that are very technical and/or scientific in nature. These include all the medical and health roles, trades, manufacturing, outdoor work, anything involving tools, equipment and machinery; and of course all the workers involved in ICT, engineering, design, and heavy industry - just to name a few.

Some common technical job tasks and operations include these listed below.

 So do any of these sound like your own personal skills, attributes and capabilities?

Technical Skills

Combining ingredients, inputs and components.

Identifying sequences, patterns and systems.

Assembling inputs, components and equipment.

Developing, creating and following systems and processes.

Safely using hand tools, implements and equipment.

Designing, creating and making items and products.

Safely using powered tools, equipment and machinery.

Using analogue measuring tools.

Following product specifications and safety guidelines.

Using digital measuring devices.

Knowing industry-specific technical terms.

Applying physical skills, manual dexterity and eye-hand coordination to complete tasks.

Using digital communication devices.




Image: Goodluz/Depositphotos.com

Technical skills 9D

1. What are the best sources of **information** for me to access to **find out** about the **technical skills** that I might need to develop? Who can I ask?



2. Name an **industry** that you are interested in.
3. Choose an **occupation** from the **industry**, and a **workplace** you are familiar with.
4. Research and discuss examples of **technical skills** that a worker would need to demonstrate on a regular basis.
5. Have you done these? Could you do these? What can you do to develop these **technical skills**?

Industry:		
Occupation:		
Workplace:		
Technical skill	Have I done these?	How could I develop these?

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9.09 Technical Skills

Technical skills for occupations

When you drill down into an industry or occupation, you will discover that there will be a range of technical skills that need to be applied on a day-to-day basis.

One way to understand the technical skills required for different occupations is to identify the items of **technology** that a worker is expected to use. Some of these technical skills will be very **occupation-specific**, such as the ability to use digital measuring devices in construction trades, or the ability to use a particular type of fryer for a chef.

A further way to identify technical skills is by clarifying what type of 'ing' a worker does. Are they making, creating, fixing, analysing, building, mixing and so on? Then you can go one step further with the 'ings' and ask: are they welding, sawing, baking, injecting, shaving, recording, coding and so on?

 So, what are the most important 'ings' you will be required to do in your preferred occupations?

Researching Technical Skills

The best site to use to find out about technical skills is:

<https://training.gov.au/home/TGA>

It is a huge official information site and does take some getting used to at first.

- ⇒ Go to **Keyword search** near the top.
- ⇒ Enter a **course title** in the search bar (e.g. carpenter, rather than carpenter).
- ⇒ Choose an appropriate **qualification level** that matches your stage of pathways development (e.g. Certificate III).
- ⇒ Select a suitable course by clicking on the **course code** (current not superseded).
- ⇒ Choose a **core unit** (or an element, if relevant).
- ⇒ Scroll down to **Elements** and **Performance criteria**. From these you can identify the many and varied technical tasks required.
- ⇒ Scroll further down to **Assessment requirements**. In this section, the Performance Evidence and the **Knowledge Evidence** really drill-down into the technical requirements of a job role.

Technical Skills

Designing

Creating

Calculating

Making

Preparing

Mixing

Assembling

Recording

Programming

Crafting

Measuring

Coding

Building

Repairing

Analysing

Operating

Driving

Communicating

Engineering

Monitoring

Testing

Technical skills for occupations 9E

1. Have a think about the **day-to-day work roles** of a chef. Describe how a **chef** would demonstrate these **technical skills**. Add one more skill.
2. What items of **technology** would the **chef** use to do each technical task?

Occupation: Chef		Industry: Accommodation and food services
Workplace:		
Technical skill	How this is demonstrated.	Technology items used
preparing		
calculating		
mixing		
making		
monitoring		
testing		
communicating		

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3. Choose another **occupation**. Complete the table with some more **technical skills**, and **explanations of skills** and **items of technology**. Tip: Start with the 'ings'!

Occupation:		Industry:
Workplace:		
Technical skill	How this is demonstrated.	Technology items used
preparing		
calculating		
making		
monitoring		
communicating		

9.11 Specialist Skills

Specialisations

As part of your pathways development, you will most likely specialise within particular occupations.

Occupational classifications are generally quite broad, e.g. a registered nurse; whereas a specialisation might relate to that occupation, e.g. a theatre nurse; or be a specific occupational classification in itself, e.g. a midwife.

Specialisation requires the development of a suite of:

- ⇒ **industry-specific skills**, competencies and knowledge
- ⇒ **occupational-specific** work-related **skills** and knowledge, and
- ⇒ **professional skills**, knowledge and expertise.

People often specialise in occupations that reflect their aptitudes, skills and abilities, and that match their personal and social competencies.

As your career develops you are likely to turn these personal and social competencies into specific work-related skills for specific occupations.

For example, you might have natural empathy for others and be good at helping people deal with problems. This could lead to the development of occupational work-related skills related to communication and counselling as a social worker or a care worker.

Or you might have a natural aptitude for fixing and building things with timber. You might develop industry-specific skills in the construction industry through an Australian Apprenticeship. You might then go on to specialise in the restoration of period homes, which will require a specific occupational skills-set.

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Pathways development

Some people know quite clearly, and from a fairly early age, that they want to specialise in a particular field within an occupation. In these cases, the person's interests are likely to have strongly influenced their chosen specialist field. They take steps to develop relevant work-related skills to support this specialisation.

Others take some time to grow into a specialist field. Their training, experiences and aptitudes will influence their occupational specialisation.

For example, as a person undertakes general training in recreation, they may prefer certain tasks and activities, such as outdoor activities. These positive experiences are likely to guide them into a specialisation that matches their skills, interest and abilities.

However, many people don't know which area they wish to specialise in. By working and gaining experience in certain occupations, job roles, and tasks within an occupation, people start to develop a specialisation.

Of particular influence is:

- ⇒ the type of industry you work in
- ⇒ the size of the organisation you work for, and
- ⇒ the types of work-related skills at which you develop and excel.



GPs are generalists, whereas surgeons are specialists.



The specialist employee



I only do tax!

- ⇒ Imagine the different specialisations available to an animal attendant working in the racing industry compared with the retail pet’s industry!
- ⇒ What about the different areas of specialisation available to a chef working in a café, compared to a chef working in a fine-dining restaurant?
- ⇒ And what about the tasks performed by an ICT technician for a small firm with 10 people, as opposed to their role in a large organisation employing over 100,000 people!
- ⇒ You might develop into a specialist role within an occupation, undertaking lifelong learning to really hone and develop your work-related skills.
- ⇒ Specialists often work for large-scale organisations, or as self-employed or contracted-in specialist consultants who are employed or engaged on a needs-basis...this could be you.

The generalist employee



It’s my own business, I have to do everything!

- ⇒ On the other hand, some of you will fill more of a generalist role in your employment, often undertaking varied roles that require a wide breadth of knowledge, skills and competencies.
- ⇒ To do this you will need to be multi-skilled and functionally flexible.
- ⇒ In many cases, employment in small or medium-sized firms requires a greater breadth of skills and a more flexible approach by employees.
- ⇒ Owner/operators of micro enterprises need to be well-developed generalists; they have to do everything.
- ⇒ As an example, consider the roles, tasks and responsibilities of students in your class who are employed in retail, local firms; compared with those in large organisations, or franchises or chains.

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Generalist v specialist 9F

1. What is the **difference** between a **specialist** employee and a **generalist** employee?

2. Which of these do you think would **better suit your career pathways goals**?

9.13 Specialist Skills

9G Occupational specialists

1. Choose a **broad occupation** from those **below**. Select **4 specialist roles** from within that occupation.
2. Compare and contrast how the different specialist roles would likely require the development and application of work-related skills in varied ways. Consider:
 - the 8 **employability skills** generally
 - relevant **industry-specific skills**
 - required **technical skills**, and
 - specialist **skills** for different **job types**, including how the 8 **employability skills** might need to be **applied differently**.

For example, for the general occupation ICT technician, a hardware installer might have many of the same industry-specific skills as a hardware support officer. But clients would expect the hardware support officer to have a broader suite of communication skills, including cross-cultural communication. They would also need to be able to communicate using non-technical language.

An internet support officer would need specific knowledge of common online installation and technical issues and bugs, as well as the ability to problem solve, 'conceptually'. Whereas a system security tech will make greater use of coding, and interface with the technology more than they would with a person.

ICT technician

- ⇒ help & support desk
- ⇒ internet support
- ⇒ network support
- ⇒ software support
- ⇒ hardware installation
- ⇒ hardware support
- ⇒ personal user support
- ⇒ on-site technician
- ⇒ off-site serviceperson
- ⇒ repair technician

Farmer

- ⇒ livestock farmer
- ⇒ dairy farmer
- ⇒ crop farmer
- ⇒ grain farmer
- ⇒ fruit farmer
- ⇒ vegetable farmer
- ⇒ viticultural
- ⇒ horticulturist
- ⇒ floriculturist
- ⇒ aquaculture
- ⇒ stock & station agent

Retail manager

- ⇒ supermarket
- ⇒ department store
- ⇒ grocery
- ⇒ newsagent
- ⇒ fashion store
- ⇒ sports store
- ⇒ household goods
- ⇒ hardware
- ⇒ electrical products
- ⇒ automotive parts
- ⇒ online manager

Registered nurse (Division 1)

- ⇒ aged-care
- ⇒ community health
- ⇒ accident/emergency
- ⇒ neo-natal
- ⇒ mental health
- ⇒ cardiothoracic
- ⇒ operating theatre
- ⇒ nurse educator
- ⇒ midwife
- ⇒ rehabilitation nurse

Chef (cook)

- ⇒ Chef de Cuisine
- ⇒ Commis Chef
- ⇒ Demi Chef (specialist)
- ⇒ Sous Chef (2IC)
- ⇒ pastry chef
- ⇒ commercial cook
- ⇒ industrial chef
- ⇒ cuisine chef
- ⇒ hotel chef
- ⇒ restaurant chef
- ⇒ café chef

Teacher

- ⇒ early childhood
- ⇒ primary
- ⇒ secondary
- ⇒ ESL/EAL
- ⇒ physical education
- ⇒ TAFE/vocational
- ⇒ adult education
- ⇒ teacher librarian
- ⇒ music teacher
- ⇒ visual arts
- ⇒ dance teacher

Occupation:
Specialist roles:

Skills for specialist roles?

Skills for specialist roles?

Skills for specialist roles?

Skills for specialist roles?

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3. Investigate **2 occupations** that **match** your **career** pathways goals. Find out key **specialist roles** or **jobs** for these occupations. Where will you look?



4. In your workbooks, **compare** and **contrast** how the **different specialist roles** for these occupations would likely require you to **develop** and **apply** work-related **skills** in **varied** ways.

(Make sure you consider the 8 employability skills, relevant industry-specific skills, required technical skills, and specialist skills for different job types.)

Occupation:
Specialist roles:

Occupation:
Specialist roles:

9.15 Technical and Specialist Training

9H Technical and specialist training

1. Revisit the **training package** research you did for Activity 9C, using:

<https://training.gov.au/home/TGA>



Stick with this, or search a different industry occupation.

Focus on your **Core Unit** findings from tasks 'c' to 'e':

- c. List some of the most relevant **Performance Evidence** for you.
- d. List some of the most relevant **Knowledge Evidence** for you.
- e. List some of the relevant **Assessment Conditions** for you, and the equipment, tools and technology required.

Create short statements that **describe** day-to-day **specialist** and **technical** work **roles** that employees would be expected to perform. Include the **equipment, tools** and **technology** that they would use.

A large rectangular area with a red border, containing horizontal lines for writing. A large, bold, black watermark is centered diagonally across the area, reading "FULL DRAFT PREVIEW SAMPLE".

2. Reflect on your **personal** core **skills** and **attributes**, and your **specialist** and **technical skills**, that **you** have **developed** through education, training, working and other activities.

Create short statements to **describe your** own **specialist** and **technical** experience. Include the **equipment, tools** and **technology** that you can use. Do you have any **visual evidence** of these?

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3. Workplace **safety** is a vital skills requirement for all workers. What **evidence** do you have to show **you** can **work safely** in industry, technical or specialist roles?

9.17 Personal Capabilities

Capabilities and interests

Your interests are the things that motivate you. And **motivation** is the key to ongoing job **satisfaction**. So, you are more likely to enjoy your career if you match your interests and your personal capabilities to the type of job you do.

For example, if you are interested in computers then you will be well-placed to develop a career in an ICT role. Perhaps you might be an ICT technician (if you are interested in fixing problems), an ICT salesperson (if you are interested in customer service), or even an app developer (if you are interested in new media technology platforms).

As another example, perhaps you might be interested in physical fitness. So you might become a personal trainer, or a PE teacher, or a recreation officer; or even a landscape gardener (if this is also a complementary interest).

Complementary interests

The idea of building a career pathway to suit your complementary interests is one that you should pay close attention to. Too many people get drawn in by social media which says that 'this' is a good job, or 'that' is a good job. A good job is always one that you are **interested** in doing! That's how you develop a rewarding **career pathway**.

You can also apply your **personal aptitudes** and satisfy your **personal values** by working in a job role in a firm or industry setting that you are interested in.

For example, you might be an accounts officer for a peace, a sales rep for a surfwear manufacturer, or a cook in a trendy mobile food van.

9I My interests

1. Quickly now. You have to list 20 things you are **interested in**, each starting with a **different letter** of the **alphabet**. None should be more than 3 words long.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X/Y/Z

2. Now, list **jobs** that might give you an opportunity to **satisfy** these **interests**. **Rank each job out of 10** for your level of interest as a potential career.

e.g. Zoetropes - Digital animator (8/10)

Personal aptitudes

All throughout your life there would have been some **activities** and **tasks** that have come naturally and have been easy for you to do.

These natural **aptitudes** could include sport, physical activities, fixing machines, communicating with people, art and drawing, calculating numbers, playing music, using computers, and many more.

The list is endless and varies from person to person.

Therefore, one of the first steps is to determine what you are naturally good at.

Focusing on your **personal aptitudes** enables you to develop certain **skills** and **capabilities** that you can apply to work-related situations. It makes good sense that you should try to make these aptitudes the foundation of your career.

I'm sure you'll agree that you're more likely to prosper in a career that has you doing tasks and activities based on the things you're good at doing!

This is a part of **transferring** your natural interests and personal aptitudes so that you can better succeed in work-related situations.



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Be it outdoors such as gardening, or indoors such as art, we all have various aptitudes.

Images: t: iStock/Thinkstock
b: Jupiter Images/Polka Dot/Thinkstock

My aptitudes 9J

List 3 'natural' **aptitudes** you have. Explain how each of these aptitudes can be **applied to personal, school and work-related settings**

My aptitudes...	In a personal situation	In a school situation	In a work-related situation
e.g. I am very physically fit and healthy.	I play a variety of sports all year round which also builds my team skills.	I use my fitness abilities to help coach Year 7's in sport.	I can do hard manual labour all day without complaining.

9.19 Personal Capabilities

Personal capabilities

Your **capabilities** can be described as being the things that you are able to do well. So it is important to match your personal capabilities to employability skills, industry-specific skills and technical skills - and vice versa.

In normal life, we might say are you capable of driving a car, cooking a roast dinner, babysitting children, kicking a football 35 metres, or even building a dog house.

If you are capable of doing a task it means that you must have the **skills** needed to effectively perform that task.

In work-related situations, the ability to do a task successfully over and over again, means that you are **competent** at that task.

So, capabilities, skills and competencies are all related.

If you can do something you are capable in that task.

You show your capability to do the task by developing and applying varied skills.

Finally, if you can demonstrate the ability to consistently do the task properly, then you can be described as being competent in that task. This is actually very similar to how VET courses and vocational training work.

So ask yourself, honestly, what can you do? And don't get too comfortable with what you can do now. You will still have to grow and learn, such as in the personal growth capabilities on p.188!

Making it work

Before an employer will consider you for a role they will generally expect you to be able to prove that you can deliver on these basic entry-level generic skills.

- ⇒ Punctuality
 - ⇒ Literacy
 - ⇒ Numeracy
 - ⇒ Teamwork
 - ⇒ Communication
 - ⇒ Following instructions
 - ⇒ Technological competence
 - ⇒ Health and fitness
 - ⇒ Working safely
 - ⇒ Ability to accept responsibility
- So how do rate on these 'Big 10'?

Capabilities - Skills - Competencies

Capabilities:
What tasks can I do?

Skills:
What specific abilities, knowledge and actions have I developed, and will I apply, to do the task successfully.



Competencies:
Work tasks I can effectively do over and over again, by applying my skills, which were developed from my capabilities.

Image: Depositphotos.com/
ZZZDIM.COM

Personal capabilities 9K

1. Honestly **assess** your **current level** for these 10 **capabilities**. Add 2 more.
2. Describe **examples** to justify your assessment.
3. Give examples of how you could **apply** this capability to **work-related situations**.

Personal Capabilities	Capability level	Example(s)	Applied examples
Examples: Literacy	My reading and writing literacy is medium. But my oral and digital literacy is quite high.	I am usually the leader when doing presentations and I handle all the multimedia elements.	I think this will help me in customer or client focused situations; and good digital skills are needed for nearly all jobs.
Punctuality			
Literacy			
Numeracy			
Teamwork			
Communication			
Following instructions			
Technological competence			
Health and fitness			
Working safely			
Ability to accept responsibility			

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9.21 Personal Capabilities

Personal Growth Capabilities

Self-regulation

Workers are responsible for their day-to-day work roles and tasks. So people have to self-manage.

- Can a person manage themselves, take responsibility and show initiative?
- Can a person be reliable, be trusted and be ethical?
- Does a person show self-awareness, and understanding for others as part of emotional intelligence?

So what about you?

Work ethic

This is a term you might hear a lot. How would you, or others, rate your work ethic?

A key determinant of a person's work ethic is their attitude to work.

- Is a person reliable, enthusiastic and conscientious?
- Is a person keen to get things done, to learn and to work with others?
- Can a person take responsibility, be accountable and manage quality?

Do these traits this sound like you?

Personal growth and career success aren't just black and white!



Images: jeremy/iStock/Thinkstock

Growth mindset

A growth mindset refers to being proactive instead of reactive, and turning pressures into opportunities.

- Does the person accept that getting things wrong is a path to learning?
- Does a person seek feedback and take steps to improve their performance?
- Is a person resilient and able to deal with problems when they arise?
- Is the person welcoming of ongoing training and lifelong learning to grow their skill-sets and develop their career?

So are you up to a challenge?

Conflict resolution

Life is full of conflict, and so too is the world of work. How well a person manages conflict is vital.

- Can the person deal with natural interpersonal conflict from colleagues and managers that comes from being put under pressure to perform?
- How will the person manage interpersonal conflict from customers, clients, suppliers, etc.?
- Can the person manage their own intrapersonal conflict, including maintaining work/life balance?

So, how well do you manage conflict?

Get the picture? 9L

Part A

Identify the **key words** from each of the **4 personal growth capabilities**. Give yourself a **score out of 5** for each of these.

Self-regulation	Work ethic
Growth mindset	Conflict resolution

Part B

1. Form into **pairs** for this task. Find or create images or videos to illustrate 2 **positive responses** for each of the personal growth capabilities.
2. Select and **discuss** your scenarios and make notes below.
3. Edit and organise your images or videos.
4. Present your finished digital product to the class. The class will discuss these after each presentation is viewed.



Self-regulation	Work ethic
i.	i.
ii.	ii.
Growth mindset	Conflict resolution
i.	i.
ii.	ii.

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9.23 U2 AOS1 Assessment Task

AT3 Industry and Work Skills Audit - Skills and capabilities for employment and further education

Overview: Industry and Work Skills

For this assessment task you are required to complete the following tasks.

1. An investigation into the changing nature of work and the likely impact of these changes on an industry, and on your career pathways choices; (or **AT1, pp.146-147**).
2. An audit of your employability skills, and the suitability of these for an industry of your choice; (or **AT2, pp.164-165**).
3. An evaluative audit of your personal capabilities, industry-specific skills, technical skills and specialist skills, and your suitability for an industry.
 - a. Examine the **industry-specific skills** required for an industry (and occupation).
 - b. Explain the **current suitability** of your **industry-specific skills**.
 - c. Research **training** and other **actions** you need to take to further **develop** your **industry-specific skills**.
 - d. Examine the **technical skills** required for an industry (and occupation).
 - e. Explain the **current suitability** of your **technical skills**.
 - f. Research **training** and other **actions** you need to take to further **develop** your **technical skills**.
 - g. Examine the **specialist skills** required for an industry (and occupation).
 - h. Explain the **current suitability** of your **specialist skills**.
 - i. Research **training** and other **actions** you need to take to further **develop** your **specialist skills**.
 - j. Explain the importance of each of the 4 **personal capabilities** for your career pathways development in an industry (and occupation).
 - growth mindset**
 - work ethic**
 - self-regulation**
 - conflict resolution**
 - k. Compile an analogue or digital **folio**, or showreel, to provide **visual evidence** of your personal **capabilities**, industry-specific **skills**, technical skills and specialist skills.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

U2 AOS1 Assessment Task 9.24

Name:	Key dates:	UNIT 2 AOS1		
Tasks - AT3: Industry and Work Skills Audit	Must Do?	Due Date	Done	Level
Stage 1: Investigation into the changing nature of work (or AT1)				
a. Explanation of changing nature of work.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Discussion of likely impact on an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Evaluation of the potential impact on my career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Stage 2: Audit of my employability skills (or AT2)				
a. Undertake an audit of my skills, attributes & capabilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Discuss the suitability of my skills for an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Stage 3: Evaluation of my personal capabilities and skills				
a. Industry-specific skills required for an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Suitability of my industry-specific skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Training and actions to develop my industry-specific skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d. Technical skills required for an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
e. Current suitability of my technical skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
f. Training and actions to develop my technical skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
g. Specialist skills required for an industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
h. Current suitability of my specialist skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
i. Training and actions to develop my specialist skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
j. Importance of growth mindset personal capability.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Importance of work ethic personal capability.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Importance of self-regulation personal capability.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Importance of conflict resolution personal capability.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
k. Folio or showreel of visual evidence .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Draft my evaluative audit for feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Submit my final evaluative audit.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Present or report to the class or teacher (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

9.25 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Transferable Skills

10

10.01 Unit 2: AOS2 - Introduction.....194	10.15 Recruitment and Selection208
10.03 Transferable Skills.....196	10.21 Essential Skills214
10.07 Lifelong Learning.....200	10.25 Graduated Assessment.....218
10.11 Training and Development.....204	10.27 Review and Reflection.....220

Activities 10: Transferable Skills		p.	Due date	Done	Comment
10-12	U2 AOS2: My Requirements	195		<input type="checkbox"/>	
10A	Personal and social competencies	197		<input type="checkbox"/>	
10B	Skills Audit	198-199		<input type="checkbox"/>	
10C	Pathways to success	203		<input type="checkbox"/>	
10D	Industry exposure	204		<input type="checkbox"/>	
10E	Training	206-207		<input type="checkbox"/>	
10F	Job analysis needs	209		<input type="checkbox"/>	
10G	Recruitment and selection	211		<input type="checkbox"/>	
10H	Informal recruitment & selection	213		<input type="checkbox"/>	
10I	Essential skills	215-217		<input type="checkbox"/>	
AT4	Essential Skills, Training and Recruitment	218-219		<input type="checkbox"/>	
R10	Review and Reflection	220		<input type="checkbox"/>	

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Comments:

10.01 Unit 2: AOS2 - Introduction

Unit 2: AOS2 - Transferable skills and capabilities

You will investigate the content of this AOS through the final 3 sections of this resource: **10: Transferable Skills**, **S11: My Job-Seeking Portfolio** and **S12: Applications & Interviews**.

In this conclusion to Unit 2, you will apply your investigations more fully to industries, occupations, workplaces and vocational settings in which you might be interested.

So once again you need to extend beyond what is on these pages to identify, describe, discuss and explain how these topics relate to the world of work. This includes accessing a broader range of web portals and information sources, especially in relation to skills-development, training and employment opportunities. You should also establish network contacts who can advise you of job-seeking tips and strategies.

You should complete and apply the relevant activities in your **Work-Related Skills: Applied Vocational Booklet** as well as the AVBs for your other subjects. You should also analyse how what you are learning through your **VET** studies applies to your future career.

You also have more **work experience**, **work placement**, **volunteer placements** and **paid work** to explore, so that you can get experience of different industry settings.

You should naturally continue to apply your **Literacy** and **Numeracy** skills in your studies of **Transferable skills and capabilities** and vice versa.

And as you further enhance your **Personal Development** growth through community participation and engagement, you will have a broader suite of applied skills that can be **transferred** to work-related situations.

AOS2: Transferable skills and capabilities		S10: Transferable Skills
Transferable Skills		196
Personal competencies	Social competencies	
Lifelong learning		200
Lifelong learning	Multiple career pathways	Pathways to success
Training and Development		204
Industry Exposure	Training and development	Types
Recruitment and Selection		208
Formal	Informal	
Essential Skills		214
Essential skills	Skills for jobs	
AT4: Essential Skills, Training and Recruitment (pp.218-219)		

AOS2: Transferable skills and capabilities		S11: Job-Seeking Portfolio	
	Sources of Jobs		222
Sources of Jobs	Networking	Job-Seeking Steps	226
	Résumés		228
Résumé tips	Résumé sample	Résumé template	
	Job-Seeking Portfolio		236
AT5: My Résumé and Portfolio (pp.238-239)			

AOS2: Transferable skills and capabilities		S12: Applications & Interviews	
	Job Applications		242
Written	Verbal	Online	
	Selection Criteria		246
Formal	Informal	Common	
	Application letters		250
Application letter	Cover letter	Sample	
	Job Interviews		256
Preparing	Types	Questions	SAO technique
	Digital Applications		264
AT6: Skills, Documents, Application and Interview (pp.268-269)			

U2 AOS2: My Requirements 10-12

Your teacher will discuss your unit requirements for **U2: AOS2** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

10.03 Transferable Skills

Putting it all together

Throughout sections 7-9 you identified a range of personal skills and capabilities, employability skills, industry-specific skills and technical skills required by workers in industry.

Now it's time for you to use your knowledge and skills to investigate further options for your future career pathway. A key part of this investigation is to identify and explain how various skills and skills-sets can be **transferred** to work-related situations.

Transferable skills

Many people have a range of **personal** and **social competencies** that are transferable to workplace situations. You need to be able to recognise how the things you are good at in your everyday lives are **transferable**.

By performing work-related tasks while still in school you are building transferable skills that can be developed into one or more of the eight **employability skills**.

You might also have **technical** and **specialist** skills that are also transferable to work-related situations.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through on and off-the-job **training**.


This way you can offer employers a suite of transferable skills that can make you more employable.

Personal competencies

Personal competencies are those skills that you have a natural **ability** for, and are usually the things that you naturally **enjoy** doing. Personal competencies usually reflect your **personality**, and stem from your abilities and **aptitudes**.

Your abilities and aptitudes are tasks that you can do quite well without even thinking about them. You might just have a natural aptitude or ability to do something, e.g. sport, fixing things, cooking, looking after children, using technology, selling and commerce, art and design, maths, and so on.

Varied personality traits suit different work tasks and different occupations. So, it is important to try and build your career around things you enjoy doing. If so, you are more likely to see your career progress naturally and successfully.

 Key personal competencies include these, but there are many more! As a class, suggest others.

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



“Helping my little brother learn different sports has made me more patient and confident in my ability to communicate.”

Social competencies

Social competencies refer to your skills in dealing with **people**, and your ability to do well in **social situations**.

You build social competencies through your everyday **life experiences** and interaction with other people. Social competencies can also be developed through involvement and participation in social events, teams, clubs, education and other situations.

Workplace learning and **volunteer** work are excellent ways to develop social competencies. These **experiences** also allow you to mix and work with a different peer group, which helps you become more work ready.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of job **satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a work setting. So how are your **people skills**?

Some key social competencies include these, can you think of others?



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

Tina has always been good with children and has attributes such as patience and good communication. She values social interaction and is interested in child welfare. She hopes to study child-care or pre-school education.



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Personal and social competencies 10A

Quickly now, and without too much deep thinking. List 5 of **your personal** and 5 of **your social competencies** that could be transferable to work-related situations.

Transferable personal competencies

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

Transferable social competencies

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

10.05 Transferable Skills

What about me?

We hear a lot of talk about different **skills-sets** that young people need to develop to make them **employable**. So how do these relate to you and what you can offer potential employers?

You already have personality traits, personal aspirations and personal behaviours that will influence your employability.

One of the keys to planning your future pathway, and thereby emerging as a more employable young job-seeker, is to recognise certain personal competencies and social competencies that you can apply to future work situations.

So, are you willing and able to build your career pathway so that you will spend your working life doing tasks and job roles that you are good at, and also enjoy? If so, that's one key to a healthier and happier life. Your work will not just be work, it will be a **vocation!**

Strengths and weaknesses

The personal strengths and weaknesses you possess, and how well you interact socially, can play a major role in your future pathway. These also influence your development of work-related skills. So consider these statements.

Are you socially bold and outgoing? Why not try sales and customer service?

Are you quiet and analytical? Try research.

Like destroying things? Demolition.

A technological wiz? AV technician.

Like being the centre of attention? Let's be a performer!

Care too much? Try nursing.

Can't shut up. Try a call-centre.

Can't sit still? How about a fitness instructor?

You get the picture!

The choices are yours. So don't underestimate your skills.

Also, don't be surprised if what you might have been told are personality weaknesses may actually turn out to be personality strengths - in the right work setting of course.

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You can transfer strengths that you might normally take for granted. If you have experience working outdoors you will have a lot of transferable skills for other jobs. You are also likely to have well-developed physical fitness and practical skills.



Image: Ingram Publishing/ Thinkstock

10B Skills Audit

1. Circle **high**, **medium** or **low** for what you think your **current skill level** is for each of the 50 skills listed on the Skills Audit.
2. As a **class** decide on **5-10 more skills/competencies** that are important. List these in your workbooks.
3. Add **5 more industry-specific skills/competencies** related to an **occupation/industry**. List these in your workbooks.

Skills Audit	What is my current skill level now...			...and at the end of my course.		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Designing and drawing.	high	medium	low	high	medium	low
4. Being punctual and reliable.	high	medium	low	high	medium	low
5. Making things with my hands.	high	medium	low	high	medium	low
6. Using a telephone effectively.	high	medium	low	high	medium	low
7. Fixing machines and equipment.	high	medium	low	high	medium	low
8. Helping people with problems.	high	medium	low	high	medium	low
9. Completing tasks on time.	high	medium	low	high	medium	low
10. Following instructions.	high	medium	low	high	medium	low
11. Coming up with new ideas.	high	medium	low	high	medium	low
12. Planning and organising my time.	high	medium	low	high	medium	low
13. Calculating prices and making change.	high	medium	low	high	medium	low
14. Convincing people to do tasks.	high	medium	low	high	medium	low
15. Working with other people.	high	medium	low	high	medium	low
16. Working out timelines and rosters.	high	medium	low	high	medium	low
17. Communicating in English.	high	medium	low	high	medium	low
18. Asking appropriate questions.	high	medium	low	high	medium	low
19. Developing a résumé.	high	medium	low	high	medium	low
20. Writing a job application.	high	medium	low	high	medium	low
21. Filling out hard copy forms.	high	medium	low	high	medium	low
22. Using the internet to find jobs.	high	medium	low	high	medium	low
23. Cold-calling about job interviews.	high	medium	low	high	medium	low
24. Recording people's information details.	high	medium	low	high	medium	low
25. Preparing a budget.	high	medium	low	high	medium	low
26. Filling out online forms.	high	medium	low	high	medium	low
27. Identifying future job prospects.	high	medium	low	high	medium	low
28. Finding out about courses I need to do.	high	medium	low	high	medium	low
29. Finding people who can give me advice.	high	medium	low	high	medium	low
30. Preparing for a job interview.	high	medium	low	high	medium	low
31. Being punctual and keeping appointments.	high	medium	low	high	medium	low
32. Using mobile devices professionally.	high	medium	low	high	medium	low
33. Using the internet and email professionally.	high	medium	low	high	medium	low
34. Using tools and equipment safely.	high	medium	low	high	medium	low
35. Understanding another language.	high	medium	low	high	medium	low
36. Calculating using money.	high	medium	low	high	medium	low
37. Using office equipment and technology.	high	medium	low	high	medium	low
38. Writing memos and reports.	high	medium	low	high	medium	low
39. Giving directions and instructions.	high	medium	low	high	medium	low
40. Filling out application forms.	high	medium	low	high	medium	low
41. Taking and recording minutes and notes.	high	medium	low	high	medium	low
42. Driving a motor vehicle.	high	medium	low	high	medium	low
43. Following first-aid procedures.	high	medium	low	high	medium	low
44. Helping people to understand new things.	high	medium	low	high	medium	low
45. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
46. Greeting customers and clients.	high	medium	low	high	medium	low
47. Training new workers.	high	medium	low	high	medium	low
48. Analysing financial information.	high	medium	low	high	medium	low
49. Leading a team.	high	medium	low	high	medium	low
50. Working flexible hours and shifts.	high	medium	low	high	medium	low

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10.07 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, training and education that you might undertake throughout your career. Lifelong learning helps you to build both broader, and deeper sets of transferable skills.

You need specific qualifications to enter certain occupations. These are generally called **entry-level qualifications**. But this is just a starting point.

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

Think of a motor mechanic who may have started their apprenticeship in the late-1990s. In the 25 or so years that have passed during their career, technological advancements in motor vehicles and engines have drastically altered the work skills required of modern mechanics. And we might be talking about an employee who is only 40 years old (younger than some of your parents), and one who has more than half of their career still ahead of them. So how would they keep up with these new advances and innovations?

Starting out and moving on

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry. Many of you will already be doing a VET certificate as part of your VCE or Year 11 program.

For entry into many trade-related occupations, it is recommended that you undertake a **pre-apprenticeship** to gain entry level knowledge and skills. This helps you to gain real industry exposure.

Part-time and casual work can also help younger people get a foothold into an occupation, especially if the work is in a related industry, or if it involves tasks that require responsibility. And as you already know, some occupations such as care roles, community services and law enforcement want you to accumulate life skills and maturity.

As your career progresses into more senior, responsible and complex positions, you might indeed be faced with a new set of entry-level requirements requiring new training challenges. Think back to those 8 **occupational levels** and how you might be promoted into new and more senior roles as your career develops. Trades, practical and manual workers naturally become highly-skilled at the technical side of their professions. However, some also develop into good managers of other people. When promoted, these new managers are often sent back to TAFE and uni to undertake management, financial and accounting training.

And remember, as part of the **Australian Qualifications Framework** (AQF), a person can upgrade their qualification level in order to advance their career as part of lifelong learning.

Australian Qualifications Framework		
School	TAFE	University
		doctoral degree
		masters degree
		graduate diploma
		graduate certificate
		bachelor degree
	advanced diploma	
	diploma	
	certificate 4	
senior secondary: VCE, WACE, HSC, SACE, QCE, TCE, NTCE	certificate 3	
	certificate 2	
	certificate 1	

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 shifts 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.

As people go through different stages of their lives, they will have different **expectations** related to career development reflected by 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 throughout 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', 'treechange' or downshifting to a less lucrative, but more satisfying vocation.

And of course, the exodus continues of 'gig' and 'struggling-out' metropolitan professionals leaving stressful roles, and moving to more laid-back regional settings!

Keep on movin'

Life never stands still! Just when you are used to something, it changes. The same goes for you. No-one participating in the modern workforce can 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 continually alter the structure of industry and the economy. Both **redundancies** and **skills shortages** can occur. As a result, workers must keep up to date with ongoing **professional development** and **training**.

Keep on training

The world of work keeps evolving and so too does the range of **skills-sets** required of workers. Workers need to upgrade their technical skills, industry-specific skills, professional skills, leadership skills and people skills.

And as we have seen with the effects of the COVID-19 pandemic, many people had to change career direction, and **up-skill** and **re-skill**, to build a new career in the altered post-pandemic world of work.

Starting a family can drastically alter your career pathway development.

Some couples opted to prioritise family over work back during the COVID-19 pandemic.

How long before you are planning to start your family? Don't rush!



10.09 Lifelong Learning

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 part-time at TAFE or university to advance your career, or to get a promotion, or to move into a management role. Many people also need to return to study to learn business 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 required as part of legal guidelines, licensing and OH&S/WHS.

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 2070? That's right - 2070!

Frederica N'rkette

Frederica wasn't the most academic student at school but she always did all her work and passed her VCE: VM at Year 12. 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 Mogy'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 jobs, Frederica really enjoyed the chance to learn all the work tasks required to run the office as well as 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 expanded 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 partner very proud of her. Her previous training and experience were taken into account and reduced the time she needed to complete her studies. Frederica, combining part-time work and study paid for by her boss, 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,

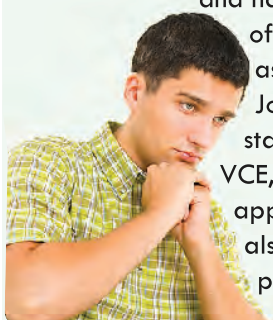
"No; I'm still only casual!"

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 as part of his VCE: VM and enjoyed Work Related Skills, especially when he did one day a week structured workplace learning.

Joseph's boss was impressed by his enthusiasm and halfway 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 hired 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 teacher saw him on television as a winner of a community award. Joseph was now running an organisation that was sponsored by companies to 'hot up' and modify wheelchairs for disabled kids.

Who would've thought it back when he couldn't sit still! Literacy!

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Pathways to success 10C

1. Explain 3 reasons why **lifelong learning** is an **essential** part of career pathways development.

2. Choose **1** 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.

10.11 Training and Development

Industry exposure

It almost goes without saying that the more industry exposure you can get, then the more likely you are to build your industry-specific and technical skills-sets. Direct industry experience helps you to develop the **tangible skills** that employers are looking for in potential workers.

However, employers are seeking well-rounded people who can bring and apply **intangible skills** to their workplace. They are looking for workers who:

- ✓ show initiative
- ✓ are able to solve problems
- ✓ are flexible and adaptable
- ✓ can take and accept responsibility
- ✓ will be resilient, and especially
- ✓ will work collaboratively with other members of a team.

Uncommon Knowledge

Tangible and Intangible Skills

Tangible skills

These include industry-specific skills, your technical skills and your demonstrable employability skills for work-related situations.

Sometimes these are called your 'hard' skills. "What can the worker do?"

Intangible skills

These include your interpersonal or people skills, as well as your intrapersonal skills, including emotional intelligence and generic skills and capabilities.

Sometimes these are called your 'soft' skills. "What type of person is the worker?"

Industry Exposure

Work placements

VET courses

TAFE courses

Industry taster programs

Industry-specific skills courses

Industry mentors

Part-time and casual work

Career expos

10D Industry exposure

1. What types of **industry exposure** have you had?
2. From where, and from whom, can you get **help** and **advice** to **broaden** your **industry exposure**?



Education, training and development

To develop your essential and technical skills you will need to participate in education and training as part of ongoing workplace learning. Effective education and training is essential to developing a skilled workforce. Employees of all levels must be able to perform their job tasks effectively as collaborative workers. They also need to be well-trained and educated in the technical skills required in their job roles.

Well-trained employees are usually **multi-skilled** and able to perform a variety of work tasks by being **functional flexibility**. If you develop essential skills such as adaptability and flexibility then you too are likely to become more **employable**.

Flexibility and adaptability have never been more vital than in the post-pandemic world of work. It is essential that you are willing to undertake education and training through lifelong learning as part of your career development.

Formal and informal education, training and development

All training and workplace learning can be classified as either formal or informal training.

On-the-job training and workplace learning usually happens at a worksite. It might be built into the regular tasks that the employee has to do. e.g. An office assistant might be expected to use the 'help' or an online tutorial to learn the key functions of word-processing software. Or, they may be instructed by an experienced staff member.

Off-the-job training and workplace learning usually happens away from the worksite and may involve study for a formal qualification. e.g. The office assistant might undertake a short course in the use of Excel. Alternatively, they may be undertaking a TAFE certificate in a related field such as Business Administration.

Informal education and training usually occurs on-the-job through supervision, mentoring, coaching, assistance, demonstration, modelling, feedback, advice and support. Informal training complements the more formal elements of education and training. It is usually directly related to how to do **job tasks** on a day-to-day basis.

People also learn informally in their **personal lives** by getting help from others, learning new **skills**, watching **online tutorials** and **transferring** their personal aptitudes, skills and capabilities to work-related situations. This type of skills development, where the learner uses their own **initiative**, helps to build both tangible and intangible skills.

Formal training

- Formal education and training leads to official certification and qualifications.
- ⇒ This includes VET, TAFE, Australian Apprenticeships and school education, as well as specific industry and technical training such as getting a forklift license, a 'White Card' or completing an essential online e-learning OH&S/WHs induction program.

Informal training

- ⇒ Informal education and training is training and workplace learning that doesn't directly result in a qualification.
- ⇒ However, informal education and training can be equally as important in the development of tangible skills.
- ⇒ Sometimes informal education and training involves learning to learn, which helps a person to develop their intangible skills.

10.13 Training and Development

Types of Training and Development

Formal training and development

- ⇒ Training that leads to certification and qualifications.
- ⇒ Formal training and development 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 and development

- ⇒ 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. CBT, direct supervision, etc..



Off-the-job training and development

- ⇒ 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 or re-skill to develop new skills and progress their career.

Informal training and development

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

10E Training

1. What is the difference between **formal** and **informal training**? How would both of **these** be **relevant** for your future career?

2. How does **on-the-job** training usually happen? Give 2 different examples.

3. Describe instances of **on-the-job** training **you** have **experienced**.

4. How does **off-the-job** training usually happen? Give 2 different examples.

5. Describe instances of **off-the-job** training **you** have **participated in**.

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6. Describe **tangible skills** and **intangible skills** that you have developed in **non-work situations**. How **could you transfer**, or how **have you transferred**, these skills to **work-related situations**?



My tangible skills

My intangible skills

10.15 Recruitment and Selection

Recruitment and selection

It is important that you have an understanding about how organisations go about recruiting and selecting applicants. When you know how the 'other side' of the labour market is doing things, then you will become better able to tailor your job applications to deliver what they are looking for in a future worker.

Throughout your career pathway, you might experience **formal** recruitment and selection processes, such as those used by **larger** businesses, or government organisations.

You might also experience **informal** processes that are often preferred by **small** and **micro local** businesses looking to hire a worker quickly.

Formal recruitment and selection process

Formal recruitment and selection processes usually follow similar steps, although different organisations might apply these in varied ways.

1. Job design

Job design is the first step in the process. It involves an organisation identifying its **labour needs** by asking itself a series of analytical questions.

The labour needs usually focus on these questions:

- ✓ What type of work roles and tasks need to be undertaken?
- ✓ What type of skills, experiences and/or qualifications will a worker need to possess to perform those work roles and tasks?
- ✓ What is the least-expensive worker classification needed to perform those work responsibilities?
- ✓ What type of job position or classification is needed to perform those work roles and tasks?
- ✓ How many labour-hours will be needed?
- ✓ How many workers will be needed to satisfy the labour-hours?
- ✓ At what times will the workers be needed?
- ✓ How soon will the workers be needed?
- ✓ What induction and training will need to be implemented?

For example, due to growing customer demand, we need 3 full-time, experienced, Retail Employee Level 1 workers to start ASAP, plus another 2, who may not be experienced, but can undergo immediate training as part of a Retail Traineeship.

Search for the *General Retail Award, 2020*, and then *Schedule A - Classification Definitions* to see how retail workers are classified into different levels based on their job tasks and responsibilities.



Job design is a bit like organising the pieces to solve a puzzle.

Image: alphaspirt/
depositphotos.com



2. Job descriptions

Job (**position**) descriptions outline the key **functions** and **roles** expected of an employee to successfully do the **work tasks** and **responsibilities** associated with a particular **job role**. Job descriptions relate to the position and not to the person.

Job descriptions must be developed to clearly meet the **legal requirements** associated with a job role, such as the correct job classification, pay rates, leave and other entitlements, superannuation, etc.; as set down in the relevant **registered agreement, award** or **minimum pay rates**.

Job descriptions are developed and used when **advertising** for potential employees. The job advertisement will usually clearly communicate the key elements of a job description.

3. Job specifications

Job specifications detail the ‘nuts and bolts’ of a particular occupation.

Job specifications outline the ‘specific’ actions and tasks needed by an employee to successfully perform a particular designated position.

These specifications involve skills, competencies, experience, qualifications and technical abilities that the employee is expected to demonstrate on a day-to-day basis.

Job specifications often relate closely to **industry-specific competencies**.

Job analysis needs 10F

1. Which **types** of **organisations** are more likely to use **formal recruitment and selection**? Find examples of jobs ads and/or their online recruitment portals.



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2. Outline the key **elements** in **each** of the 3 ‘**Job**’ stages of recruitment.

Job design	Job description	Job specifications

10.17 Recruitment and Selection

Recruitment and selection actions

There are a lot of formal and informal actions that are used by recruiters to attract and select the most suitable candidates.

So make yourself aware of different types of **advertising**, how **shortlisting** works, and when **pre-screening** and **testing** will be used.



Image: truefflepix/
depositphotos.com

Advertising

Organisations may use one, or a combination of advertising methods to attract suitable applicants.

- ⇒ Careers, Work with us, or Human resources pages on corporate websites.
- ⇒ Job advertisement on online portals.
- ⇒ Advertisements with **Workforce Australia** providers.
- ⇒ Using an agency to handle recruitment.
- ⇒ Social media call-out.
- ⇒ Graduate recruitment programs.
- ⇒ Apprentice recruitment programs.
- ⇒ Affirmative action recruitment programs.
- ⇒ Career expos.
- ⇒ Through LinkedIn.

Shortlisting

Recruiting organisations will often narrow a field of applicants down to their preferred list of candidates.

- ⇒ They will develop a shortlist and do a more rigorous examination of the applicants prior to final interview.
- ⇒ They often classify applicants as 'clearly-out' and 'clearly-in'.
- ⇒ Making a shortlist means that, on paper, they think you can do the job. They then re-interview shortlisted applicants to assess who might be the best 'person' to suit their workplace culture.
- ⇒ Sometimes unsuccessful shortlisted applicants are offered the job when a chosen applicant doesn't accept the job offer, or falls down in the pre-screening or testing stage.

Pre-screening

Pre-screening is a bit like a background check to make sure that the applicant is truly what they are promoting themselves to be.

- ⇒ Checking references.
- ⇒ Checking qualifications.
- ⇒ Entitlement to work (visa) checks.
- ⇒ Checking legal requirements such as Working with Children.
- ⇒ Checking licensing details for operating machinery and equipment.
- ⇒ Criminal record check (in some circumstances).
- ⇒ Health assessment check (in some circumstances).

Testing

A lot of organisations undertake testing of their preferred applicants.

- ⇒ In some cases this is mandated to reach minimum entry-standards (i.e. emergency services).
- ⇒ General aptitude tests.
- ⇒ Literacy and numeracy tests.
- ⇒ Problem-solving tests.
- ⇒ Industry-specific testing.
- ⇒ Physical fitness and manual dexterity tests (where required).
- ⇒ Personality and psychometric testing.
- ⇒ Emotional intelligence testing.
- ⇒ Drug and alcohol testing.

Recruitment and selection 10G

Go **online**, and/or interview a **current manager**, and/or talk with a **Careers Advisor** to find out **information** relevant to **your** future **career** pathways.



1. Where are jobs likely to be **advertised**?

2. What should I **do** if I get to a **shortlist**?

3. When and how might I be **pre-selected** as part of the recruitment process?

4. What **testing** measures are used, and how can I **prepare/practice** for these?

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10.19 Recruitment and Selection

Informal recruitment and selection

Almost half of all employment in Australia is provided by small businesses. Many of these small and micro businesses operate locally. In the digital age, a lot of small and local businesses are increasingly using **social media** to ask around for potential workers. This brings in a **network** of people who might be able to recommend or refer someone.

Many of the firms that are local small businesses operate in retail and hospitality, and these are two of the largest employing industries of young people.

Small business owners and operators are usually very busy and need to fill staff vacancies quickly. They might put an ad on a job portal. But they are also likely to use social media call-outs, as well as asking people in their networks if they know of suitable candidates.

Small businesses tend to prefer **informal** recruitment and selection processes. You might register your interest with a quick **email**, a **DM** or **PM**, an **SMS** or even a **phone** call.

The owner or manager wants to make a decision based on meeting you - not what might look good on paper. So, if you sound like you could be suitable for their needs, they will ask you to meet with them as soon as possible.

Your résumé and other documents are your back-up. But it is your **personality**, **enthusiasm**, **attitude** and **initiative** that are your selling points. This means you will be relying on your **communication** and **interpersonal skills** (or so-called soft or intangible) skills. If you come across well, then you will go on to talk about your industry, technical and specialist skills.

But you must apply these 5 basic rules.

1. They won't come to you. You must **initiate contact** with them.
2. You need to **act quickly** and get in touch with them as soon as possible, preferably within the same day.
3. You must have all your **pathways documents** and information **ready** to go immediately.
4. You will need to be **flexible** to **meet** with **them** as soon as possible. This might be early in the day before trading starts, or at the end of a 'business' day, or during a lunchbreak.
5. You should **dress** to suit the position, or dress **neatly** and/or **semi-formally**.

Informal Recruitment



Informal recruitment & selection 10H

1. When might you have to use an **informal recruitment** and **selection** process?

2. Create a **word chain** to summarise the key actions required for each of the **5 tips** involved in **informal recruitment processes**.

1.	
2.	
3.	
4.	
5.	

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Applied

Develop a short **script** that you can **use** and **modify** if you are replying to a **social media job post** or call-out and have to send a quick **DM** or **PM**.

Think carefully about what you would need to communicate to make a good first impression. Keep it concise and tight. Aim for about 100-150 words max. Practise this with a classmate and use feedback to make improvements.



10.21 Essential Skills

Essential skills

Throughout this year you've investigated, developed and applied skills across many 'different' skills-sets. But sometimes the 'skills' terminology has shifted, which can make it confusing to clearly understand which skills belong where.

In reality, it doesn't matter, because an **essential work-related skill** is a **work-related skill that is essential**.

Industries, employers, trainers or supervisors might use different 'skills' **terminology**, and have different **expectations** of which skills are essential for workers to carry out their work roles.

So, it is important that you can recognise the **language** that might be used to describe skills-sets, just in case someone in the workplace or training institution uses different terminology.

The diagram below organises different skills-sets into 4 broad categories. The lists reflect how you might **develop** these skills and/or how you might **apply** these skills. You can see that there is a lot of **crossover** in these. So don't get too caught up in the terminology.

The only three skills-sets with **officially** recognised **definitions** are employability skills, industry-specific skills (or competencies) and Core Skills for Work.

What you bring to the workplace as a person is a product of your **interpersonal skills** and **intrapersonal skills**. What you can do are your **competencies**, which reflect your capabilities.

The equipment, tools machinery, devices etc. that you can use are your **technical skills**.

All skills and abilities can be **transferable**.

And every skill can be recognised, in one way or another, as one of the eight **employability skills**.

So what is essential? All the skills that your boss says are essential! After all, they're the ones who are paying your wages!

Essential Skills

Transferable skills

- ✓ Interpersonal skills
- ✓ Intrapersonal skills
- ✓ Soft or intangible skills
- ✓ Personal competencies
- ✓ Social competencies
- ✓ Generic skills and abilities
- ✓ Personal capabilities
- ✓ Core Skills for Work

Employability skills

- ✓ Transferable skills
- ✓ Interpersonal skills
- ✓ Intrapersonal skills
- ✓ Generic skills and abilities
- ✓ Personal capabilities
- ✓ Core Skills for Work
- ✓ Industry-specific skills
- ✓ Technical skills

Industry-specific skills

- ✓ Technical skills
- ✓ Employability skills
- ✓ Core Skills for Work
- ✓ Interpersonal skills
- ✓ Intrapersonal skills

Technical skills

- ✓ Industry-specific skills
- ✓ Employability skills
- ✓ Generic skills and abilities
- ✓ Personal capabilities
- ✓ Transferable skills

Identify what you think are the most **essential skills** that you would need to **communicate** that **you have** to a potential employer.

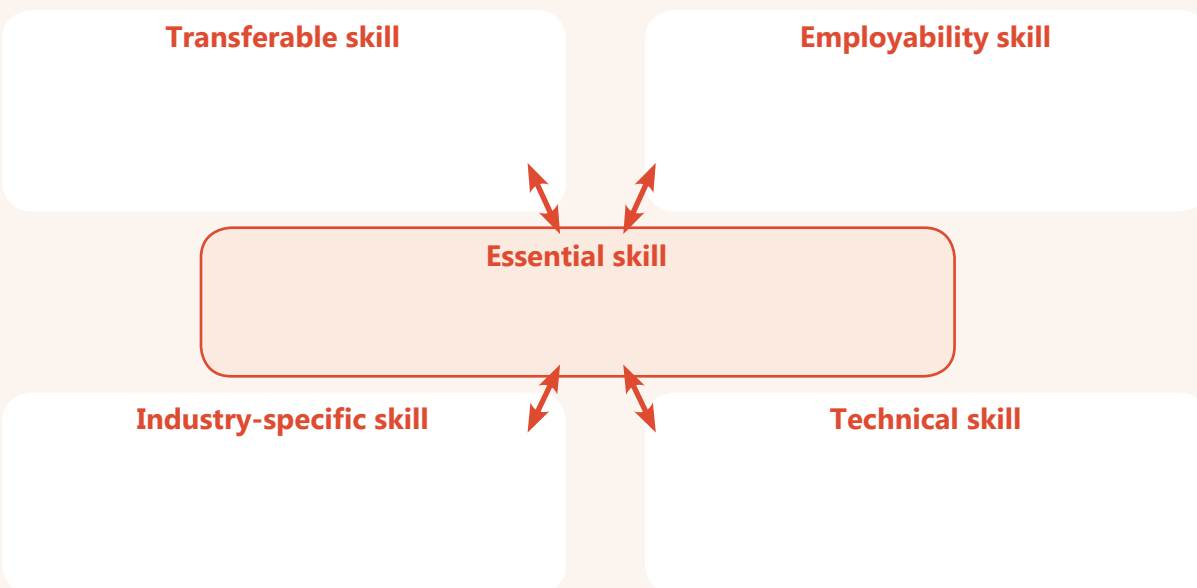
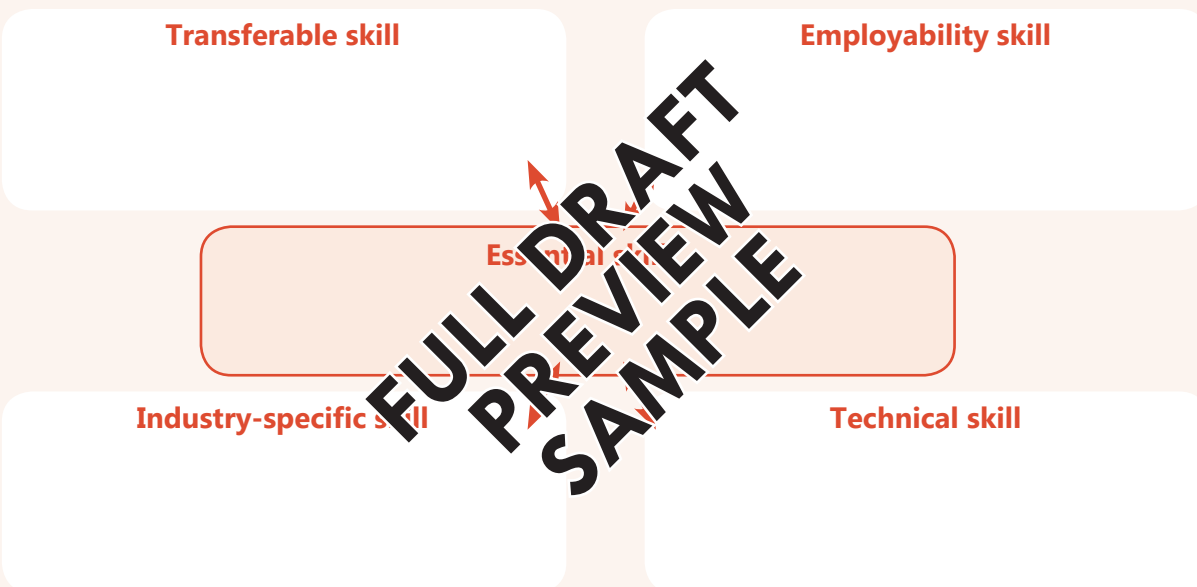
For **each** of these, **describe** an example of a **transferable** skill, an **employability** skill, an **industry-specific** skill and a **technical** skill that supports or **demonstrates** how **you** have this **essential skill**.

Note: You know that there is significant **crossover** - so focus on your **main skills**, as well as others that will make you more attractive to a potential employer.

Tip: What are the most essential skills? Why not ask a potential employer?

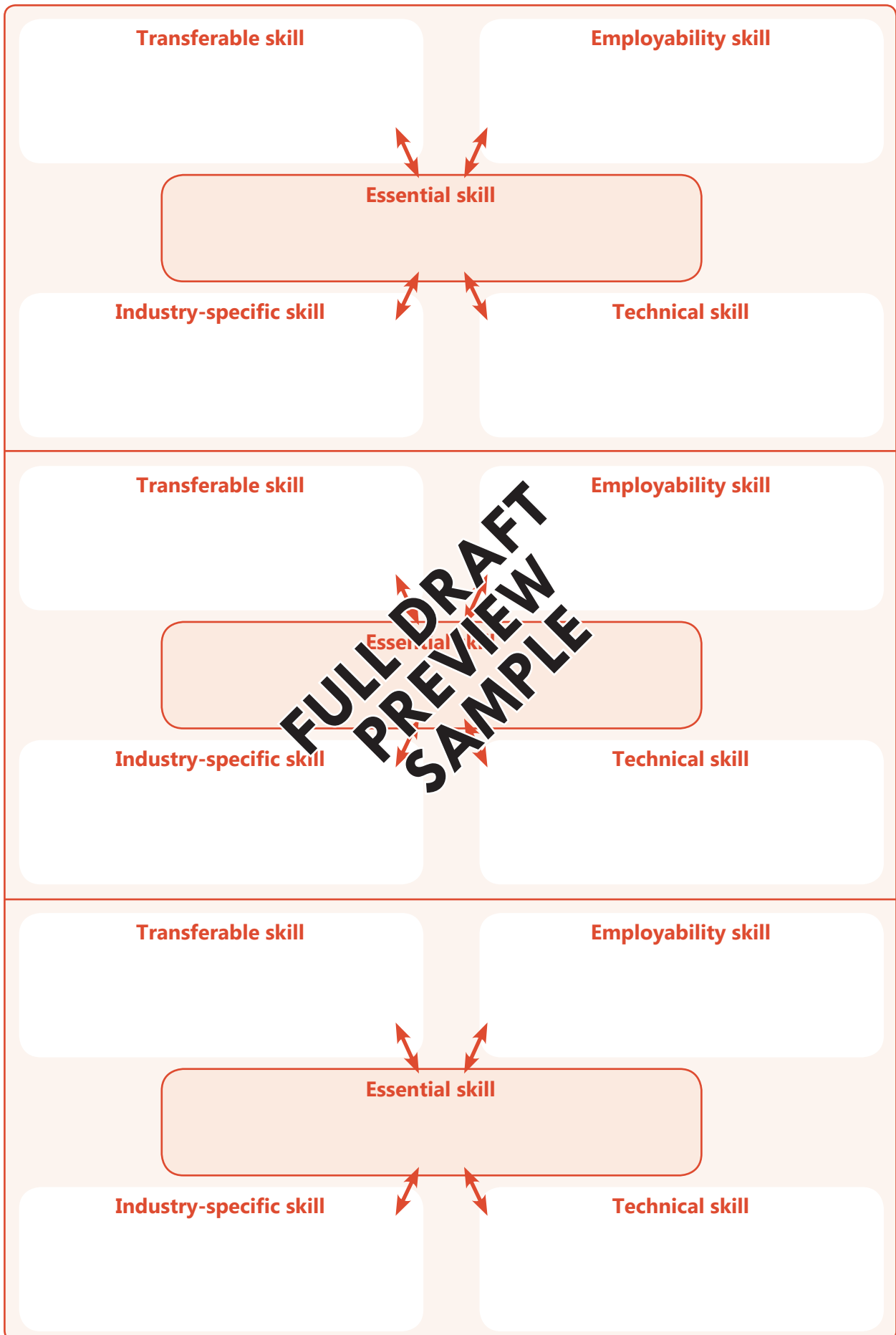


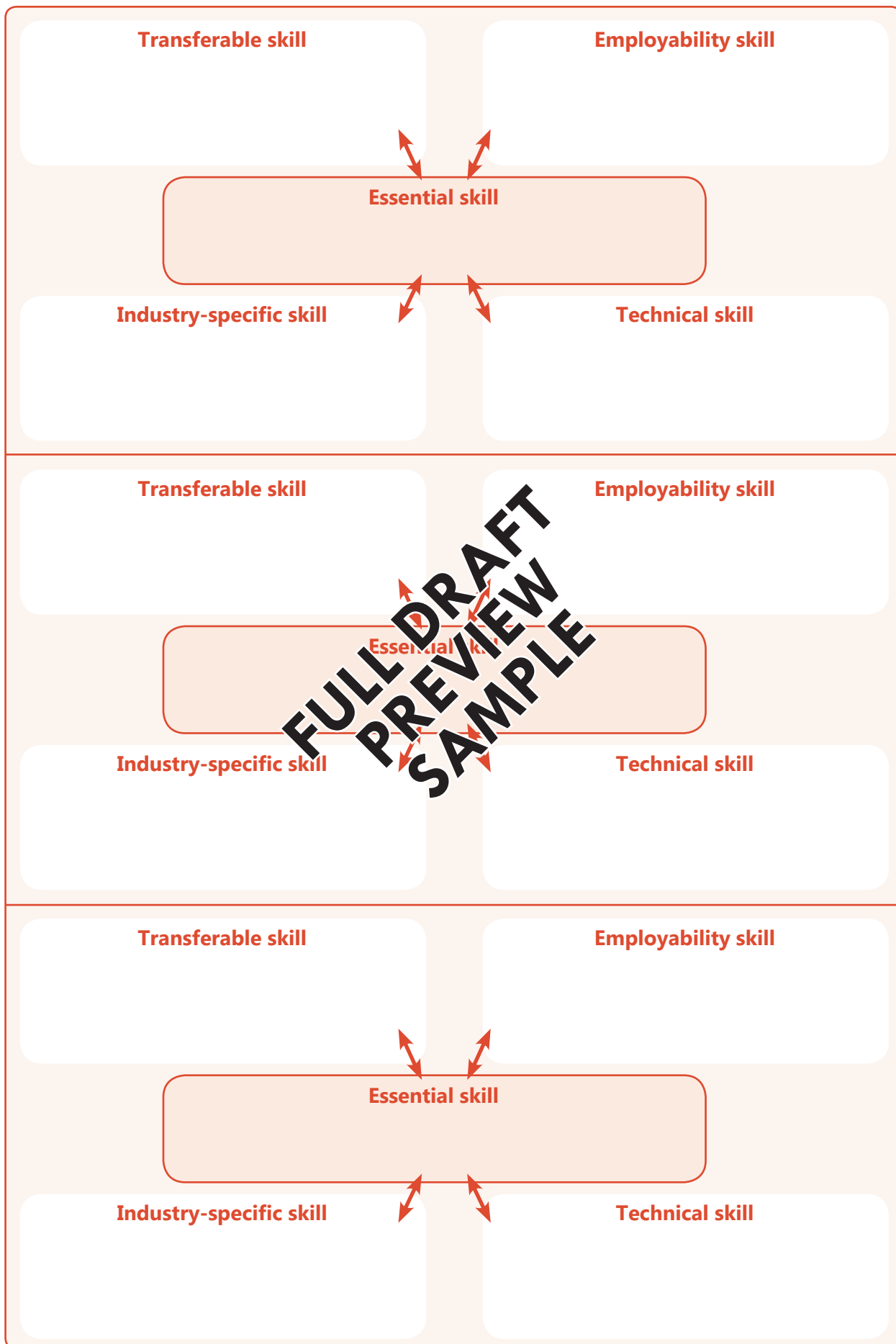
Potential job role/employer: _____



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10.23 Essential Skills





10.25 Graduated Assessment

AT4 Essential Skills, Training and Recruitment - Transferable skills and capabilities

Required:

For this assessment task, you are required to complete a series of tasks to prepare a summary report on the importance of **transferable skills, training and development, employability and specialist skills** and the **recruitment and selection process**.

It might be best to do parts A-C as a series of tables using point form. You should also strongly consider using images and/or video to illustrate your examples.

Part A: Transferable skills

- Explain the importance of **transferable skills**.
- Identify **your** key **transferable skills** and **how** these might make **you** more **employable**.

Part B: Training and development

- Explain the different **types** of **training** and **development**.
- Identify examples of the types of **training** and **development** you have **undertaken**.
- Describe how you have built **essential and technical skills** through this **training** and **development**.

Part C: Employability skills and specialist skills

- Clearly identify the **employability skills** and **specialist skills** you would need to develop to undertake 2 different job roles.
 - One **job** role should be related to your preferred **long-term career pathway**.
 - The other should be for a **casual/part-time** job in a **different industry**.

Part D: Recruitment and selection

- Describe the key elements of the **recruitment** and **selection process**.
- Find current examples of **job opportunities** that use a **formal process**. What **actions** would **you** be **required** to do to **apply** for this position?
- Find a current example of **job opportunities** that use an informal process. What **actions** would **you** be **required** to do to **follow up** this opportunity?

Other information and dates

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 2 AOS2	
Tasks - AT4: Essential Skills, Training and Recruitment		Must Do?	Due Date	Done	Level
Part A: Transferable skills					
i. Importance of transferable skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. My transferable skills.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ How these might make me more employable.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Training and development					
i. Different types of training and development.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Training and development I have undertaken.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Essential and technical skills I developed.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Employability skills and specialist skills					
Job role 1:					
i. - Employability skills required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. - Specialist skills required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Job role 2:					
i. - Employability skills required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. - Specialist skills required.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part D: Recruitment and selection					
i. Summarise recruitment and selection process.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Source formal examples.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Actions required to apply for this position.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Source informal example.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Actions required to follow-up this opportunity.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of resources, including digital.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Draft my report using feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to my teacher or the class.		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

10.27 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Job-Seeking Portfolio

11

11.01 Sources of Jobs222	11.15 Job-Seeking Portfolio236
11.05 Job-Seeking Steps226	11.17 Graduated Assessment.....238
11.07 Résumés.....228	11.19 Review and Reflection.....240
11.09 My Résumé230	

Activities 11: Job-Seeking Portfolio	p.	Due date	Done	Comment
11A Sources of jobs	223	<input type="checkbox"/>	<input type="radio"/>	
11B My networks	224	<input type="checkbox"/>	<input type="radio"/>	
11C Online job sites	225	<input type="checkbox"/>	<input type="radio"/>	
11D Job-seeking steps	227	<input type="checkbox"/>	<input type="radio"/>	
11E My résumé - draft	235	<input type="checkbox"/>	<input type="radio"/>	
11F CV update	235	<input type="checkbox"/>	<input type="radio"/>	
11G Job-Seeking Portfolio	237	<input type="checkbox"/>	<input type="radio"/>	
AT5 My Résumé and Job-Seeking Portfolio	238-239	<input type="checkbox"/>	<input type="radio"/>	
R11 Review and Reflection	240	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

11.01 Sources of Jobs

Introduction

In this section, you will build a range of skills that will help develop your job-seeking abilities. Some tasks will include:

- ⇒ investigating **sources of jobs**
- ⇒ identifying and building your **job network**
- ⇒ preparing a **résumé**
- ⇒ writing a job **application letter**.

Your teacher might structure these activities so that together they create a **Job-Seeking Portfolio** that will make you more job ready.



Image: Hamri
Mohammed Samir/
Photos.com

Successful job-seeking

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

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

These outcomes might be directly related for some career pathways.

For example, a casual job as a waitperson might lead to a long-term career goal in hospitality.

Or a work placement as a trades assistant might lead to an opportunity for an Australian Apprenticeship.

Volunteer work in a charity shop might be the first step in a career in retail customer service.

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Sources of Jobs

Online employment
Jobsites & portals

Work placements
and trials

Local newspapers
and/or digital sites

Volunteer work
opportunities

Professional and
personal networks

Online employment
advertisements



Image: lisafx/
Photos.com

Youth-oriented
agencies

Business websites &
online applications

Direct approach/
cold-calling

Social media
call-outs &
community pages



Workforce Australia
(Aust. Government)

Employment
agencies

Sources of jobs 11A

After discussing these sources of jobs as a class, match the correct 'source' from p.222, with the most appropriate description. Find an example(s) for each.



Job source	Description	Example
direct approach/ cold-calling	This is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.	
	You can register with these organisations such as Drake and Skilled who can match you to jobs and potential employers.	
	You can use your contacts, friends and relatives to help you find employment. It is one of the best ways to find jobs and work placement opportunities.	
	Most jobs are advertised online: e.g. www.adzuna.com.au www.seek.com.au www.careerone.com.au www.workforceaustralia.gov.au	
	Increasingly, employers looking to fill casual or lower-level jobs are using online digital platforms to reach potential applicants.	
	You can use your network contacts developed through working and other more formal experience. This can extend to the use of LinkedIn as you build your career.	
	Most large organisations have dedicated online careers pages and application portals that enable you to directly apply for employment.	
	This is when you perform unpaid work for a charity, welfare or community service provider. It helps you to build skills and a professional network.	
	This is when you do a placement organised through your school study program. This helps you to become more work-ready.	
	Some specialise in Australian Apprenticeships using group training arrangements (such as MEGT), while others might focus on students at risk of not finishing school	
	Local papers might still offer some job opportunities for entry-level workers, but increasingly these types of ads are used mainly for professional, higher-level positions.	
	This is the Commonwealth Government's system of employment agencies that try to find jobs for the unemployed. Start with: www.workforceaustralia.gov.au	

11.03 Sources of Jobs

Networking

When it comes to successful job-seeking we know one thing for sure. Nobody is ever going to come knocking on your door to offer you a job. You have to get out there and actively search for work.

Networking involves using all of your contacts, friends and relatives to help you find employment.

Networking is a very useful way to find out about job, work placement and volunteer opportunities.

Networking might sometimes even be the most effective way to find work, just as many professionals are discovering using online networking portals such as LinkedIn.

There are three main networks that can provide contacts for someone at your stage of career development.

1. **Personal network:** Family, friends, social contacts and others.
2. **Community network:** Neighbours, other residents, social contacts, sporting, community and religious contacts, online friends, online communities, local traders, your classmates and others.
3. **Professional network:** Employers, employees, business owners, teachers, professionals, managers and supervisors and others.



Image: denphumi/
Photos.com

11B My networks



List the full name and contact numbers of 4 people who could be a part of **your job-seeking network**. Consider personal, community and professional contacts.

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The job-seeking network of...

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 (The Age job ads) www.adzuna.com.au/	
Seek (Employment site) www.seek.com.au	
Workforce Australia (Commonwealth Government) www.workforceaustralia.gov.au	
My Future https://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 https://www.skills.vic.gov.au/s/	
(Your choice)	

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11.05 Job-Seeking Steps

Job-seeking steps

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 positive outcome. At this stage of your career pathways development you might be exploring work experience/**work placement** opportunities related to your longer-term **career goals**, and/or finding a **casual** or part-time job.

Remember that for some career choices the two goals above might be directly related. e.g. Casual job as a checkout operator leading to a long-term career in retail management.

There is a series of step-by-step actions that all job-seekers can take to improve their career pathways outcomes. It is important to emphasise that these **7-steps** are **continuous**. They act as a **cycle** you have to **revisit** and **modify** as you build your career pathway and make more informed decisions.



Image: ivelin/
Depositphotos.com

Job-Seeking Steps



Step 1:

Investigate realistic career pathways and options that match your goals.

Develop a set of skills, experience and qualifications to achieve those goals.

Step 3:

Organise your portfolio including: résumés, application letters, copies of certificates, interview tips, referees, etc..

Step 4:

Find job opportunities that are available in the labour market.

Step 5:

Tailor your Job-Seeking 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.

Note:
At any time you can seek help and support!

Job-seeking steps 11D

List the **7 job-seeking steps**. Describe what **you have done** for each step. Explain what **you still need to do** at each step. What **advice and support** can you get?



Step	I have done:	I still need to:	Advice & support:
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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11.07 Résumés

Résumés

A résumé (or CV) 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!

There are some **common sections** that you should use for your résumé. These are shown opposite. Your teacher will explain these in more detail when you do your own draft.

There are also some useful résumé **templates** online. Find one that suits you. However, the internet is filled with American-style, one-page resumes. Give them a miss!

Your teacher or Careers Advisor might also present you with a preferred résumé format they recommend. That's fine, as there's more than one suitable format to use.

One thing to remember is that in the age of **digital applications**, many application processes require you to enter your résumé details section-by-section in pre-determined and pre-formatted **field boxes**, often within a **character length**.

This means you will have to tailor and cut and paste your key résumé information to suit different processes; and you may have to chop some information out.

Therefore, your résumé is not a static document. You will need to **update** it at least every six weeks, especially if you do more training, develop skills and gain experience.

Image: omgimages/Photos.com



When it comes to preparing a good-looking résumé, a computer, and not a tablet, and definitely not your phone, might just be your 'bestie'!

Your Résumé: Tips



What to do: Formatting...

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

What to do: Content...

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



1. Clear personal details

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

2. Current education

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

3. School and VET subjects and 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@ <https://myfuture.edu.au>



4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained, such as VET.
- ⇒ These might through work, or at TAFE, but they should be listed separately.

5. Brief career ambition

- ⇒ Include a short 'Career Ambition', but make sure it is directly related to the occupation you are applying for.
- ⇒ So you might need different ones.

6. Employment/work experience history

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

7. Employment tasks/competencies

- ⇒ State clearly what your job position was and when.
- ⇒ List 3-5 main tasks that you did on a day-to-day basis. i.e. What did you do?
- ⇒ Also list 5-8 work-related skills that you developed doing this work. State 'ings'; tasks that you can be relied upon to do competently.

8. Your other transferable skills

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

9. Your professional/technical skills

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

10. Other information/achievements

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

11. Referees

- ⇒ 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 direct family members!

11.09 My Résumé

Résumé: Ethelred Johnson, Mar 2023

Ethelred Johnson
215 Fredson Place, Springtown, 3523
DOB: 1/4/2006
P: (03) 9222 1111 M: 0412 0412 0412
ethelred@pmail.com.au

(1)

Education

(2)

2023: Springtown College, currently completing VCE Vocational Major (Yr 11) and Certificate II in Retail.

Vocational subjects include: (3)

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills.

Certificate II in Retail units include:

- Communicate in the workplace
- Apply point-of-sale handling procedures
- Minimise theft
- Operate retail equipment.

2019-2022: Completed Years 7-10, Springtown College

Qualifications & Training

(4)

- Apr 2021: Certificate in Basic First Aid
- Nov 2022: Certificate I in Customer Service

Career Ambition

(5)

I wish to enter the retail industry and develop a career, supported by vocational training in customer service and operations, eventually moving through to management.

Employment History

(6)

Employment

→ The \$3 Shop, 202 Elcheapo St, Mayloika

Position: Retail sales assistant Duration: July 2022 - current

Tasks: Serving customers, answering phones, managing stock, cleaning, and working on registers.

Competencies: Some of the main competencies I have demonstrated include:

- Effective communication with customers
- (7) → Working with other staff as part of a sales team
- Using electronic point-of-sale equipment and balancing register
- Maintaining stock levels and completing stocktakes
- Being flexible, working evenings and weekend shifts
- Following store OH&S processes
- Solving customer problems and complaints.

Page 1 of 2

Résumé: Ethelred Johnson, Mar 2023**Employment History (cont.) (6)***Work Experience*

➔ The Deject Shop, Springtown Plaza, Springtown Hills.

Position: Retail assistant Duration: June 2022 - 2 weeks

Tasks: Helping customers, cleaning, sorting stock and packing shelves.

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

- ➔ Dealing with customers in a professional manner
- ➔ Working with other staff to process orders
- (7) ➔ Using hand pallet jacks
- ➔ Applying safe and effective lifting techniques
- ➔ Organising appropriate product presentation and packaging.

Transferable Skills (8)*Leadership*

- 2023, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2022, coordinated Year 10 small business project based on baking and selling cakes to raise money for Oxfam.

Clubs

- Member of Springtown Tennis Club since 2019.

Professional Skills (9)

- Able to use Word, Excel, PowerPoint, digital and email applications.
- Current learner's permit.
- Can speak some German.
- Can use business and office equipment including photocopiers and desktops.
- Able to operate media equipment and devices including projectors and cameras.
- Able to install computer hardware components.

Achievements (10)

2022, school achievement award for Best Small Business Student.

Hobbies/Interests

Computer games, internet and multimedia, tennis and keeping fit.

Referees (11)

Mr. Ian Knott	Ms. Jay Duty	Mr. P. Enham
VCAL Coordinator	Store Manager	Supervisor
Springtown College	The \$3 Shop	The Deject Shop
P: 92222 2222 (BH)	M: 04 1404 1404	P: 4444 4444 (BH)

11.11 My Résumé

	Résumé:	(1)
Education	(2)	(3)
Qualifications & Training	(4)	
Career Ambition	(5)	
Employment History	(6)	
<i>Employment</i>		
→		
Position:		Duration:
Tasks:		
Competencies:	Some of the main competencies I have demonstrated include:	
	→	
(7)		

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Résumé:

Employment History (cont.) (6)



Position:

Duration:

Tasks:

Competencies: Some of the main competencies I have demonstrated include:



(7)

Transferable Skills (8)

Leadership

Clubs

Professional Skills (9)

Achievements (10)

Hobbies/Interests

Referees (11)

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11.13 My Résumé

11E My Résumé - Draft

1. Identify **your key information** for each of the 4 **categories**. Try to express each statement in **one concise sentence**. Use this page as a starting point, and then continue your lists in your work folios.

My skills and competencies

My attributes and knowledge

My training and qualifications

My work and transferable experiences

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2. Present your **drafts** to your **teacher** or **Career Advisor**. **Redraft** your statements based on the **feedback** you get.

Before complete your **final résumé**, you need to undertake this **audit**.

Section	Ask yourself...	Answer/Action?
Personal details	Are these up to date? Are you disclosing too much or too little personal information? Have you got a professional email address?	
Education	Is this up to date? Does it make sense to someone who doesn't understand the education system?	
School and VET subjects & units	Do you need to list your grades? Have you listed relevant VET units to suit the industry or job?	
Other qualifications & certificates	Have you included all your other qualifications? Have you included both on-the-job and off-the-job training achievements? Do you have copies of certificates? Have you got certified copies?	
Brief career ambition	Is this up-to-date to match your changing goals? Does your statement suit the industry or job?	
Employment/ work experience history	Have you listed paid work, volunteer work, community work and work placements? Is it in reverse chronological order? Have you done any other activities that can be listed?	
Employment tasks/ competencies	Are you describing your key roles accurately? Have you listed relevant competencies using 'ings'? Do your competencies reflect a range of tasks and skills, including teamwork, work-related technologies and following OH&S practices?	
Your other transferable skills	Have you identified other skills, experiences and abilities that are relevant?	
Your professional/ technical skills	Have you listed a range of professional or technical skills that are relevant to your industry? Have you included skills developed personally, through school, through VET and through work?	
Other information/ achievements	Have you included other information such as awards and achievements? Do you have information that shows community involvement, leadership and teamwork?	
Referees	Are they the most appropriate referees for your industry/job? Have you checked that it's still ok to use these people; and is their info up-to-date? Have you notified them you are applying?	

11.15 Job-Seeking Portfolio

Job-Seeking Portfolio

When you are preparing to apply for jobs you need to start assembling your Job-Seeking Portfolio. Your **Job-Seeking Portfolio** will include all the **evidence, examples, certificates, results** and other **documentation** of your work readiness and achievements.

And now that many application processes have gone **digital**, you will also need to create and collate appropriate **digital versions** of all of these 'artefacts'.

Some requirements are **universal** such as a résumé, cover letter, education and training completion evidence and referees. Others will be **minimum entry pre-conditions** such as an RSA for hospitality, a 'White Card' for construction or a Working with Children check for child-care.

Some will be **job-specific** such as a manual license, or a performance showreel. Others **add value** to your **employability** such as first-aid, community involvement or leadership programs. So what have you got ready, what do you still need to set up and which do you

still need to go and do?



Job-Seeking Portfolio 11G

Record all the important elements of your **Job-Seeking Portfolio (JSP)** that you need to prepare and complete. Tick whether a hard copy or e-file (or both) is/are required and then record dates. Add specific information to each section.

Job-Seeking Portfolio				
Name:	hard copy	e-file	Due date	Date done
A: My résumé				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B: My job-seeking skills				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C: My work-related experience				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D: My network and referees				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E: My supporting documents and visual evidence				
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11.17 Graduated Assessment

AT5 My Résumé and Job-Seeking Portfolio - Transferable skills and capabilities

Required

For this assessment task you are required to draft and prepare a complete entry-level **résumé**.

After completing a series of graduated tasks, you will use appropriate software to complete your **résumé**.

Part 1: Investigate résumés

- Explain the importance of a **résumé**.
- Clarify the main information required on an Australian **résumé** for an entry-level job-seeker still at school.
- Source at least 3 different **résumé** formats.
- Compare the strengths and weaknesses of each format, for you.
- Choose and justify a suitable **résumé format** for you.

Part 2: Prepare a draft **résumé**.

Clearly communicate your:

- relevant personal details and current **résumé**
- skills and competencies
- personal attributes and knowledge
- training and qualifications
- work and work-related experiences
- practical, technical or specialist skills
- transferable skills and other information
- appropriate referees.

Note: These are likely to be organised in a different order on your **résumé**.

Part 3: Prepare final **résumé** and Job-Seeking Portfolio documents

- After receiving feedback, complete your 'final' **résumé**.
- Collect and organise hard copies of portfolio documents.
- Create and organise digital copies of portfolio documents.
- Develop strategies for modifying your **résumé** for online applications.

Other information and dates

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Graduated Assessment Task 11.18

Name:	Key dates:	UNIT 2 AOS2			
Tasks - AT5: My Résumé and Job-Seeking Portfolio		Must Do?	Due Date	Done	Level
Part 1: Investigate résumés for me.					
a. Explain importance of a résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Clarify main information required on a résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Source at least 3 different résumé formats.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Compare strengths & weaknesses of each format for me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. Choose and justify a suitable résumé format for me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Part 2: Prepare my draft résumé.					
a. My personal details and current education.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. My skills and competencies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. My attributes and knowledge.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. My training and qualifications.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
e. My work and work-related experiences.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
f. My practical, technical or specialised skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
g. My transferable skills and other non-academic skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
h. My appropriate referees.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Part 3: Prepare my final résumé and portfolio documents.					
a. Use feedback to complete my 'final' résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Create hard copies of portfolio documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
c. Create digital copies of portfolio documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
d. Strategies for modifying résumé for online applications.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, including digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Draft my résumé and other documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Finalise and submit my résumé and other documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Present or report to my teacher or the class.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

FULL DRAFT
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SAMPLE

Additional information:

Signed: _____ Date: _____

11.19 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

**FULL DRAFT
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My performance in developing my Work-Related Skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Applications and Interviews

12

12.01 Job Applications242	12.23 Digital Applications.....264
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12.09 Application Letters250	12.29 Unit Review and Reflection270
12.15 Job Interviews256	

Activities 12. Applications and Interviews		p.	Due date	Done	Comment
12A	Job applications	243	<input type="checkbox"/>	<input type="checkbox"/>	
12B	Job application types	245	<input type="checkbox"/>	<input type="checkbox"/>	
12C	Informal selection criteria	247	<input type="checkbox"/>	<input type="checkbox"/>	
12D	Common selection criteria	249	<input type="checkbox"/>	<input type="checkbox"/>	
12E	Job application tips	251	<input type="checkbox"/>	<input type="checkbox"/>	
12F	Cover letters	253	<input type="checkbox"/>	<input type="checkbox"/>	
12G	Job application	254-255	<input type="checkbox"/>	<input type="checkbox"/>	
12H	Preparing for interview	257	<input type="checkbox"/>	<input type="checkbox"/>	
12I	Interview types	258	<input type="checkbox"/>	<input type="checkbox"/>	
12J	Why you?	261	<input type="checkbox"/>	<input type="checkbox"/>	
12K	SAO technique	263	<input type="checkbox"/>	<input type="checkbox"/>	
12L	Digital applications	265	<input type="checkbox"/>	<input type="checkbox"/>	
12M	Digital action plan	267	<input type="checkbox"/>	<input type="checkbox"/>	
AT12	Skills, Documents, Application and Interview	268-269	<input type="checkbox"/>	<input type="checkbox"/>	
R12	Unit Review and Reflection	270	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

12.01 Job Applications

Job application

The job application process is the way that employers connect with potential employees as part of the recruitment and selection process. So it is crucial that you start to master this.

Some firms will ask you to email your application, so applicants need to ensure that their documents are in a widely used format, such as a PDF.

Many job application processes for larger enterprises are automated using digital recruiting software, requiring you to input your information into pre-determined fields, and/or to upload your documents.

And often this software is 'smart' software, which scans applications looking for key skills, qualifications, experience and accuracy of information to eliminate serial applicants, time-wasters, and others who may not be suitable.



Expression of interest

- ⇒ Some jobs, especially higher-level or government roles, ask for applicants to provide an initial expression of interest (EOI).
- ⇒ Sometimes this will happen before the application process has started.
- ⇒ An EOI helps filter out uninterested applicants, as only those who have taken the time to write and email their EOI will receive the application materials.
- ⇒ As an applicant, you are being assessed right at the beginning with your EOI.

Cover letter

- ⇒ Many jobs will ask that applicants attach a cover letter.
- ⇒ A cover letter is a brief introductory letter that summarises: who you are, the role you are applying for, why you are applying; and a very brief outline of why you may be suitable.
- ⇒ Cover letters are usually emailed, or entered into an early form field on a digital application.
- ⇒ Cover letters are assessed for grammar and accuracy, as well as your suitability. So they should always be written formally. No emojis!

Cold-canvassing

- ⇒ Sometimes also called cold-calling, this method involves you being proactive.
- ⇒ When cold-canvassing, you take the initiative and approach potential employers by visiting or calling them.
- ⇒ You must have all your career information, such as your résumé, training evidence and references, ready to go.
- ⇒ In times of labour shortages, cold-calling can extend to checking 'window' vacancies in the shopping precinct or on the main street.

Social media (and PMs or DMs)

- ⇒ Many small businesses are increasingly using social media posts on community pages to put a call out for workers.
- ⇒ You may not see these directly so it is important to have people in your networks keeping an eye out for you.
- ⇒ Your first reply is likely to be a direct message. So you need to develop a 'script' to reply to the employer.
- ⇒ Once you have a script with clear and concise information, you just need to tailor it to the position, and then to make sure you reply professionally.

Job applications 12A

1. What is an **expression of interest**? When might **you have to** complete an **expression of interest**?

2. What is a **cover letter**? Why is it **vital** that you prepare a good cover letter?

3. What is **cold-cavassing**? When might cold-cavassing be a **good job-seeking technique**?

4. How is **social media** being used to **recruit** potential **workers**? What do **you need to do** you enhance your chances through this method?

Applied: Prepare a **'script'** to help you **get ready** for potential **cold-cavassing** or **social media job** opportunities. What **Job-Seeking Portfolio documents** will you need to have ready to go? Start listing ideas below.



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12.03 Job Applications

Application types

Different jobs, industries and organisations may prefer to use varied application methods. We want you to be prepared for all possibilities. The three most common types you are likely to experience are:

- i. **written applications**
- ii. **verbal applications**
- iii. **online applications.**

i. Written applications

- ⇒ These should be prepared as a typed, formal business letter.
- ⇒ You must refer specifically to the job or position you are applying for.
- ⇒ You must also refer specifically to the organisation (if known) or industry that you are applying to.
- ⇒ Of course, you must spellcheck, edit and review the letter.
- ⇒ Keep it to one page and use a simple plain font that is easy to read.
- ⇒ You can develop a type of template or model as part of your Job-Seeking Portfolio.
- ⇒ Many written application processes now use exclusively digital methods.
- ⇒ Local and smaller employers using social media networks might ask for a short written PM or DM or email, which is more of an informal approach.

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ii. Verbal applications

- ⇒ These are a bit like an application and interview rolled into one. But they can save time.
- ⇒ You might get this opportunity through a network contact, i.e. "Drop in at 4pm and we'll have a talk about your options," or "...call tonight; we'll have a quick chat."
- ⇒ These might be favoured by small local employers who want to get to know someone personally rather than just read paperwork (that really, anyone could've written)!
- ⇒ Or they might be used for bulk 'cattle-calls' (meaning they really are more of an interview).
- ⇒ Consider verbal applications a pre-test. They might seem more informal, but of course you are being assessed and judged; especially on your interpersonal and communication skills; and your 'attitude'.
- ⇒ Cold-calling involves verbal applications. So you need to prepare a 'script' of what to say and how to sell yourself confidently.
- ⇒ You might need a different verbal communication approach for face-to-face, or for phone, or for Zoom/Facetime applications.
- ⇒ Most people struggle when doing verbal applications. It takes practice.

iii. Online applications

- ⇒ These generally use a template and often have character lengths for fields.
- ⇒ You must complete the application; just like filling out a form.
- ⇒ They will require basic biodata about you.
- ⇒ They will also ask for information, skills, experience etc., related to both you, and to the position.
- ⇒ You will need to complete all sections. There might even be a (timed) test component!
- ⇒ You should pre-prepare all your answers in a program such as Word and edit, spellcheck and review for character length.
- ⇒ Then when you've had this checked, copy and paste your information into the appropriate sections on the online form.

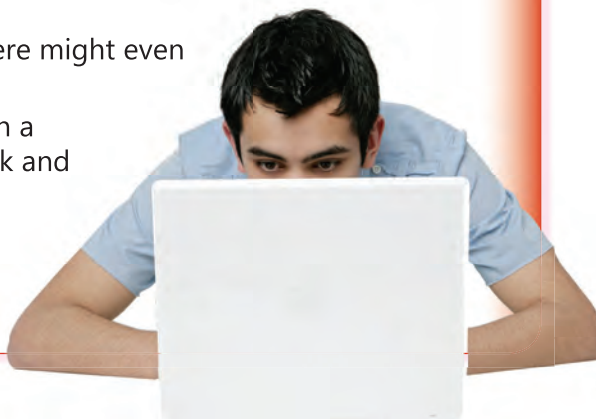


Image: Eyecandy Images/Eyecandy Images/Thinkstock

Job application types 12B

1. Which **types of jobs** do you think are **most suitable** for each of the 3 **application types**?
2. Explain why **you would** and/or **wouldn't prefer** each application **type**.
3. Suggest **another application type** and complete the questions for this as well.

Type	For jobs...	... presence and why and/or why not.
written application		
verbal application		
online application		
other...		

FULL DRAFT PREVIEW SAMPLE

12.05 Selection Criteria

Selection criteria

Some application processes require you to respond to **selection criteria**. This means that applicants need to provide more information in their **application letters** or **expressions of interest** than what is contained in their résumé.

Applicants are being asked to demonstrate or 'prove' what they are saying on their CVs. The 'responses' help show the likelihood of an applicant's ability to fulfil the requirements of the specific job.

You are more likely to encounter **formal selection criteria** for higher-level, career-focused positions.

However, **informal selection criteria** are also being increasingly used due to the switch to online applications. Many e-applicants are applying for jobs that they are not qualified for by simply attaching their CVs as part of the online process. Selection criteria enable employers to 'cull' prospective applicants quickly and eliminate serial applicants who are not suited to that job.

If an application asks you to address specific selection criteria (such as a list of questions) then the employer (or agency) is using a formal selection criteria process.



Informal criteria for selection

All positions are filled using a pre-determined list of criteria to guide the selection of applicants. These are the qualities the employer is looking for in a suitable applicant for the job.

For **entry-level positions**, these criteria in selection might include an applicant's:

- ✓ education level
- ✓ vocational qualifications
- ✓ general experience, including transferable skills
- ✓ industry-specific experience
- ✓ licenses and industry-specific certifications
- ✓ practical or technical skills
- ✓ safe use of equipment, machinery and work-related technologies
- ✓ demonstrated evidence of successful teamwork
- ✓ community participation and involvement
- ✓ leadership experience
- ✓ general skills and abilities such as punctuality and reliability, communication and numerical skills
- ✓ health and fitness (where applicable for the role)
- ✓ age (where applicable for the role)
- ✓ understanding of the roles and responsibilities of the job
- ✓ understanding of the industry,
- ✓ and other criteria upon which an applicant might be judged as suitable for the specific role, that workplace and that organisation.



Informal selection criteria 12C

Sometimes we can learn more about unfamiliar processes by helping others. In pairs, develop **responses** for each of these **selection criteria questions**. Add 2 more.



Informal criteria	Me now...	What do I need to do?
education level		
vocational qualifications		
general experience & transferable skills		
industry-specific experience		
transferable skills		
licenses & industry-specific certifications		
practical or technical skills		
safe use of equipment & technologies		
evidence of successful teamwork		
leadership experience		
community participation		
punctuality & reliability		
communication skills		
health and fitness (if relevant)		
age (if relevant)		
understanding the roles of the job		
understanding of the industry		

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SAMPLE**

12.07 Selection Criteria

Common 'selection criteria'

As you can see, it's quite a task to be able to demonstrate and communicate that you 'tick all of the boxes' when it comes to selection criteria.

That's why the labour market is so competitive for young job-seekers.

From here on, we will refer to these informal criteria for selection as '**selection criteria**' rather than that more formal definition.

This is because you are more likely to experience these examples of selection criteria at this stage of your career pathway.

However, there are **common selection criteria** that seem to pop up time and time again for nearly all job application situations.

You need to be able to provide clear concise statements that '**prove**' your **abilities** in each of these areas. Every applicant says they are reliable, a positive team member and a good communicator. But in order to be considered for the job, you have to prove these statements!

So how can you prove that you are reliable? How can you show when have you worked effectively in teams? And what examples can you give to demonstrate that you are a good communicator?

👤 Your teacher will discuss these common selection criteria with you as a class. So have a think of how they apply to you and your situation.

Uncommon Knowledge

Referees

Sometimes job opportunities can come up quickly.

So, you need to have organised your referees well ahead of time.

Make sure you have recorded their details correctly.

Sometimes they might have to give a written reference. This will take even more time - they are likely to be busy.

Always let your referees know when you are involved in job-seeking. This way they will be ready to say 'positive' things about you if they get a call.

Common 'Selection Criteria'

Reliability and punctuality.

Ability to communicate effectively.

Ability to work safely and to protect the safety of others.

Experience working in, or being part of a team.



Demonstrable industry-related experience.

Management or leadership experience.

Skills in the use of work-related technologies and devices.

Well-developed customer/client service skills.

Common selection criteria 12D

1. Rephrase the 8 'Common Selection Criteria' on p.248 into **how** they **might** be **asked** in a **job interview** as **questions**. (Your teacher can help if you need it.)
2. How would **you respond** to **each** of these **questions**?

You will need to **relate** some of your answers to a **specific industry** and **job** in which you might be interested.

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

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Applied



- a. Research job opportunities for a position you are interested in now, and/or one that matches your future career pathways goals. Find out, and document the selection criteria for these positions.
- b. Explain whether these selection criteria are general (informal), or more specific to the type of occupation and industry.
- c. Do you meet these selection criteria? Why so, or why not?
- d. What might you have to do to skill-up so that you can satisfy selection criteria in the future?

12.09 Application Letters

Application letter

An important part of successful job-seeking is writing a job **application letter**.

Many job advertisements ask you to submit a letter along with a **résumé**.

The advertisement might sometimes even ask for this letter to be in your own **handwriting**.


You might also have to create an application letter for a **volunteer**, **work placement** or **work experience** position.

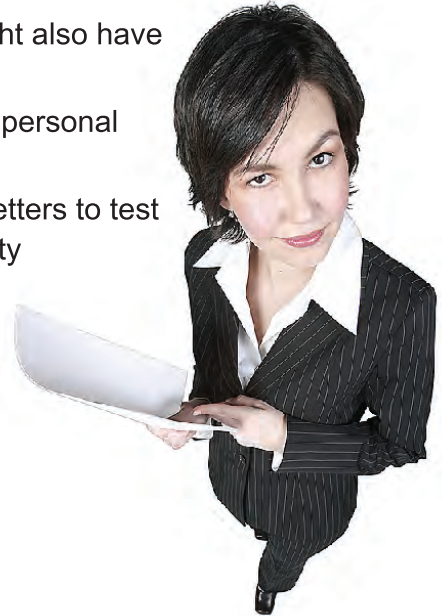
When applying for a position electronically or online, you might also have to submit a letter by **email** or as part of the application.

When you apply, the site might also ask you to attach a brief personal **cover letter**.

Application letters are very important. Employers use these letters to test your **interest** in the job, your **suitability**, as well as your ability to use correct **grammar** and **spelling**.

An application letter is your first stage in addressing the key **selection criteria**.

-  Your teacher is likely to show you a few different job application/cover letter formats.



“Let me just have a little look at your application letter.”

Cover letter

Many jobs will ask that applicants attach a cover letter.

A cover letter is a brief introductory letter that summarises:

- ✓ **who** you are,
- ✓ the **role/position** you are applying for,
- ✓ **why** you are applying; and
- ✓ a very brief **outline** of why you may be **suitable**.

Cover letters are usually **emailed**, or entered into an early form field on a digital application.

Cover letters are assessed for grammar and accuracy, as well as your suitability. So they should always be written formally.

Cover letters are a way for you to make a good **first impression**.

It is important to understand, that although a good cover letter won't immediately get you a job (or even an interview), a bad cover letter will pretty quickly **not** get you a job.



Image: mybaitshop/
Depositphotos.com

Application Letters

Be set out as a formal business letter or email.

Use plain fonts and spacing between paragraphs.

Be typed, unless you are asked to handwrite your letter.

Include the correct addressing, spelling and titles of anyone named in the advertisement.

Relate specifically to the position and organisation.

Clearly explain how you could be a benefit to the organisation, (i.e. what can you offer that will make you a suitable employee?).

Show how your skills, competencies and experience make you able to do the job (or learn to do the job).

Job application tips 12E

Use the **terms** to complete the following passage about **job application letters**.

- | | | | |
|---------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> application | <input type="checkbox"/> experience | <input type="checkbox"/> office | <input type="checkbox"/> titles |
| <input type="checkbox"/> asset | <input type="checkbox"/> formal | <input type="checkbox"/> learn | <input type="checkbox"/> typed |
| <input type="checkbox"/> competencies | <input type="checkbox"/> handwrite | <input type="checkbox"/> emails | <input type="checkbox"/> specifically |
| <input type="checkbox"/> copy | <input type="checkbox"/> learn | <input type="checkbox"/> spacing | |

An **a**_____ letter should be set out as a **f**_____ business letter. The letter should be **t**_____ unless you are asked to **h**_____ your letter. The letter should use **p**_____ fonts and generous **s**_____ between paragraphs. The letter should include the correct addressing, spelling and **t**_____ of anyone named in the advertisement. The letter should relate **s**_____ to the position and organisation and must not be just a general, generic or form letter. The letter should summarise how your main **s**_____, **c**_____ and **e**_____ enable you to do the job; or show how you might **l**_____ to do the job. The letter should clearly explain how you could be an **a**_____ to the organisation, i.e. what can you **o**_____ that will make you a good employee? Always keep a **c**_____ of the letter for your own records.

Discussion: Do you think that in the digital age any employer would still want you to **handwrite** a letter? What **jobs** might need **very good handwriting**?



12.11 Application Letters

12F Cover letters



In pairs, take a look at these **cover letters**. They're not all bad, but they certainly need a 'bit' of **improving**.

1. What **type of job** is each applicant applying for?
2. What would the **employer** be **looking for** in an **applicant**?
3. Edit and/or re-write these cover letters to **make them better**.

Dear Jack Smithson

I am applying for your job as a casual gardener that I saw online. I have attached my resume and a character references as asked you for.

And yes i am very fit and hardworking and love the outdoors and leaning from people who know more about the industry, such as old people like you.

I hope to hear from you soon.

Larry

Hi Naomi

I saw the advertisement for weekend train staff. I saw the window and followed the QR link. I have uploaded my resume via the link and am now following up with a cover letter.

I really want to work at Crazezzz as it sounds fun and exciting and I am a good team player with lots of enthusiasm. My referees will back that up and said you can call them when you want. I'm doing a jet course in February in hospitality.

If you want to discuss this further you can call me on my mobile, except during school hours of course.

Look forward to a good response and love your work!

Sinnomin Pepper

Applied

1. Create a **typed** cover letter to respond to this job advertisement in the window of Tatts and Plaits Funky Hair and Ink studio.
2. Assume the employer has asked you to send them a social media **DM** or **PM**. **Change** your **cover letter to suit** a social media message format.
3. Would you make any **other changes** if they asked you to send an **SMS message**? Explain.



106 Lumbuk Place,
SPRINGTOWN, VIC, 3523

March 24th, 2023
Ms Onga Parinka
Owner
Gourmet Scavenger Café
17 Lemtick Avenue
Springtown Heights VIC 3521

Dear Ms. Parinka

I am applying for the position of casual café assistant that was listed on www.seek.com.au on March 20th, 2023.

I am currently undertaking VCE - Vocational Major (Year 11) at Springtown College and as part of this I am studying a Certificate II in Hospitality. I am hoping to develop a long-term career in a hospitality business such as a café or restaurant.

Some of the units I am doing as part of my course include:

- Prepare and serve espresso coffee
- Follow health, safety and security procedures
- Provide food and beverage services
- Provide responsible service of alcohol as per Victorian law
- Follow workplace hygiene procedures

In June last year I completed my work placement for 7 weeks at the Deject Shop in Springtown Plaza. During my placement, I gained retail industry skills and competencies by dealing with customers, controlling stock and using equipment safely.

This experience made me very interested in building a career in customer service because I really enjoyed the past face of the shop and being able to make customers happy. My enjoyment of my hospitality course means that I want to work in a food and beverage environment that satisfies customers.

I have enthusiasm and a range of retail and hospitality skills that can contribute positively to the Gourmet Scavenger Café. I also welcome the chance to gain more training from your organisation.

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

Yours Sincerely

Hyrem Weably
enc: Résumé and references

← 1a. Your address, note the format!

← 1b. Date of writing the letter.

← 1c. The name, title, and address of who you're sending to. Note the format.

← 2. Intro title of letter.

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

← 4. About you now and where you want to go. Relevant subjects/courses show your suitability.

← 5. Specific experience or study examples related to the position, occupation and/or industry.

← 6. Any relevant experience and competencies that you have.

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

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

← 9. The sign-off.

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

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SAMPLE

12.13 Application Letters

12G Job application

1. Use the table below to start **drafting** your relevant information for a **job letter**. The numbers match the sample on p.253.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**FULL DRAFT
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SAMPLE**

2. Create a **job application letter** for a **position** you are interested in, or a **work experience/placement opportunity**, or an **advertisement** your teacher has provided.

When your teacher has checked over this letter, prepare a final copy using a computer. (Tip: You could make a copy of this page and enlarge to A3.)



**FULL DRAFT
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12.15 Job Interviews

Preparing for interviews

Job applicants will have to undergo some type of job interview as part of the selection process. Most organisations only interview a few people for each job, so if you do get an interview then they think that, on paper, you are potentially suitable for the job. However, someone else might be more suitable. So they will interview the best candidates before making their selection.

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

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

1. Preparation
2. Presentation
3. Personality
4. Selling
5. Reflection



Image: shvili/
iStock/Thinkstock

1. Preparation

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where you need to go, how long it will take to get there, any parking & public transport issues, what to expect at the building and so on.
- ⇒ Have extra copies of your résumé, references and other documents as part of your Job-Seeking Portfolio and offer to leave a folio of these.

2. Look the part

- ⇒ Dress suitably for the interview. Match your clothes to the professional tone of the position.
- ⇒ You can never be over-dressed for a job interview but you can be under-dressed.
- ⇒ Tone down all accessories for the interview. No sunnies, hoodies, hats and no trackies; (except maybe for sporting roles)!
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands if culturally appropriate (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).

Image: Alexandru Chiriac/
Hemera/Thinkstock



5. Reflect on your experience

- ⇒ Thank your interviewers for their time and shake hands (if appropriate), 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 in this job, you might have been ranked second. So imagine if the person ahead of you doesn't take the job, or doesn't stick it out for long! It does happen!
- ⇒ Each interview you have gets you one step closer to being employed.

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Preparing for interviews 12H

What would **you do** to help you succeed in each of these 5 **categories** in an **interview** situation? Explain your responses using **examples** related to a **potential** interview for a **job** or career you would like to pursue.

i. Preparation
ii. Presentation
iii. Personality
iv. Selling
v. Reflection

12.17 Job Interviews

The interview

If you have been selected for an interview then it's your chance to try and secure a job. Organisations are selective about who they interview and might only interview three to five people. So if you get to the interview stage you are in with a good shot.

If you are granted an interview, then the employer most likely thinks that you are probably able to do the job. However, there might be someone else who is more skilled and better suited for the position.

The type of interview and number of interviewers vary depending on the job you are going for. There are three main types of interviews:

1. **One-to-one interviews**
2. **Panel interviews**
3. **Group interviews.**



1. One-to-one interviews

This is the most common method when starting out your career, and when going for jobs in small businesses. (This might occasionally happen via video.)

- ⇒ You'll most likely be interviewed by the person who is actually employing you.
- ⇒ You might be competing against quite a limited field, perhaps just 3-5 applicants.
- ⇒ The successful applicant will most likely have to attend only one interview session.
- ⇒ If you are called back for a second interview this means that you are in strong consideration. The second interview might be in front of a panel.
- ⇒ You must develop good, positive communication with your interviewer.
- ⇒ You need to show your enthusiasm for the position, because this person might own the business, or is likely to be your future supervisor.
- ⇒ You must address the person directly because it's just you and them in the interview.

12I Interview types

List 2 **advantages** and 2 **disadvantages** of each of these 3 **types** of interviews. Briefly **explain** your preference for each type.

One-to-one	Panel	Group
Advantages:	Advantages:	Advantages:
Disadvantages:	Disadvantages:	Disadvantages:
My preference:	My preference:	My preference:

Panel interviews

Many higher-level positions, large organisations and government positions will use an interview panel. (This can sometimes happen via video.)

- ⇒ An interview panel would normally consist of three people. For example:
 - ✓ someone from human resources (HR) who is in charge of recruiting,
 - ✓ someone who you are likely to be working with such as your future manager or supervisor, and
 - ✓ someone who is either a union, staff or merit and equity representative.
- ⇒ When facing a panel, don't be intimidated. Panels may even be a better option, because you don't have to just concentrate on the one person all the time.
- ⇒ When asked a question, address the questioner first, but then make sure that you address each of the panel members by including all of them in your gaze. Move your head in a semi-circle to take in the entire panel when talking.
- ⇒ Each panel member is likely to be assessing you on different aspects such as:
 - ✓ technical skills, job knowledge and potential to do the job successfully
 - ✓ your body language and your level of confidence
 - ✓ your ability to answer questions honestly and openly
 - ✓ how your personality is likely to suit the people you will be working with.

Group interviews

A group interview situation highlights your ability to work with others. Group interviews might be used:

- ✓ for certain lower-level jobs, such as retail, customer service,
- ✓ when a new business is starting to get off the ground,
- ✓ for special events, such as an agency employing for a one-off event, or
- ✓ when an organisation is hiring a number of people for similar jobs.
- ⇒ The group interview process might involve sessions with 10-20 other people. You might even be part of a bulk 'cattle-call', whereby hundreds or even thousands of people turn up, lining up on the street, for the opening of a new 'high profile' business.
- ⇒ A group interview situation highlights your ability to work with others. The organisation is not likely to be looking for the most outgoing person, nor the quietest person.
- ⇒ You need to be well-presented and prepared, confident but not pushy, assertive but not aggressive. Remember pushy people cannot hide this trait.
- ⇒ It is vital that you take an interest in what other people are saying, and join in any group activities. You must demonstrate active listening to others, and to your interviewer(s).
- ⇒ You must assume that you are being watched and assessed the entire time you are there; not just when you are being interviewed. This includes:
 - ✓ while waiting and standing in line,
 - ✓ how you deal with other people such as the organisers (wranglers), and
 - ✓ how well you interact with other applicants, and whether you are patient.



Image: Alexander Rath/ Photos.com

12.19 Job Interviews

Interview questions

In interview situations, you will be asked to answer a series of questions.

These questions will be about you, your work-related experiences and suitability, and your likelihood to succeed in the role within that organisation.

Questions about you are likely to focus on your:

- ✓ personal abilities and life experience
- ✓ work-related skills and competencies
- ✓ qualifications and training
- ✓ involvement in community and volunteer activities
- ✓ future career goals;
- ✓ as well as many other potential questions.

You will also be quizzed on your suitability for the specific job. For these questions, you really need to have real examples that enable you to provide suitable answers.

Questions related to the specific role may focus on your:

- ✓ generic work-related skills, work-related skills experiences and work-related training
- ✓ specific work-related competencies, experiences and training
- ✓ knowledge of the tasks, requirements and responsibilities of the job
- ✓ interest and enthusiasm for the role
- ✓ understanding of the organisation and what is due
- ✓ ability to work as part of an effective team
- ✓ willingness to undertake further training and professional growth; and more!

You may even be asked to provide examples that relate to common **general** or **specific work-related scenarios** faced by workers in that role.



“Make no mistake, in an interview you are being judged! That’s what it’s all about!”

General scenarios

- ⇒ “Explain an example where you worked effectively as a team, and describe how working as a team was of benefit.”
- ⇒ “Explain when you had to deal with a problem in the workplace, and the actions you took to deal with that problem.”
- ⇒ “Identify an area in which you think you need improvement, and outline how you think you could achieve this improvement.”
- ⇒ “Outline an example where you demonstrated leadership, and what was the outcome of your actions?”

Specific scenarios:

- ⇒ “We have to give customers a full explanation of our mobile plans. How would you go about this for a customer who speaks little English?”
- ⇒ “After training we expect workers to take responsibility for reporting safety issues. What would you do if you are working alone and you encounter a dangerous safety hazard?”
- ⇒ “If a customer comes in to pick up an order, but they don’t have a copy of their transaction, what would you do?”

Why you? 12J

Find an example of an **employment opportunity**; or your teacher might supply the class with one. Answer these questions.

1. Why do you want this job?

2. Why should they employ you in this position?

3. What skills/abilities/qualities/experience do you contribute to their firm?

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4. Explain how you have succeeded in a team role dealing with other people?

5. Where do you see yourself in (12) months time?

12.21 Job Interviews

Addressing questions and selection criteria: SAO Technique

One method to address interview questions and/or selection criteria is to use the SAO technique. This involves treating all questions or criteria as a 3-part process, and developing or providing responses in three stages.

1. Situation: Describe a task or situation where you demonstrated work-related or transferable competencies and skills.

2. Action: Give examples of what you did and how you did this. Identify resources used such as other people, equipment, etc..

3. Outcome: Summarise the outcome; was it successful and why; or was it unsuccessful and if so, how would you improve?

So consider how you would use SAO if you were asked to, “Describe how you have worked effectively in a team.”

Using SAO

Have a look at the SAO example below and discuss this as a class. What would you have done in that work situation?

And has this student described the situation that happened clearly, explained the action, and the reported on the outcome?



Q. “Explain a work-related problem you had to overcome, and how you went about this.”

Situation

I was working in the newsagency when the computer system went down during the busy lunchtime period. At first I was a bit panicked and not sure what to do.

Action

I had to switch to manual which meant adding up the orders using a calculator and recording all sales manually on a pad. I opened the register with the override key so I could process cash transactions.

Some customers weren't happy because cashless transactions couldn't be processed. So I apologised and directed those people to the nearest ATM to get cash if they wanted to continue their purchase.

Outcome

Surprisingly, everything ran quite smoothly after a few minutes. Most people still had cash anyway, and people even started talking with each other a bit more as they waited.

Some even stuck up for me to people who were complaining. After about 30 minutes I was even able to calculate most purchases and the required change in my head, and just used the calculator as a backup for big multiple purchases.

What was interesting was that after a while, most small transactions were faster to process and I got to engage more with the customers. And it was quite fun to use my brain more!

The boss is now thinking of introducing a second cash-only register for busier periods with me working it!

SAO technique 12K

Use the **SAO** technique to develop **answers** for these potential **interview questions**. Make sure that you choose a **job** which **matches your career ambitions**.

Job:
Q. Describe an example where you worked successfully as part of a team.
S:
A:
O:
Q. Explain a work-related problem you had to overcome, and how you went about this.
S:
A:
O:
Q. Tell us of how you had to, or when you might be expected to, use initiative in the workplace.
S:
A:
O:

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12.23 Digital Applications

Check your digits

In the contemporary world of work, most people find jobs using digital application processes. This involves a combination or some, or even all, of the following job-seeking requirements.

1. Digital job advertisement sites.
2. Digital 'company' job application portals.
3. Digital networking, as well as direct 'informal' contact, through social media.
4. Digital 'bulk' call-outs through social media.
5. Digital networking megasites where job-seekers upload and 'advertise' their own profiles.

Additionally, nearly all job applicants are required to submit an 'application' formatted and sent using ICT; i.e. job application letters, application templates, résumés, expressions of interest, selection criteria, etc..

So as a class, discuss examples of each of these digital job-seeking opportunities that you are, or should be aware of!

Uncommon Knowledge

Digital applications

- ⇒ More than half of all jobs are advertised on formal job-seeking sites, including organisations' own websites.
- ⇒ Almost a quarter of jobs are 'advertised' on social media sites, including bulk call-outs, and smaller employers asking for applicants.
- ⇒ Almost a third of all jobs are filled by word-of-mouth; that is, by networking!

This adds up to more than 100%. Why is that? 

Source: *Australian Jobs 2021, p.33, Australian Government*



Bruti
"It seems that most jobs are advertised online. But which sites are the best to use?"



Loris
"I see a lot of businesses looking for workers on Facebook. How should I respond to these?"



Vyndham
"My mate told me to email all the shops in my town and say I'm looking for a job. I don't know if this would work."



Ang
"If I have to email a job application and my résumé, what digital formats should I use?"



Kel
"I've heard that the big companies have their own online job application processes. How does that work?"



Valentine
"I see a lot of teens put job wanted ads on Gumtree and Marketplace with a cool selfie and their personal details. Is that really what I should be doing too? And I'm way hotter than them anyway!"

Image: monkeybusiness/Depositphotos.com

Digital applications 12L

Form into **pairs** and **discuss** each of the **digital** job-seeking '**questions**' that these young guys are asking.



1. How **accurate** is what each of these guys are saying? How would **you find out**?
2. What **advice** would you give each of these teens?
3. What would **you do** in each of these situations? Why so?

1. Bruti	2. Doris
3. Vyndham	4. Arif
5. Kel	6. Valentine

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4. Turn your pairs into **teams of 4**. As a team develop a list of **10 digital job-seeking tips** you would give young people (and **rank** these in importance).



Consider online job sites, signing up and registering, youth agencies and support, push notifications, social media, digital networking, employment application portals, digital CVs, digital applications, privacy, online safety, misinformation and JOB SCAMS!

Present your list to the class, and then develop a master list! And of course, follow these tips, don't just be one of the digital millions hoping 'blithely' for a job!

12.25 Digital Applications

Getting it right

You are living in a digital world. A lot of formal, and some informal job-seeking, now takes place entirely using **digital processes**. This is especially common for **large enterprises** that use streamlined job application **portals**. And many of these large enterprises are big employers of younger or entry-level workers.

However, one of the pitfalls of some digital application processes is that job-seekers simply attach résumés and apply for positions for which they are unsuitable, unqualified, or in some cases, not even really interested.

As a result, streamlined, automated 'smart' digital application systems are used to eliminate applicants who are unsuitable for a position. This is done using **keyword analysis** and by getting users to fill in **standardised data fields** as part of the application process.

In practical terms, this means that you will have to **tailor** your expression of interest or cover letter, your résumé, and your responses to **selection criteria** to suit the application process that you are forced to use.

And you are likely to have to do some slight, or even some major, tweaks time and time again. So a good strategy is for you to get this right in the beginning.

You should make use of the methods already outlined in this section to create your standard résumé(s), application letters and responses to specific selection criteria. These are your **'templates'**.

You also have to develop the skills to be able to **copy** this template information so that you can **cut and paste** the key information as needed in a particular application process. This also means that you might need to add, delete or change some of the information to suit different application processes.

Three key digital application requirements require you to be able to:

- ✓ choose and enter the 'correct' information in the relevant field
- ✓ ensure that you address/respond to specific 'questions' in the application process, and
- ✓ adjust your 'template' information to fit into the field length (i.e. number of words or keystrokes).

Applying online is convenient, but not if you get a browser hang or crash and all your info disappears. So pre-prepare this info first, and cut and paste carefully.



Image: Bob Ingelhart/
iStock/Thinkstock

Digital application process

- ✓ Check dates. Give yourself plenty of time.
- ✓ Check formats for submission; print, online or direct contact.
- ✓ When using an online portal, complete all sections offline in Word or another program. Spellcheck, check grammar, character length, etc.. When you are satisfied, copy and paste into the e-application.
- ✓ Check name, titles and details of person to whom you're sending.
- ✓ Use your professional email address.
- ✓ Attach expression of interest, cover letter, CV, referee details (inform them), copies of certificates (not originals) etc., as required.

Digital action plan 12M

1. Discuss each of these **digital job application actions**. Add 2 more of your own.
2. Why do you **need to do** these?
3. How **can you do these** - what do you **specifically** need to do?
4. Where am I at? Identify what **you have done**, what **you still need to do**, and any **advice** and **support** that can assist you.



Digital action	Why?	How?	Where am I at?
Sign up and register on appropriate job-seeking sites and portals.			
Turn your job-seeking information into digital copies, such as PDFs.			
Get familiar with online job application portals.			
Modify your job-seeking information to suit and 'fit' digital job application portals.			
Don't disclose or share personal information unless you are sure of the person/enterprise.			

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12.27 U2 AOS2 Assessment Task

AT6 Skills, Documents, Application and Interview - Applying for an employment opportunity

Overview:

Part A: Essential skills, training and recruitment

Report on essential and technical skills, training and development and the recruitment and selection process; or **AT4: Essential Skills, Training and Recruitment (pp.218-219)**.

Part B: Résumé and pathways documents

Investigate, draft and complete an entry-level résumé and associated pathways documents; or **AT5: My Résumé and Portfolio (pp.234-235)**.

Part C: Application letter

- Identify a suitable **employment opportunity**. (Your teacher might provide a mock opportunity for the class to work on.)
- Prepare a **draft cover letter** to 'apply' for the job opportunity.
- Get **feedback** to refine and **improve** your cover letter.
- Complete your **final cover letter** using appropriate software.



Part D: Mock interview

- Investigate **types** and **formats** of interviews.
- Prepare** for a **job interview**.
- Participate in a **mock interview process**.
- Discuss the interview and use **feedback** to suggest **improvement strategies**.



Specific tasks required and dates

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

U2 AOS2 Assessment Task 12.28

Name:	Key dates:	UNIT 2 AOS2		
Tasks - AT6: Skills, Documents, Application and Interview	Must Do?	Due Date	Done	Level
Part A: Essential skills, training and recruitment (or AT4)				
i. Identify essential and technical skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Explain training and development.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Explain recruitment and selection processes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Résumé and pathways documents (or AT5)				
i. Develop draft résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Prepare final résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Prepare other pathways documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part C: Application letter				
i. Identify a suitable employment opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Prepare a draft cover letter for the job opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Use feedback to improve my cover letter.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv. Complete my final cover letter, including a signature.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part D: Mock interview				
i. Investigate types and formats of job interviews.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii. Prepare for a job interview.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii. Participate in a mock interview process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv. Discuss interview; use feedback to suggest improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of resources, including digital.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Seek and apply feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit final reports and documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Participate in a mock interview.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

12.29 Unit Review and Reflection

Unit Review and Reflection

Which Work-Related Skills did I most develop during this entire unit?

→ _____

→ _____

→ _____

→ _____

How have these Work-Related Skills helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have my Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

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