

# TOWARDS AN ENTERPRISING YOU

6th edition  
VCE Industry and Enterprise 1&2  
Work, Careers & Pathways Education

I&E  
Units 1&2



**Michael Carolan**  
DELIVER Educational Consulting

## I&E Unit 1: WORKPLACE PARTICIPATION 5ed.

### Updated for 2022



**I&E Unit 1**  
WORKPLACE PARTICIPATION

Written by Michael Carolan specifically for those schools teaching **Unit 1** - only of **Industry and Enterprise** as part of a Year 10 or Year 11 careers/ pathways/work experience/work education/work studies program.

This popular resource includes full and comprehensive course materials designed for the 2019-2024 **Industry and Enterprise** study design.

#### I&E Unit 1: Workplace

Participation is available in different formats that might best suit your teaching program.

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## I&E Units 1&2: TOWARDS AN ENTERPRISING YOU 6ed.

### Updated for 2022



**I&E Units 1&2**  
TOWARDS AN ENTERPRISING YOU

Written by Michael Carolan

**I&E Units 1&2: Towards an Enterprising You** has been newly revised and updated for contemporary work-related issues to suit the **Industry and Enterprise** study design from 2019-2024.

This text also supports those schools offering **Industry and Enterprise Units 1&2** as part of a **VCAL Work Related Skills - Intermediate** program.

The resource is also ideal for Senior HSC Work Studies and other work education areas.

**I&E Units 1&2: Towards an Enterprising You** also features 150+ activities, a full careers and pathways identification survey, as well as an ongoing suite of **Pathways Portfolio** activities that complement work education programs.

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## I&E Units 3&4: TOWARDS AN ENTERPRISING AUSTRALIA 5ed.

### Updated for 2022



**I&E Units 3&4**  
TOWARDS AN ENTERPRISING AUSTRALIA

Written by Michael Carolan

This 5th edition of **I&E Units 3&4: Towards an Enterprising Australia** has been updated and revised for contemporary work-related issues to suit the **Industry and Enterprise** study design from 2019-2024.

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**Comments:**

## 1.01 Career Pathways

### Your career

1

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

You already know that in order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a career.

Even at this point in time, many of you might already be employed and have jobs. Being employed as a productive member of society enables you to:

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



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

### What is a career?

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

Often a young employee might say, "No, I am only working in a call-centre to earn money. This is just a job. I want to build a career as an actress."

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

And we can even hear a retiring employee say, "You know, I spent 40 years as an engineer, but I always wanted to be a firefighter!" Each of these people, for various reasons, has not been able to match their chosen employment with their preferred career.

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

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

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



Image: piotr\_marcinski/  
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Preview Sample:  
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@twick/tweet?

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

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

**Why work?**

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

People are more likely to seek and undertake work that satisfies their **values**. Choosing a suitable occupation may help your expectations of work be fulfilled. So what do you want or expect to gain from working?



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**Pathways options A**

1. Match each of the reasons for working from the diagram above with the statement listed below. Give each one a score out of 10 to rate the extent to which you agree with this reason.

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

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



## 1.03 Career Pathways

### Multiple career pathways

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

Most modern pathways branch off in different directions supported by **lifelong learning**. Many people change occupations and develop different careers throughout their working lives. These changes reflect changes in personal **values** associated with the stage of one's life. Sometimes a sideways or even a backwards step can advance a person along their career pathway. This could involve changing jobs or industries in order to access better career growth opportunities.

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

### Career life cycle

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

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

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

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

### Career development & personal life

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

An average person will spend about 40-50 years of their adult life working. The demands of working life will dictate how much family, personal and leisure time is available.

You must strike a **work/life balance** between career demands and your personal life. At different stages of your life your personal and family responsibilities will influence your ability to develop a career.

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

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

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



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

"I value freedom."

"I value spirituality."

"I value the opportunity to be creative."

### What Do You Value?

"I value certainty."

"I value social contact and meeting people."

"I value a lot of leisure time."

"I value my friends over anything else."

"I value being my own boss."

"I value my family over anything else."

"I value my health more than anything."



"I value excitement and glamour."

"I value helping the community and making a difference."

"I value helping myself as number one."

"I value the opportunity to make decisions."

# Preview Sample:

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## Career pathways and values B

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

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

## 1.05 Lifelong Learning

### Lifelong learning

If you think that when you're finished with school you're finished with learning, then think again! A successful career pathway relies on lifelong learning.

**Lifelong learning** refers to all the different types of study and training you might participate in throughout your career.

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

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

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

Many employees now have to complete online and e-learning modules and short courses as part of their lifelong learning.

### Keep on learning

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

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

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

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



# Preview Sample:

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# Types of Training

## Formal training

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

## On-the-job training

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



## Off-the-job training

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

## Competency-based training

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

## Professional development

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

Trainers will have to judge ongoing training throughout their careers, including all of the types of training.

Preview Sample:  
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## Informal training

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

## Types of Training A

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

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

## 1.07 Career Goal-Setting

### You and goal-setting

1

In order to establish and achieve a successful career pathway you should set goals to help guide your **decision-making**.

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

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' **objectives**.

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

- ⇒ "Where do I see myself at the end of the year?"
- ⇒ "Where do I see myself in 2-3 years time, when I am 17-19?"
- ⇒ "Where do I see myself in 9-10 years time, when I am in my mid-20s?"

# Preview Sample:

## Start Planning Your Goals

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

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

3. Aim high but keep your goals realistic.

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

5. Plan and make short-term sacrifices to achieve a longer-term investment in yourself.

6. Plan and use your time efficiently.

7. Ask for help and get advice when needed.



Career goal-setting A

1

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

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

---

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

---

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

---

iv. What will I be doing in 9-10 years?

---

v. What will I be doing in 25 years?

---

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

1. Break down your goals.

2. Visualise/describe yourself in these roles.

3. Aim realistically.

4. Find out information.

5. Plan and make sacrifices.

6. Plan your time.

7. Get advice.

Preview Sample: Do not copy

## Kick'n the right goals

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

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

Goal-setting for different areas of your life takes time, and if done properly any time you spend will be a profitable investment. When undertaking any planning, including career planning, you need to divide your goals into long-term, mid-term and short-term goals. Breaking down a long-term goal into a series of intermediate stages, and then further breaking down these intermediate objectives into a series of intermediate aims, will help you more easily achieve something that is hard.

Imagine Arsenal club such as Richmond that is aiming to win the premiership. They might embark on a 3-7 year rebuilding phase. That is a long-term or strategic goal. They aim to win a certain number of games to get into the finals, their mid-term or intermediate goal. They also have to win their weekly matches. These are their short-term or immediate goals. (Note: This passage was first written in 2011. And what happened? They won the flags in 2017, 2018 & 2020!) Who's next?

Even within short-term goals there are a series of smaller goals - quarter by quarter, minute by

minute, kick by kick. Another analogy goes like this, "Take care of the cents and the dollars look after themselves!"

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

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

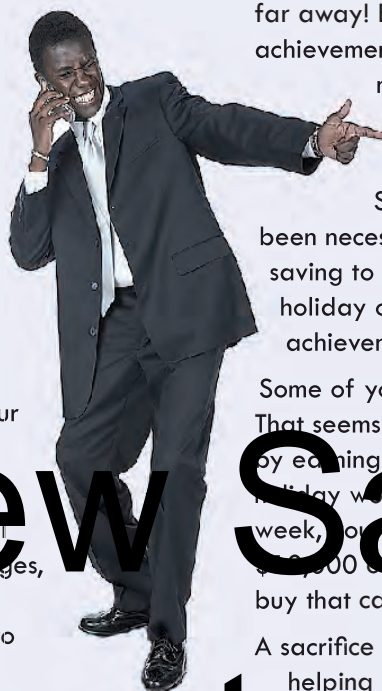
Some of you will already be saving for a car. That seems a long way off. But you know that by earning a regular income from casual and part-time work and putting money away, weekly or bi-weekly, you will have up enough money, maybe \$5000 to buy a car over the next 2 or 3 years to buy that car, to achieve that longer-term goal.

A sacrifice taken now can go a long way towards helping you achieve your longer-term goals and make you more enterprising. Career goals take quite a bit of planning as well as the ability to be realistic and to focus.

At times people need to adjust, delay or even modify their career goals, especially when unforeseen external factors impact on the labour market, such as with the COVID-19 pandemic.

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

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



Preview Sample:  
Do not copy

@twick/tweet?

@ If you don't know where you are going then how will you know when you have arrived?

#I&E1&2

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

## GROWMA Goal-Setting Process

### 1: Goals

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

### 2: Resources

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

### 3. Organise

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

### 4: Work

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

### 5: Monitor

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

### 6: Adjust

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

You might also use the PODR planning process, see p.97 to help achieve your goals.

## GROWMA goal-setting B

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

## 1.11 Values and Attitudes

### Personal values

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

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

👤 sound like you, because these still apply today?

**ability to deal with pressure**

**loyalty**

**contribution to society**

**enthusiasm**

**commitment**

**reliability**

**common-sense**

**positive self-esteem**

**sense of humour**

**personal presentation**

**honesty and integrity**

**adaptability**

**motivation**

**balanced attitude to work and home life**

**Personal Values**

# Preview Sample:

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### Community values

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

Some of the more common **community values**, which might be said to reflect '**societal values**' include the following.

- ⇒ People are expected to work for a living.
- ⇒ People who are unable to work should be supported by the community.
- ⇒ People are expected to contribute directly or indirectly to the broader community.
- ⇒ People should have access to education and training opportunities.
- ⇒ People should be given a fair go, including freedom from discrimination.
- ⇒ People should be able to achieve a positive work/life balance.



**Generational values**

You've all heard it before. **Baby Boomers** did the hard yards, stayed loyal in the one job, worked long hours and scrimped and saved to build wealth so that they could wear their denim and fleece in their retirement.

**Generation X** was the cynical and at-times idle slackers who didn't put in enough. Unashamedly media-savvy and anti-corporate they reacted against the previous generation's blind workplace loyalty.

And **Gen Y** (or Millennials) are the Peter Pans! The me-generation with an overblown sense of ego and entitlement. Brand-washed, tech-savvy and image-conscious these Millennials jump from casual job to casual job. They want the world but aren't prepared to do anything for it - accept that is, sponge off their parents!

So to what extent do you agree with these clichés about previous generations?

And where does your generation (sometimes known as **Gen Z** or post-Millennials) fit in to all of this? Is it too early to generalise an attitude to work for you and your peers?

Or should we not be generalising about any generations does that really help at all?

**Generational values**

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

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

**Preview Sample:**

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**Attitudes to work**

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

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

It might surprise you to learn but there are other cultures in the world that value leisure time, family relationships, spiritual beliefs and other non-work activities more highly than 'productive work activities'. And at different times in history work has been viewed as less important in defining ourselves than it is today.

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



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

## Attitude Alert

*Even if you're thinking...*

*...you should instead say...*

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

"The world owes me a living!"



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

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

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



"I work well without direct supervision."

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

"I only want this job for the money!"



"I want to start building my financial independence."

"I welcome the opportunity for advancement that (insert profession) offers."

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



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

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

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



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

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

# Preview Sample: Do not copy

### A Attitude alert

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



“Wot’s wit’ d’tude, dude?”

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

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

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

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

But what they are most often looking for in applicants is those who have a ‘good attitude’:

as well as strong general employability skills. You can change someone’s skills with training, but it’s hard to change an attitude.”

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

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

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

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

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

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

“You can change someone’s skills with training, but it’s hard to change an attitude.”

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

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

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

Preview Sample: Do not copy

Attitudes to work B

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

C My attitude

1



Complete this work attitude survey. Remember this is only a guide to your feelings and is not the law! Collate and discuss the results as a class.

**Do you work to live or live to work?**

Score each statement from 1 to 5 (i.e.: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.)

1. I can't wait to leave school and get into the workforce. ....
2. I have trouble functioning in the morning or on Mondays. ....
3. For me working is a necessary evil to support my standard of living. ....
4. It is my personal relationships that define who I am as a person. ....
5. I would rather build a happy family rather than try to be rich. ....
6. I would rather be in a high paying job I dislike than a low-paying job I like. ....
7. Respect comes from who you are as a person rather than what job you do. ....
8. I am hoping to develop a career where I will be respected. ....
9. At the start of my career, my personal relationships will be more important than my job. ....
10. I don't mind working 70 hours or seven days a week; as long as I get paid well. ....
11. I need a one-hour lunch break at least! ....
12. If a co-worker isn't up to speed then they should get out of my way. ....
13. My career will introduce me to new and different people, cultures and experiences. ....
14. I don't do a job which I don't have to be in at the end of the day. ....
15. Work stops me from being bored. ....
16. I want to know that at the end of the day I've made a small difference in someone's life. ....
17. If I had a choice I would rather build a family than a career. ....
18. I want to retire as early as possible. ....
19. I need new challenges from work every day. ....
20. I find it hard to focus on things I'm not interested in. ....
21. My job will open doors to success. ....
22. I'd rather do or try any job rather than do nothing. ....
23. I'm willing to invest another 4-5 years or more in training and/or study for my future. ....
24. If something is too hard then it's not worth doing. ....

Key to scoring:

a. Add up the scores you gave for the statements numbered 1,6,8,10,12,13,15,16,19,21,22,23.

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

W

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

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

L

c. Subtract the lower score from the higher score. Label the result with the appropriate 'W' or 'L'.

Your 'Live to work' or 'Work to live' score. The size of this final score indicates what seems more important - at this stage of your life. There is no correct score, however, a huge difference either way suggests an imbalance in your work/life attitude which may need re-considering.

Preview Sample: Do not copy



Values and attitudes and me D

1

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

Value	Values and me	My attitude
e.g. reliability	<i>I am reliable because I am rarely absent from school and always on time. I hate being late, it's better to be on time, or early, because then there is less stress all round and everybody is ready to get started.</i>	<i>Being reliable and on time shows that I am respectful to other people that I'll be working with because I accept responsibility for my role as people will be relying on me to be there.</i>

Preview Sample:  
Do not copy

Application



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

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

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

## 1.17 Sourcing Work

### Finding work

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

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

to find out!

### Job-seeking network

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

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



Preview Sample:  
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### A My job-seeking network

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


## Sources of Jobs

### Online employment websites

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

[www.adzuna.com.au](http://www.adzuna.com.au)

[www.seek.com.au](http://www.seek.com.au)

[www.careerone.com.au](http://www.careerone.com.au)

<https://au.jora.com>

and [www.jobsearch.gov.au](http://www.jobsearch.gov.au)

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

### jobactive

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

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

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

### Social and online media

Many entry, lower-level and casual positions are advertised through social media using 'word-of-mouth'; with opportunities shared through personal networks. Many major companies do 'call-outs' on varied social media sites.

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

LinkedIn is a major source for professional referrals and positions.

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

### Organisation websites

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

### Youth-oriented agencies

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

### Employment agencies

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

### Cold-cavassing

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

### Newspapers and print media

Employment vacancies are now less widely advertised in print media.

The weekend papers have some job ads (usually higher level jobs). Local and regional newspapers (and online sites) can be a source of local jobs.

### Networking

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

Preview Sample:  
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## 1.19 Sourcing Work

1

### B Online job sites

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

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

Preview Sample:  
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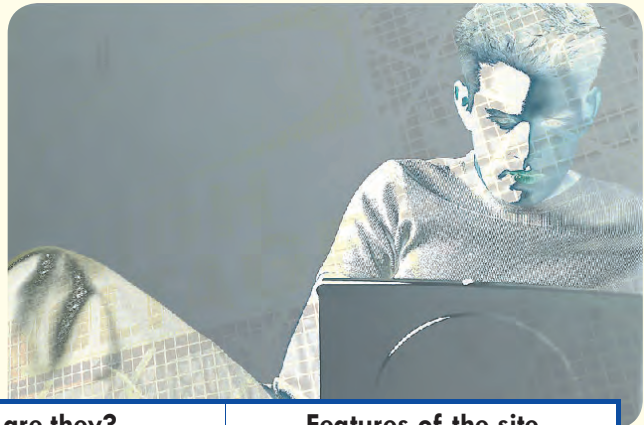
Online site investigation C

1

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

Include information about each of the categories below.

You might complete this activity in pairs.



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

Preview Sample: Do not copy



# Starting out

2.01 The Australian Workforce .....	24	2.21 Lifelong Learning.....	44
2.05 Labour Market Trends.....	28	2.23 OH&S Induction.....	46
2.09 Changing World of Work.....	32	2.27 Career Investigation.....	50
2.17 Training Providers.....	40	2.33 Assessment Task 1 .....	56

Activities 2: Starting out	p.	Due date/Done?	Comment
2.02A Employment and unemployment	25	<input type="checkbox"/>	
2.04B A skilled workforce	27	<input type="checkbox"/>	
2.05A Skill-up	28	<input type="checkbox"/>	
2.06B Unemployment	29	<input type="checkbox"/>	
2.07C Industry trends	30	<input type="checkbox"/>	
2.08D Industry trends II	31	<input type="checkbox"/>	
2.09A Industry employment	32	<input type="checkbox"/>	
2.12B Work-related trends	35	<input type="checkbox"/>	
2.14C The digital age	37	<input type="checkbox"/>	
2.16D The post-pandemic age	38	<input type="checkbox"/>	
2.20A AQF & training	43	<input type="checkbox"/>	
2.22A Pathways to success	45	<input type="checkbox"/>	
2.23A My OH&S/WHS responsibilities	46	<input type="checkbox"/>	
2.25B OH&S/WHS induction	48	<input type="checkbox"/>	
2.26C Personal safety plan	49	<input type="checkbox"/>	
2.27A Occupations	50	<input type="checkbox"/>	
2.28B Interest areas	51	<input type="checkbox"/>	
2.31C Mini GOALscorer	54	<input type="checkbox"/>	
2.32D Occupation investigation	55	<input type="checkbox"/>	
AT1 Career Pathways Portfolio	56	<input type="checkbox"/>	

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Comments:

## 2.01 The Australian Workforce

### The labour market

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

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

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

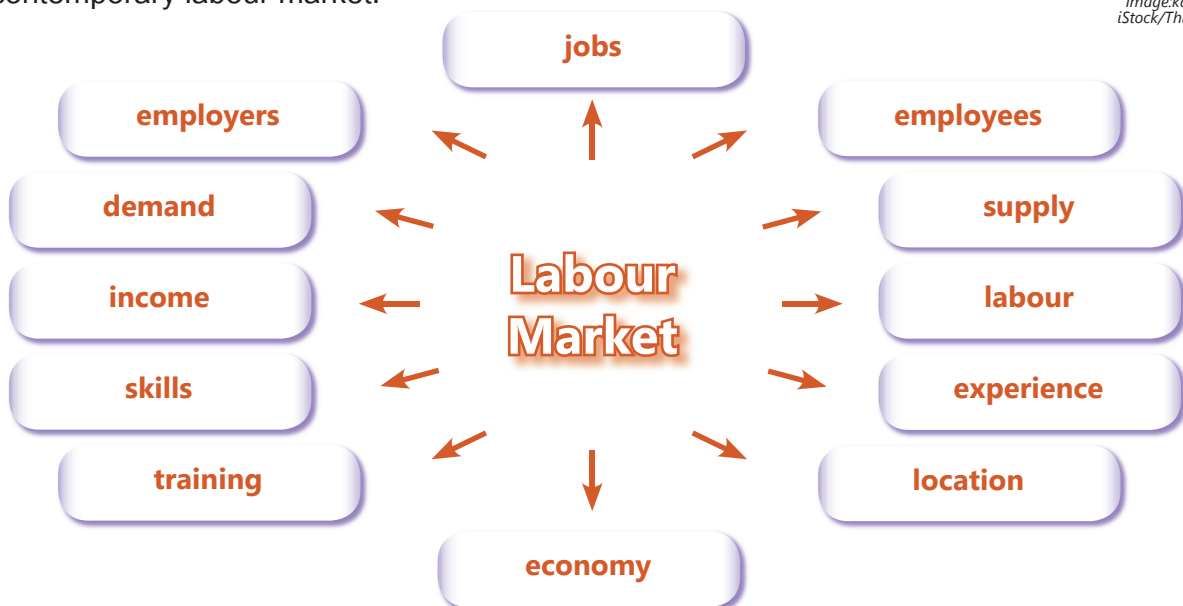
The Australian **labour force** includes all those people working (which is measured by total full-time, part-time and casual **employment** levels); as well as all those people willing and able to work who are actively seeking work (which is measured by total **unemployment**).

The Australian labour market has recently experienced its greatest shake-up since World War 2, as a result of the global **COVID-19 pandemic**. And bear in mind that the trailing effects will be felt for many years to come.

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



Image:kaarsten/  
iStock/Thinkstock





**Employment**

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

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

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

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

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

In Australia, as at August 2021, 13.02 million people were employed (full-time represented 68.8%). \*

Source: ABS 6202.0 Labour Force Australia, August 2021.

**Unemployment**

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

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

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

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

In Australia, as at August 2021, 617,100 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 4.5%. \*

Source: ABS 6202.0, Labour Force Australia August 2021.

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\* Note: The August 2021 monthly figures were affected by COVID-19 lockdowns; meaning that both the employment and unemployment numbers most likely 'appeared' lower.

**Employment and unemployment A**

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

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**Discussion**

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



## 2.03 The Australian Workforce

### The Australian economy

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

### Factors of production

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

- i. **Land (natural resources)**: Raw materials and physical components.
- ii. **Labour**: Human effort, skills and expertise.
- iii. **Capital**: Investment in equipment, machinery and technology.
- iv. **Enterprise**: The ability to combine and manage the other three factors of production.

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

Some organisations produce services that are sold as a **final service** to consumers (e.g. an accountant doing personal income tax returns), while others produce services that are sold to other producers as an **intermediate service** (e.g. an accountant preparing annual returns for a small business). Note: The same accountant might provide both personal and commercial accounting services.

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

### A skilled workforce

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

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



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

Image: jackchen/depositphotos.com

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

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

### Towards a Skilled Workforce

VET in schools  
 Australian Apprenticeships  
 TAFE & Industry vocational training  
 University & professional training

Employers provide...  
 Induction & training

Employees get...  
 Skills & training

Employers provide...  
 Off-the-job training

Employees get...  
 Qualifications & certification

Employers provide...  
 On-the-job training

Employees get...  
 Knowledge & experience

Employers provide...  
 Mentors & coaches

Employees get...  
 Mentored & coached

Government: Training  
 rules & regulations

Government: Education  
 and training spending

Government: Training  
 support & subsidies



Preview Sample:  
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Image: photography33/depositphotos.com

### A skilled workforce B

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

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

## 2.05 Labour Market Trends

### Employment trends

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

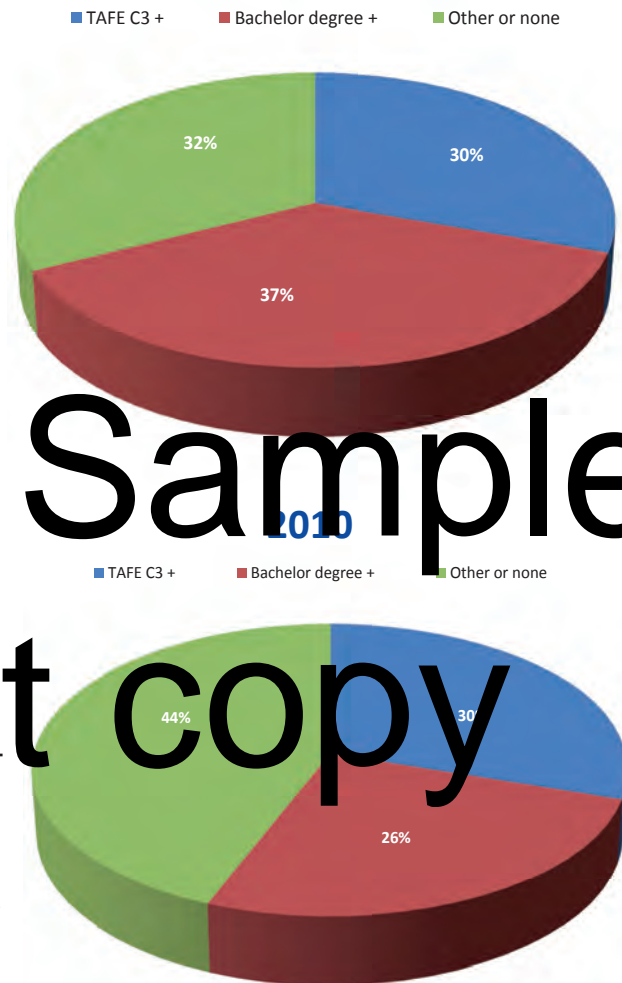
#### i. Higher skills and qualifications enhance employment prospects

Most occupations within the Australian labour market require employees who can demonstrate that they have the skills and qualifications needed to fulfil the roles and responsibilities associated with that occupation. This means that young people who leave school without adequate qualifications are placed at a disadvantage when starting to develop a career pathway. One key employment trend is that people need to have higher-level skills and qualifications just to access **entry-level employment**.

The proportion of workers with no qualifications, or very low qualifications, (below Certificate 3) fell from 44% of all workers in 2010 to 32% by 2020. And this trend will continue. So it is vital that you **skill-up** to ensure that you have adequate skills and qualifications to assist you to gain entry-level employment.

And once people make a start in the workforce, it follows that those who have post-school (i.e. post-secondary) qualifications such as VET, TAFE and uni are more likely to be employed than those who don't have these qualifications, and who only have Year 12 or lower! This is also indicated on this pie chart, i.e. 67% in 2020 versus 56% in 2010.

**Employment by Qualification Level - Australia 2010 & Nov 2020**



Source: ABS, 6227.0, Education and Work, May 2020 (Nov '20)

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### A Skill-up



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

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ii. Youth unemployment rates are higher than overall unemployment rates

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

The graph below shows the official Australian **unemployment rate** as at June for the years 2012 to 2021, as well as the **youth unemployment rate** (aged 15-24). What do you notice about these trends? What caused the spike in 2020? And how relevant is this 'macro' Australian figure for your own personal situation?

2



**Australia: Unemployment & Youth Unemployment Rate %: 2012 - 2021 (as at June)**



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Source: ABS, 6202.0 Labour Force, Australia.

**Unemployment B**

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

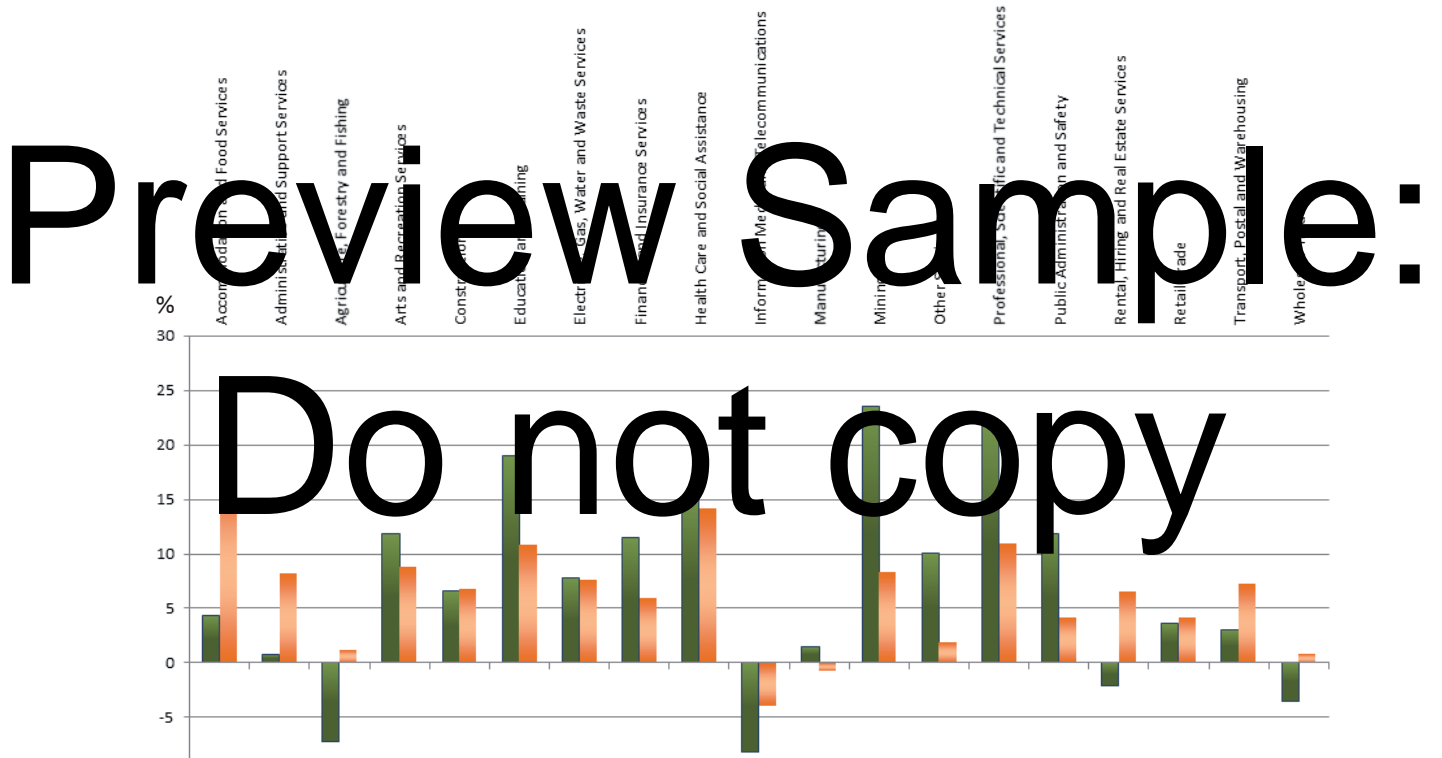


iii. Industry trends

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

For the 5 years from 2017, there were approximately 1.18m new jobs created in Australia. 15 industries experienced an overall increase in employment. 4 industries recorded an overall decrease in employment. It is important to note that of all the new jobs created, more than 70% of these were in just 4 industries: Health Care and Social Assistance (+267,900), Professional, Scientific and Technical Services (+263,700), Education and Training (+206,900), and Public Administration and Safety (103,500).

Australian Industry Growth and Decline: May 2017-21 (and projected to 2025)



Source: ABS, Employment Region - Employment by Industry, May 2021.

C Industry trends I

1. Which industries recorded the strongest job growth between 2017-2021? Why might this be the case?

2. Which industries recorded the largest job falls between 2017-2021? Why might this be the case?

**Part-time Employees (May 2021) <sup>1</sup>**

**Highest industry**

- ⇒ Accommodation and Food Services 59%
- ⇒ Retail Trade 50%
- ⇒ Arts and Recreation Services 46%
- ⇒ Health Care and Social Assistance 44%

**Lowest industry**

- ⇒ Mining 3%
- ⇒ Electricity, Gas, Water & Waste Services 11%
- ⇒ Construction 16%
- ⇒ Manufacturing 16%

**Qualification: Bachelor degree+ (May 2020) <sup>2</sup>**

**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) <sup>1</sup>**

**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 & Waste Services 5%
- ⇒ Financial and Insurance Services 6%
- ⇒ Mining 7%
- ⇒ Rental, Hiring and Real Estate Services 7%

**Qualification: TAFE Cert 3+ (May 2020) <sup>2</sup>**

**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) <sup>1</sup>**

**Highest industry**

- ⇒ Agriculture, Forestry and Fishing 47%
- ⇒ Transport, Rental 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 2020) <sup>3</sup>**

**Highest occupational level/industries**

- ⇒ Construction 19,360 (20%)
- ⇒ Automotive and engineering trades 14,885
- ⇒ Electrotechnology & telecom's trades 41,900
- ⇒ Community and personal service 32,650
- ⇒ Clerical and administrative 22,610
- ⇒ Other technicians and trades 16,995
- ⇒ Machinery operators & drivers 16,865
- ⇒ Sales 16,030 /// Food trades 12,090

**Fewer employed in industries such as:**

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

Sources: Source: 1 ABS: Employment Region - Employment by Industry, May 2021. 2 ABS, 6227.0, Education and Work, May 2020 (Nov '20). 3 NCVER: Apprentices and trainees 2020: December quarter - Australia (Jul 2021).

**Industry trends II D**

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

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

[www.nationalskillscommission.gov.au/australian-jobs-report](http://www.nationalskillscommission.gov.au/australian-jobs-report)



## 2.09 Changing World of Work

### Your future work options

If there is one thing that you can be sure about your future **work options**, it's that they will be very different from that of your parents. The structure of society is changing. Society's attitudes towards work are changing. The **labour market** is evolving.

As an employee you might now be expected to work any day of the week, for as little as a 1.5-hour shift and be notified of this by SMS while still sitting at school in your English class! Some industries such as hospitality and retail, which both employ significant numbers of young people, operate 24-7! Work availability clashes with your 'life' making it harder to achieve a positive **work/life balance**.

Many industries are experiencing significant change due to new models of digital service provision. **New economy** digital disruptors have impacted on transport (Uber), food services (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 the future world of work. How will this affect you?

As a result, you are now expected to have greater technological skills and competencies, better communication skills, the ability to learn faster and to have almost around the clock availability at 6 or 11! The future world of work will require you to become more and more flexible as industry continues to evolve. Are you up to the challenge?

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

- ⇒ A change in the **structure of industry**, including industry growth and decline.
- ⇒ Changes in the **attitudes and values** of individuals as employees and consumers.
- ⇒ Changes in the way that work is viewed in **society**.
- ⇒ A move towards more **capital-intensive** production and greater use of technology.
- ⇒ Ongoing growth in **digital technology platforms** for service-provision.
- ⇒ Changing employment patterns including more **part-time, casual** and **contract** work
- ⇒ Direct and ongoing changes arising from the global **COVID-19 pandemic**.

### A Industry employment

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





## Work Trends

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

The direct impact of the COVID-19 pandemic; and ongoing changes to the post-pandemic world of work.

Increased efficiency of transport, communication, trade and commerce.

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

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

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

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

Faster and more accurate mass manipulation of digital data leading to job-redesign; employees become data managers.



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Industry	Employment	Emp. %	Part-time %	Female %	Age 15-24 %	Units of work	of 2013-2020	Actual Employment % change to May 21	Projected Employment % change 2021-25
Accommodation & Food Services	880,600	6.7%	59	51	46	15%	24%	4.3%	16.8%
Administrative & Support Services	414,400	3.2%	44	49	10	26%	29%	0.8%	8.2%
Agriculture, Forestry & Fishing	22,800	0.3%	34	47	8	13%	28%	-7.7%	1.2%
Arts & Recreation Services	259,600	1.9%	46	43	27	39%	21%	11.8%	8.8%
Construction	1,157,100	8.8%	16	21	15	13%	49%	5.6%	6.8%
Education & Training	1,147,800	8.7%	37	68	10	70%	17%	19%	10.8%
Electricity, Gas, Water & Waste Services	146,400	1.1%	11	24	5	33%	39%	7.8%	7.6%
Financial & Insurance Services	488,400	3.7%	16	47	5	58%	19%	11.5%	5.9%
Health Care & Social Assistance	1,832,300	13.9%	44	76	10	51%	30%	15.2%	14.2%
Information Media & Telecommunications	178,500	1.4%	20	44	11	54%	24%	-8.2%	-3.9%
Manufacturing	908,200	6.9%	16	29	12	23%	35%	1.5%	-0.7%
Mining	278,800	2.1%	3	16	7	24%	45%	23.5%	8.3%
Other Services	524,700	4.0%	31	42	16	16%	50%	10.1%	1.9%
Professional, Scientific & Technical Services	1,244,800	9.5%	21	40	9	63%	20%	22.0%	11.0%
Public Administration & Safety	865,100	6.6%	17	50	5	44%	28%	11.9%	4.2%
Rental, Hiring & Real Estate Services	211,300	1.6%	27	50	7	33%	33%	-2.1%	6.5%
Retail Trade	1,302,400	9.9%	50	54	30	20%	24%	3.6%	4.1%
Transport, Postal & Warehousing	642,600	4.9%	23	22	9	21%	27%	3.0%	7.3%
Wholesale Trade	369,000	2.8%	18	36	9	26%	30%	-3.5%	0.8%
<b>All Industries</b>	<b>13,150,800</b>	<b>100%</b>	<b>31.3%</b>	<b>46%</b>	<b>15%</b>	<b>37%</b>	<b>30%</b>	<b>9.2%</b>	<b>7.8%</b>

Source: ABS, Employment Region - Employment by Industry, May 2021. <sup>2</sup> ABS, 6227.0, Education and Work, May 2020 (Nov '20).

## 2.11 Changing World of Work

### Changing employment trends

Generally speaking, employment trends are influenced by three main factors.

1. The overall strength of the **economy** driving **employment growth**, including skills shortages.
2. The changing **structure of industry**, including the growth and decline of certain industries.
3. Changing patterns in the way that work is performed, including **numerical flexibility** and **functional flexibility** of employees.

Global external shocks, such as the **COVID-19 pandemic**, impact on each of these factors.

You must realise that you cannot control these trends. But you can control whether you have the **work-related skills** necessary to suit changing employment trends. Therefore, it is important that you consider how industry is changing and evolving. Opportunities will continue to emerge in occupations and industry sub-sectors that you might not even have thought of yet! Make yourself ready.



**“It’s a different world now. When I started working I was a telephonist and then a typist. When I got married I was expected to give up my job! And don’t get me started on the gender pay gap back then - we were only paid 75% of what men were paid for exactly the same job!”**

### Skills shortages

One of the key factors in planning your future 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 into the future.

**Skills shortages** arise because of a mismatch between the occupations in demand within the **labour market** and the skills offered by potential workers. Skills shortages provide opportunities for the future. Young people who are aware of future skills shortages may be best placed to aim for entry into these occupations.

Australian industry is experiencing skills shortages in many areas, and in some cases has had to ‘import’ skilled workers (pre-COVID) to fill vacancies. Skills shortages have been blamed on factors such as poor industry image, lack of appropriate training opportunities and ineffective recruitment. One thing is sure, a lot of money, time and expertise is now being allocated to attracting young people to these occupations and industries; perhaps you could consider these as a pathway? Have you seen the State government and associated TAFE campaigns advertising ‘Free TAFE’ for courses in certain industries and occupational areas?

### Future trends

There are some clear employment trends occurring. Employment in **goods-producing industries** is under threat; whereas employment in **service industries** will continue to grow as more and more people are employed in ‘**white-collar**’ and customer-service roles (but fewer in face-to-face roles).

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

# Preview Sample:

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**Skill shortages - Australian Skills priority list as at Jun 30, 2021**

**Australia**

Australian occupations in national shortage, with strong future demand.

- ⇒ Accountant (General)
- ⇒ Aged or Disabled Carer
- ⇒ Agricultural and Horticultural Mobile Plant Operator
- ⇒ Agricultural Consultant
- ⇒ Agricultural Scientist
- ⇒ Aircraft Maintenance Engineer (Avionics & Mechanical & Structures)
- ⇒ Arborist
- ⇒ Baker
- ⇒ Butcher or Smallgoods Maker
- ⇒ Chef
- ⇒ Child Care Worker
- ⇒ Civil Engineer
- ⇒ Clinical Psychologist
- ⇒ Cook
- ⇒ Corporate Services Manager
- ⇒ Developer Programmer
- ⇒ Educational Psychologist
- ⇒ Electrical Engineer
- ⇒ Electrician (General)
- ⇒ Electrician (Special Class)
- ⇒ Enrolled Nurse
- ⇒ External Auditor
- ⇒ Geotechnical Engineer
- ⇒ Hospital Pharmacist
- ⇒ ICT Project Manager
- ⇒ ICT Security Specialist
- ⇒ Internal Auditor
- ⇒ Landscape Gardener
- ⇒ Locksmith
- ⇒ Management Accountant
- ⇒ Mechanical Engineer
- ⇒ Metal Fabricator
- ⇒ Mining Engineer (excluding Petroleum)
- ⇒ Multimedia Specialist
- ⇒ Optometrist
- ⇒ Organisational Psychologist
- ⇒ Orthoptist
- ⇒ Pastrycook
- ⇒ Petroleum Engineer
- ⇒ Pressure Welder
- ⇒ Quality Assurance Manager
- ⇒ Quantity Surveyor
- ⇒ Retail Pharmacist
- ⇒ Shearer
- ⇒ Sheetmetal Trades Worker
- ⇒ Software Engineer
- ⇒ Sonographer
- ⇒ Speech Pathologist
- ⇒ Structural Engineer
- ⇒ Surveyor
- ⇒ Taxation Accountant
- ⇒ Transport Engineer
- ⇒ Urban and Regional Planner
- ⇒ Veterinarian
- ⇒ Welder (First Class)

Source: Extracted from National Skills Commission, Skills Priority List, June 2021.

[www.nationalskillscommission.gov.au/2021-skills-priority-list](http://www.nationalskillscommission.gov.au/2021-skills-priority-list)

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**Work-related trends B**

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

@twick/tweet?

Do you have the flexibility needed for today's workplace; and what about for tomorrow's?

#I&E1&2

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

## The digital age

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

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

Now we could devote a whole book to the digital economy and its impacts on the world of work. In fact millions of words are published

daily (digitally of course) on how we should deal with these ongoing changes so as to better prepare ourselves for the shock of the new economy. But in reality we can classify these impacts into four broad areas of change:

### 1. Different ways of processing information

Digital technologies are not new. 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 serving domestic and global commercial networks.

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

Wholesale, retail and transport industries have also been using barcode systems and automated scanning technologies to order and track stock and supplies in real time. Now, all we seem to hear about is QR codes, but they 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 impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders."**

The ongoing trend is that the use of digital networks and information systems is growing as a natural day-to-day part of doing business.

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

### 2. Changing patterns in customer and client ordering and service

One of the biggest changes that has occurred as part of the digital age has been in the way customers and clients are using online portals

and mobile smart devices to purchase goods and services. This has seen a shift away from the more traditional ways of shopping and buying such as face-to-face or phone sales transactions.

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

You can see this in retail and online shopping, accommodation and travel, cafés and restaurants, transport services, banking and many 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 meant a shift away from traditional people-centred service roles. The result is that many workers are being engaged in information support and processing roles; as well as in 'back-end' logistics' (i.e. processing, organising and facilitating orders using courier and delivery contractors as service-providers).

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

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 payments methods now account for the majority of retail transactions.

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**3. Industry disruption**

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

As examples, consider the disruption caused by:

- ⇒ Amazon Prime to the retail industry
- ⇒ Uber to the taxi industry
- ⇒ Deliveroo and Uber Eats to the hospitality industry
- ⇒ Airtasker to manual and practical service industries
- ⇒ Airbnb to the accommodation industry
- ⇒ WhatsApp to the telecommunications industry
- ⇒ Netflix to the media and entertainment industries

Facebook, Twitter, YouTube, Instagram and TikTok to media, broadcast and advertising industries.

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

This results in substantial changes to the ways that business and commercial activities are transacted. Ongoing structural change is

occurring within many ‘traditional’ firms 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 and modes of employment**

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

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

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

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

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

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

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

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**The digital age C**

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

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

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

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





### 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 was 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, has been turned upside down due to the global **COVID-19 pandemic**. We have seen global, regional and local **lockdowns** shutting all non-essential industry production. International and interstate **border closures** have decimated industry sectors such as international tourism, and education for international students. Arts and education enterprises and performers that are reliant on having a paid audience have suffered greatly. And of course in-house hospitality operators have faced ongoing **restrictions** and **closures**.

Society’s emphasis on what were the most vital work roles 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.

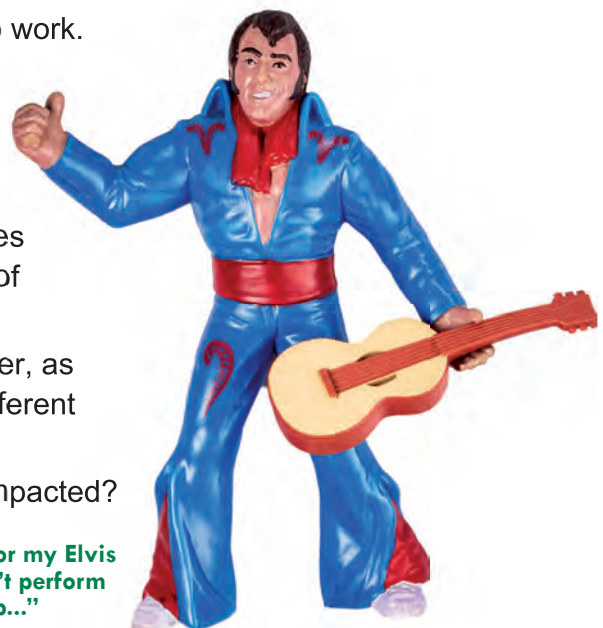
Highly fancied ‘star’ roles such as international tennis players, social media wellness influencers, Hollywood megastars, longhaul pilots, and global musical sensations, suddenly seemed to be less important, as people struggled through with the very real prospect of little, or no work.

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?

“I can’t earn a living without an audience for my Elvis impersonation act! I can’t do any gigs, I can’t perform in aged-care settings...I’m all shook up...”



The post-pandemic age D

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 of your own.



2

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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## 2.17 Training Providers

### Skills-development and training

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

### TAFE

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

Some of the most common areas of training include cooking and hospitality, retail, ICT, engineering and electrical, manual and practical trades including construction, automotive, business and management, child-care, aged-care, community services, art and design, and many 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 might require further **specific licensing** and **certification** to meet different state-based legal guidelines so as to be eligible and qualified to work in that occupation or industry).

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

Vocational training and education offered through TAFEs is generally more skills-based and provides greater 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 school-leavers might do a Certificate II in their industry area as a type of '**pre-apprenticeship**'.

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

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

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

Image: photography33/  
depositphotos.com



**Registered Training Organisation**

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

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

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



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

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

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

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

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

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

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

Refer to p.93.



Image: photography33/depositphotos.com



## 2.19 Training Providers

### Universities

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

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

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

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

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

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### Australian Qualifications Framework

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

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

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

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

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



AQF & training A

2

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

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

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

Occupation	Education/training	Further education/training

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

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*Application*

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



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



## Pathways to success

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

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

Doing training courses or undertaking formal qualification 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 trainings often required as part of legal guidelines, licensing and OHS.

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?

### Frederica N'rkette

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

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

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

When her office manager went on maternity leave, Frederica, now 21, was given the office manager role. Soon after this, the company landed a government supply contract and 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.

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

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



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### Joseph Borg

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

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

offered him an apprenticeship as a motor mechanic. But Joseph's mum wanted him to stay at school and finish his VCE, so Joseph's boss 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 I&E teacher saw him on television as winner of a community award. Joseph was now running an organisation that was sponsored by companies to 'pimp and hot up' modified wheelchairs for disabled kids. Who would've thought it back when he couldn't sit still in English!

2

# Preview Sample:

## Part A: Lifelong learning

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

## Part B: Pathways timeline

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

### Tips:

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

## 2.23 OH&S Induction

### Work ready

Nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday. Indeed, **WorkSafe Victoria's** vision is "Victorian workers returning home safe every day."

Working can present many dangers and young workers face an increased risk of being injured. Before you enter the workplace you need to be work ready. A strong awareness of **occupational health and safety** issues is one important aspect of work readiness. Nationally, work health safety (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. As at 2019, Victoria still uses the term occupational health and safety (OH&S).

All workplaces and work tasks can present physical, mental or emotional dangers. Certain industries (construction), occupations (nurses), certain work environments (factories) and certain work tasks (lifting) are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so with repetition, e.g. using a computer. Another major OH&S/WHS issue is increased workload which can cause workers to rush, cut corners and to be careless.



# Preview Sample:

### Are you ready?

Before you undertake work experience or work placement or Structured Workplace Learning you need to ask yourself if you are safe and ready to be out into the workplace? The world of work is much different from your school. Different work environments have their own safety issues. You need to have excellent OH&S/WHS awareness to operate safely and effectively in these workplaces.

Everyone has a shared **responsibility** for safe work practices. No one wants you to be injured at work so your school is not going to let you out until you are safe and ready. So if you are not **safe@work** you are staying at school. Your teacher and/or your coordinator will give you lots more information on your OH&S/WHS responsibilities.

### A My OH&S/WHS responsibilities

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

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## OH&S/WHS student induction

As a student you are required by law to complete an appropriate **OH&S induction** program before you are allowed to go on work experience or Structured Workplace Learning.

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

### safe@work

In Victoria, you must complete the safe@work **General Module** and then a related **Industry Module** prior to going out into the workplace.

After you have worked through each module you are required to undertake a multiple choice test. You must answer at least 12 out of 16 questions correctly to receive your Award of Attainment.

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

If you want to undertake a placement in a different industry you need to do the Review Module and then do the Industry Module for the new industry. If you are undertaking a VET course then you must complete the relevant OH&S/WHS components related to that course.

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



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### General Module

1. Health & safety responsibilities
2. Hazard identification, risk assessment & risk control
3. Manual handling
4. Hazardous substances & dangerous goods
5. Noise
6. Electricity
7. Mechanical equipment
8. Falls from height
9. Personal safety
10. Personal protective equipment (PPE)
11. Dealing with an emergency
12. Health & safety laws
13. Duties of employers
14. Duties of employees
15. Health & safety representatives & committees
16. The role of Worksafe inspectors
17. Resolving health & safety issues

### Industry Modules

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



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



**B OH&S/WHS induction**

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

Workplace safety is a s\_\_\_\_\_ responsibility. However, when you are undertaking work experience or Structured Workplace Learning it is the responsibility of your employer to ensure that your work e\_\_\_\_\_ is safe and free from h\_\_\_\_\_.

When working you must use the correct personal p\_\_\_\_\_ equipment. It might be your responsibility to be dressed in appropriate c\_\_\_\_\_ and to wear safety b\_\_\_\_\_. It will usually be your employer’s responsibility to supply appropriate protective equipment. You need to be aware of these requirements b\_\_\_\_\_ you go on your placement.

At the start of your placement you must be given an i\_\_\_\_\_ tour of your work environment so that you are made aware of any potential

d\_\_\_\_\_. You must also be made familiar with the location of f\_\_\_\_\_ facilities, be shown the emergency safety e\_\_\_\_\_ and be introduced to the h\_\_\_\_\_ representative.

Your employer is also responsible for giving you adequate t\_\_\_\_\_ and appropriate s\_\_\_\_\_ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p\_\_\_\_\_ and do your work a\_\_\_\_\_ in a safe manner. This ensures that you do not harm yourself, your c\_\_\_\_\_, your c\_\_\_\_\_ nor any other person.

If you are ever unsure of anything you should speak up and ask; your s\_\_\_\_\_, a fellow workmate, a safety or union rep or anyone s\_\_\_\_\_. If you feel you are in danger, are being t\_\_\_\_\_ or that you are not being looked after appropriately, ask to be excused and contact your school supervisor i\_\_\_\_\_.

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

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## Signs and symbols

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

Safety signs have to be universal in order to be effective. This means that a viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. Red for danger, yellow for caution, green for exits and so on.



Image: k-libre/Stock/Thinkstock

## Young workers

Special care needs to be taken to ensure that young workers are safe in the workplace. Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe Victoria:

- ☹️ young workers are more likely to be injured at work than any other age group
- ☹️ young workers in construction, retail, manufacturing and hospitality suffered the most injuries
- ☹️ poor manual handling caused the most injuries 31%, and then being hit by a moving object 29%
- ☹️ hand, finger and back injuries were the most common type of injury.

(Source: WorkSafe Victoria, Young workers vulnerable to workplace injuries, 2019)

# Preview Sample:

## Personal safety plan C

1. You are required to conduct an investigation of a worksite at a work setting for an occupation relevant to your career (e.g. *Factory workshop worksite at J&G Constructions (work setting) for a cabinet-maker (occupation)*).
2. Make an appointment to meet with the person responsible for OH&S/WHS at the worksite. Find out the most common workplace hazards related to the occupation you are interested in.
3. List the work-related tasks that you will be permitted to undertake and any training you will need.
4. Find, reproduce and explain 8-10 workplace safety signs.
5. Identify the personal protective equipment you might require for the occupation you are interested in.
6. Complete a preliminary safety audit/investigation of this worksite noting potential hazards, and strategies to deal with these hazards.
7. Summarise the procedures for dealing with accidents and emergencies that exist in this workplace.
8. Visit [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) and search for the **Injury Hotspots** industry safety poster most relevant for your potential workplace learning work setting.

## Safety induction/training programs

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

## 2.27 Career Investigation

### Occupations

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

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

Listed on pp.52-53 are hundreds of occupations given by their correct Australian job title.

They are grouped in boxes of six under one of 11 interest area headings. Each box also includes another two interest groups that these occupations relate to. Spend some time identifying those boxes, and also specific

occupations within those boxes, that you might be interested in.

Remember, you don't need to decide on anything definite yet. You just need to get an idea of some of the many occupations that are available to workers throughout the Australian economy.

### Common occupations

These are the most common occupations for each of the 8 types of workers classifications.

#### Managers

- Retail Managers
- Advertising, PR & Sales Managers
- Construction Managers
- Livestock Farmers
- Human Resource Managers

#### Professionals

- Registered Nurses
- Accountants
- Primary Teachers
- Software & Applications Programmers
- Secondary Teachers

#### Technicians & Trades Workers

- Electricians
- Metal Fitters & Machinists
- Carpenters & Joiners
- Plumbers
- Structural Steel & Welding Workers

#### Community & Personal Service Workers

- Aged & Disabled Care Workers
- Child Care Workers
- Education Aides
- Waiters
- Bar Attendants & Baristas

#### Clerical & Administrative Workers

- General Clerks
- Receptionists
- Accounting Clerks
- Contract, Program & Project Administrators
- Office Managers

#### Sales Workers

- General Sales Assistants
- Checkout Operators & Office Cashiers
- Real Estate Sales Agents
- Sales Representatives
- Retail Supervisors

#### Machinery Operators & Drivers

- Truck Drivers
- Storepersons
- Delivery Drivers
- Forklift Drivers
- Drillers, Miners & Shot Firers

#### Labourers

- Commercial Cleaners
- Kitchenhands
- Building & Plumbing Labourers
- Shelf Fillers
- Packers

Source: [www.nationalskillcommission.gov.au](http://www.nationalskillcommission.gov.au)

Preview Sample: Do not copy

### A Occupations

1. Without any research, list 10 possible occupations that you might be interested in pursuing as part of your career pathway.
2. Are any of these on the *Common occupations* list above? What qualifications are needed?


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

Preview Sample: Do not copy

Interest areas B

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

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

---



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

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# Mini GOALScorer - Match-up

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

Preview Sample:  
 Do not copy



## Mini GOALscorer - Match-up

2

<b>61. INFLUENCE/P.CONTACT</b> Physiotherapist Medical Practitioner Massage Therapist Occupational Therapist Chiropractor Osteopath Also: Med P&M	<b>62. OUTDOOR</b> Shotfirer Miner Engineer-Mining Forestry & Logging Worker Agricultural Tech. Officer Engineer - Chemical Also: P&M T&E	<b>63. PRACTICAL/MANUAL</b> Driver - Truck Car Driver Car Rental Attendant Bus and Tram Driver Driving Instructor Clerk - Transport Also: Out H&C	<b>64. INFLUENCE/P.CONTACT</b> Flight Attendant Catering Manager Airline Passenger Officer Tour Guide Interpreter Travel Agent Also: H&C C&A	<b>65. INFLUENCE/P.CONTACT</b> Fitness Instructor Lifeguard Therapy Aide Teacher - P.E. Weight Loss Counsellor Recreation Officer Also: H&C P&M
<b>66. MEDICAL</b> Nurse -Registered Ambulance Officer Nurse - Enrolled Personal Care Worker Ward Assistant Health Promotions Officer Also: H&C I&P	<b>67. OUTDOOR</b> Park Ranger Forest Technical Officer Landcare Worker Natural Resource Manager Fisheries Officer Zoologist Also: P&M SCI	<b>68. TECH/ENGINEERING</b> Sound Technician Media Equipment Operator Audiometrist Audiologist Audiovisual Technician Film and TV Producer's Asst. Also: SCI P&M	<b>69. MEDICAL</b> Dentist Dental Assistant Dental Therapist Dental Technician Dental Hygienist Model Maker Also: H&C I&P	<b>70. SCIENTIFIC</b> Taxidermist Historian Zoologist Animal Technician Funeral Attendant Museum Technician Also: P&M T&E
<b>71. CLERICAL/ADMIN</b> Functions Coordinator Catering Manager Marketing Officer Chef Hospital Food Service Mgr Flight Attendant Also: F&C I&P	<b>72. OUTDOOR</b> Lifeguard Fitness Instructor Recreation Officer Diversional Therapist Sports Coach Paramedic Also: H&C P&M	<b>73. PRACTICAL/MANUAL</b> Cook Chef Kitchenhand Barista Cake Decorator Waiter Also: A&C F&C	<b>74. OUTDOOR</b> Bricklayer Construction Worker Plasterer Concrete Worker Stonemason Tiler Also: P&M T&E	<b>75. TECH/ENGINEERING</b> OH&S Officer Quality Assurance Inspector Building Surveyor Nurse - Registered Rehabilitation Counsellor Health Promotions Officer Also: P&M I&P
<b>76. LITERARY</b> Archeologist Historian Anthropologist Sociologist Archivist Museum Curator Also: Out C&A	<b>77. PRACTICAL/MANUAL</b> Plumber Refrigeration & Aircon Mech Automotive Air Fitter Environmental Health Officer Water & Plant Operato Tiler - Roof Also: Out T&E	<b>78. MEDICAL</b> Massage Therapist Physiotherapist Occupational Therapist Fitness Instructor Chiropractor Orientation & Mobility Instructor Also: H&C P&M	<b>79. TECH/ENGINEERING</b> Vehicle Bodybuilder Panel Beater Vehicle Painter Tool & Die Setter Engineering Trades-Fabrication Metal Press Operator Also: P&M F&C	<b>80. OUTDOOR</b> Geologist Geophysicist Engineer - Mining Archeologist Miner Cartographer Also: SCI F&C
<b>81. FIGS/COMPUTATIONAL</b> Architect Architectural Drafter Landscape Architect Engineer - Industrial Building Technician Engineer - Civil Also: A&C T&E	<b>82. HELPING/COMMUNITY</b> Firefighter Firefighter - Aviation Army, Navy, Airforce OHS Officer Ambulance Officer Building Surveyor Also: Out P&M	<b>83. LITERARY</b> Actor Dancer Stage Manager Announcer Media Producer Film Producer & Editor Also: A&C I&P	<b>84. TECH/ENGINEERING</b> Business Equipment Techn. Computer Engineer IT Support Technician Systems Designer - IT Programmer - Info Tech Multimedia Developer Also: SCI F&C	<b>85. LITERARY</b> Film Producer & Editor Film & TV -Producer's Ass. Media Equipment Operator Media Producer Stage Manager Set Designer Also: A&C P&M
<b>86. LITERARY</b> Writer Proofreader Editor Journalist Copywriter Public Relations Officer Also: A&C I&P	<b>87. TECH/ENGINEERING</b> Camera Operator Media Equipment Operator Photographer Media Producer Audiovisual Technician Medical Imaging Tech. Also: P&M A&C	<b>88. FIGS/COMPUTATIONAL</b> Film Manager Agricultural Engineer Agricultural Scientist Agricultural Tech. Officer Horticultural Tradesperson Aquaculture Technician Also: Out P&M	<b>89. ARTISTIC/CREATIVE</b> Musician Music Therapist Teacher - Music Sound Technician Announcer Diversional Therapist Also: A&C I&P	<b>90. CLERICAL/ADMIN</b> Marketing Officer Management Consultant Advertising Account Exec. Market Researcher Public Relations Officer Human Resources Officer Also: A&C I&P
<b>91. FIGS/COMPUTATIONAL</b> Management Consultant Accountant Insurance Agent Public Relations Officer Marketing Officer Human Resources Officer Also: C&A I&P	<b>92. HELPING/COMMUNITY</b> Training Officer Teacher - Secondary TAFE Lecturer Human Resource Officer Personnel Clerk University Lecturer Also: C&A I&P	<b>93. INFLUENCE/P.CONTACT</b> Public Relations Officer Human Resource Officer Marketing Officer Advertising Account Executive Copywriter Journalist Also: C&A I&P	<b>94. LITERARY</b> Editor Writer Proofreader Journalist Copywriter Media Producer Also: C&A I&P	<b>95. MEDICAL</b> Secretary - Medical Ward Assistant Receptionist Accounts Clerk Office Administrator Also: C&A H&C
<b>96. OUTDOOR</b> Auctioneer Valuer Real Estate Agent Building Inspector Sales Representative Land Economist Also: I&P F&C	<b>97. PRACTICAL/MANUAL</b> Gemmologist Jeweller Geologist Powder Coater Watch & Clock Maker Engraver Also: T&E SCI	<b>98. FIGS/COMPUTATIONAL</b> Biomedical Engineer Laboratory Worker Medical Imaging Technician Medical Lab Technician Research Scientist Prosthetist & Orthotist Also: LIT T&E MED	<b>99. TECH/ENGINEERING</b> Optical Mechanic Optical Dispenser Optometrist Orthotist Medical Imaging Technician Projectionist Also: A&C P&M	<b>100. TECH/ENGINEERING</b> Food Technologist Engineer - Chemical Health Information Officer Primary Products Inspector Chemist Dietician Also: SCI P&M
<b>101. FIGURES/COMP</b> Personnel Clerk Human Resources Officer Public Servant Training Officer Accounts Clerk Clerk Also: C&A I&P	<b>102. ART/CREATIVE</b> Photographer Photographic Processo Media Equipment Operator Camera Operator Artist Audiovisual Technician Also: T&E P&M	<b>103. MEDICAL</b> Audiologist Audiometrist Speech Pathologist Sound Technician Disability Services Instructor Broadcasting Technician Also: LIT I&P	<b>104. CLERICAL/ADMIN</b> Court & Hansard Reporter Legal Executive Secretary Word Processing Operator Data Processing Operator Desktop Publisher Also: I&P	<b>105. OUTDOOR</b> Landscape Architect Architect Town Planner Quantity Surveyor Horticultural Tradesperson Nursery Assistant Also: A&C P&M
<b>106. MEDICAL</b> Dental Technician Prosthetic & Orthotic Tech'n Dental Hygienist Dental Nurse Model Maker Dental Assistant Also: T&E H&C	<b>107. CLERICAL/ADMIN</b> Call-Centre Operator Receptionist Radio Dispatcher Telephonist Telemarketer Announcer Also: F&C I&P	<b>108. FIGS/COMPUTATIONAL</b> Valuer Conveyancer Land Economist Real Estate Salesperson Sales Representative Stock And Station Agent Also: P&M I&P	<b>109. INFLUENCE/P.CONTACT</b> Personal Care Worker Nurse - Enrolled Ward Assistant Therapy Aide Diversional Therapist Disability Services Instructor Also: MED P&M	<b>110. TECH/ENGINEERING</b> Broadcasting Technician Audiovisual Technician Electrician Business Equipment Techn Sound Technician Media Equipment Operator Also: P&M A&C
<b>111. PRACTICAL/MANUAL</b> Painter And Decorator Plasterer Interior Decorator Glazier Industrial Spray Painter Vehicle Painter Also: T&E OUT	<b>112. OUTDOOR</b> Crane Operator Forklift Operator Mobile Plan Operator Dogger Construction Worker Building Technician Also: P&M T&E	<b>113. LITERARY</b> Copywriter Editor Proofreader Writer Publisher Advertising Acc. Executive Also: A&C I&P	<b>114. PRACTICAL/MANUAL</b> Cabinetmaker Joiner Wood Turner Wood Machinist Wood Carver Timber/Forest Prod't Worker Also: T&E OUT	<b>115. ARTISTIC/CREATIVE</b> Make-Up Artist Beauty Therapist Hairdresser Naturopath Weight Loss Counsellor Film & TV Producer's Assist. Also: I&P H&C
<b>116. INFLUENCE/P.CONTACT</b> Training Officer TAFE Lecturer Human Resources Officer Teacher - Secondary Teacher - ESL OH&S Officer Also: C&A H&C	<b>117. SCIENTIFIC</b> Forensic Scientist Life Scientist Botanist Chemist Biochemist Museum Attendant Also: T&E OUT	<b>118. HELPING/COMMUNITY</b> Therapy Aide Education Aide Special Care Worker Diversional Therapist Disability Services Instructor Indigenous Health Worker Also: MED I&P	<b>119. LITERARY</b> Archivist Librarian Cultural Heritage Officer Conservator Records Manager Info Technology Manager Also: A&C T&E	<b>120. SCIENTIFIC</b> Zoologist Life Scientist Marine Biologist Animal Attendant Animal Technician Veterinarian Also: Out P&M

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**C Mini GOALscorer**

1. Circle any of the 120 occupation boxes from the Mini GOALscorer Match-up on pp.52-53 that you might be interested in pursuing as a career pathway. Then complete the table below.
2. In Column 2 write all the box numbers you have circled in the row that matches the interest area that was the heading for that box. (e.g. If you circled box 1, you would write 1 next to Scientific. If the next box you circled was 15, you would write 15 next to Literary.)
3. Look at the 'Also' tab for each of your circled boxes. In Column 3 write these box numbers in the rows next to the interest areas they match. (e.g. If you circled box 1, then you would write 1 next to Technical & Engineering and also next to Outdoor.
4. For Column 4 calculate your total score for that interest area by adding up the number of times you have a box number next to an interest area. Compare these scores to the descriptions on p.51.
5. In Column 5, list those occupations from your circled boxes you are most interested in. If an occupation appears more than once give it a tick. (More space? = use workbooks!)
6. Highlight those occupations you are most interested in and then use My Future or Job Outlook to find out more information.

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

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1. Interest area	2. Box numbers circled	3. Boxes circled 'Also'	4. Interest area score	5. Some occupations from the boxes I might be interested in; I should research some of these.
Artistic/ Creative	e.g. 20, 34, 39	14	5	Visual Merchandiser, Medical Development, Graphic Designer, Illustrator, Jeweller, Solid Technician
Clerical/ Administration				
Figures/ Computational				
Helping/ Community Service				
Influencing/ Personal Contact				
Literary				
Medical				
Outdoor				
Practical/ Manual				
Scientific				
Technical/ Engineering				

Occupation investigation D

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

2

Correct Occupation Title (& any alternative names):

⇒

Summary Description:

⇒

5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

⇒

Personal Requirements:

⇒

⇒

⇒

⇒

⇒

Related Occupations:

⇒

Education & Training Required:

⇒

Course Entry Requirements:

⇒

Employment Opportunities:

⇒

Additional Information:

⇒

Contacts (for your state):

⇒



Use Job Outlook to find out the following data info.

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

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## AT1 Career Pathways Portfolio

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

## Outcome 1

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

**Required**

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

**Part A:**

**Explain the importance of a skilled workforce for Australia.**

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

**Part B:**

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

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

**Part C:**

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

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

*Record any other important information and due dates here.*

Preview Sample:  
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# Job-seeking skills

3.01 Job-Seeking Skills .....	58	3.13 Digital Applications .....	70
3.03 Résumés.....	60	3.15 Job Interviews .....	72
3.07 Résumé Template .....	64	3.19 Assessment Task 1 .....	76
3.09 Job Applications.....	66	3.21 Communication in Action.....	78

Activities 3: Job-seeking skills	p.	Due date/Done?	Comment
3.02A Pathways Portfolio	59	<input type="checkbox"/>	
3.03A My résumé	60	<input type="checkbox"/>	
3.10A Job application tips	67	<input type="checkbox"/>	
3.12B Job application	69	<input type="checkbox"/>	
3.14C Digital applications	71	<input type="checkbox"/>	
3.18A Top interview tips	75	<input type="checkbox"/>	
3.18B Interview Q&A	75	<input type="checkbox"/>	
AT1 Career Pathways	76-77	<input type="checkbox"/>	
3.21 Using the phone effectively	78	<input type="checkbox"/>	

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Comments



## 3.01 Job-Seeking Skills

### Successful job-seeking

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

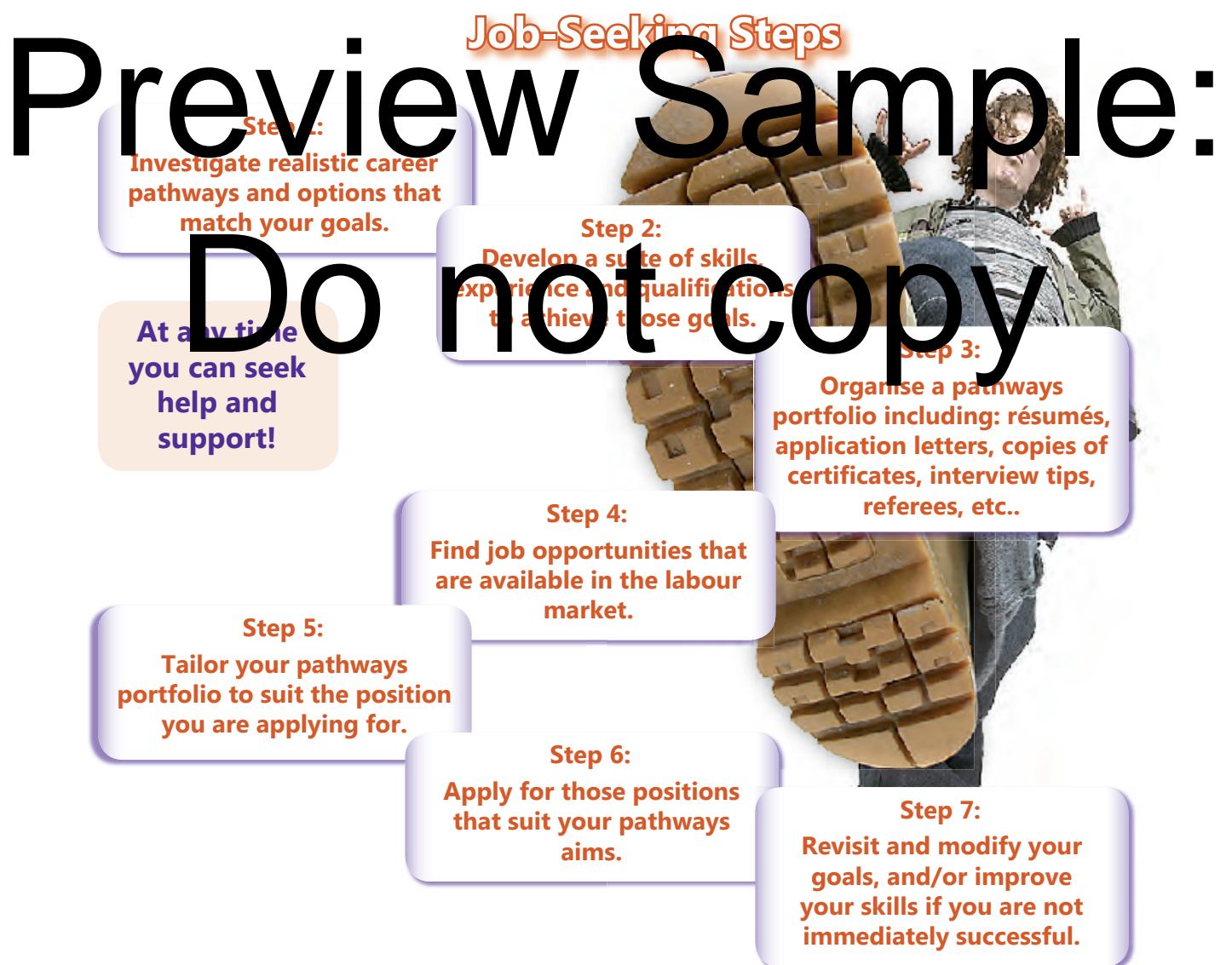
At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking.

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

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

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

3



Pathways Portfolio A

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



Pathways Portfolio

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Final Due Date: \_\_\_\_\_

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

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## 3.03 Résumés

### Résumé

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

#### What to do: Formatting...

- ✓ Use a word processing package, duh!
- ✓ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than 2 font sizes.
- ✓ Use headings and sub-headings as sections (this will also help with breaking it up for online forms).
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

#### What to do: Content...

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

#### What not to do: Formatting...

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

#### What not to do: Content...

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


### A My Résumé

1. Use the information and the template on pp.62-65 to prepare your draft résumé. Get your teacher to check over this.
2. Use a word processing package to prepare a final version of your résumé. Once again have this checked, correct any errors and prepare a final copy for your Pathways Portfolio.
3. Use the information on these 2 pages to develop a poster, factsheet, webpage, PowerPoint or some other learning tool to communicate a 'Top 10' of tips for writing résumés.

**1. Clear personal details**

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

**3. School & VET subjects & units**

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

**5. Career ambition**

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

**7. Employment tasks and skills**

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

**9. Your professional or technical skills**

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

**11. Referees: accurate and suitable**

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

**2. Current education: Easy to follow**

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

**4. Other qualifications & certificates**

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

**6. Employment/experience history**

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

**8. Your other transferable skills**

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

**10. Other information & achievements**

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

Preview Sample:  
Do not copy

## Résumé: Thierry Novoclap, April 2022

1

Thierry Novoclap

3/45 Klingsred Lane, Lighttown, 3065

DOB: 1/4/2005

M: 0412 0412 0214

thierry@wotmail.com.au

## Education

2

2022: Lighttown College, completing VCE Year 11 and Certificate II in Hospitality.

VCE subjects include:

3

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

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

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

2018-2021. Completed Years 7-10 Lighttown College

## Qualifications &amp; Training

4

- Apr 2022: Certificate in Basic First Aid
- Nov 2021: Certificate I in Food Hygiene

## Career Ambition

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

## Employment History

6

## Employment

⇒ Lumpy Burgers, 202 Doolan St, Crainbourne

Position: Food service sales assistant Duration: February 2022 - current

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

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

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

page 1 of 2

Preview Sample:  
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## Résumé: Thierry Novoclap, April 2022

### Employment History (cont.)

#### Work Experience

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

Position: Administration and production assistant Duration: June 2021 - 2 weeks

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

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

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

### Transferable Skills **8**

#### Leadership

- 2022, Lighttown Secondary College Peer Support Program for new Year 7 students which involved supporting young students, guiding and familiarising them with new environment.
- 2021, coordinated Year 10 small business activity involving student and staff lunch orders.

#### Clubs

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

#### Professional Skills **9**

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

#### Achievements **10**

2021, school achievement award for best Small Business Student.

#### Hobbies/Interests

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

#### Referees **11**

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

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

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

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

page 2 of 2

Résumé: \_\_\_\_\_, \_\_\_\_\_ 20 \_\_\_\_\_

3

---

**Education**

**Qualifications & Training**

**Preview Sample:**

**Career Ambition**

**Do not copy**

**Employment History**

*Employment*



Position:

Tasks:

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

- 
- 
- 
- 
- 
- 
- 
- 
-

Résumé: \_\_\_\_\_, \_\_\_\_\_ 20 \_\_\_\_\_

**Employment History (cont.)**

*Work Experience*



Position:

Duration:

Tasks :

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

- ➔
- ➔
- ➔
- ➔
- ➔
- ➔
- ➔

**Transferable Skills**

*Leadership*

- 
- 

*Clubs*

- 

*Professional Skills*

- 
- 
- 
- 
- 

*Achievements*

*Hobbies/Interests*

**Referees**



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**Application letter**

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

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

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

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

**Job Application Letters****Importance**

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

**Getting it right**

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

**Relate to the job**

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

**Sell yourself**

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

**Formal letter**

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

**email note**

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

Image: sharpen1234/  
iStock/Thinkstock

# Preview Sample:

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Job application tips A

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

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

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

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

- application
- benefit
- competencies
- copy
- experience
- formal
- handwrite
- learn
- effort
- plain
- skills
- spacing
- title
- typed
- specifically

2. Work in a team to prepare a list of tips for writing good job application letters for young people. Also consider how to structure the draft of an application letter so that it can more easily be cut and pasted into sections of an online application form. The tips must be written briefly or short enough to be texted or tweeted.

*Draft some ideas here.*

Preview Sample: Do not copy



4/56 Lumbuk Place,  
SPRINGTOWN, VIC, 3523

March 22nd, 2022  
Mr. Cre Tickle-Eye  
Manager  
The Deject Shop  
Shop 9, Spflats Homemakers Complex  
Springtown Flats VIC 3521

1 a. Your address, note the format!

1 b. Date of writing the letter.

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

Note: If you are asked to apply using your own handwriting, do so!

Dear Mr. Tickle-Eye

2. Intro title of letter.

I am applying for the position of Casual Retail Assistant that was advertised in the Springtown Bugle on March 20th, 2022.

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

I am currently undertaking Year 11 at Springtown College and hope to develop a career working in business. Some of my main subjects include English, Industry and Enterprise, Computing and General Mathematics and I studied Small Business and Commerce in Year 10.

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

5. Specific subjects related to the position, job and/or industry.

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

6. Any relevant experience and skills that you have.

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

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

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

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

9. The sign-off.

Yours Sincerely

Regina Rightyo

enc: Résumé and references

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

Preview Sample: Do not copy

Job application B

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

Position applying for:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3

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## 3.13 Digital Applications

### Check your digits

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 larger enterprises that use streamlined **job application portals**. And many of these larger 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 really even interested in. As a result more **streamlined**, **automated** 'smart' digital application systems have been set up to quickly eliminate applicants who are unsuitable for a position. This is done using keyword analysis and is enabled 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 Section 5 to create your standard résumé(s), application letters and responses to typical selection criteria. These are your 'templates'.

But you are going to have to develop the skills to be able to modify this template information so that you can cut and paste the key information as needed into 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).

**Don't use a phone for a job application!**



Image: georgejmclittle/  
Depositphotos.com

### Digital applications

You must understand and describe the correct process related to each of these digital job-seeking requirements. So you need to:

- ❑ research how to sign up and register with suitable job-seeking sites and portals
- ❑ be able to turn your job-seeking information into digital copies, such as PDFs
- ❑ become familiar with a range of online job application portals
- ❑ be able to quickly and accurately modify your job-seeking information to suit and 'fit' digital job application portals (including field lengths)
- ❑ develop appropriate online safety strategies to not disclose or share personal information, unless you are sure of the person/enterprise
- ❑ know the best sources of help, including support from your Careers Coordinator.

Digital applications C

Now is the time to research appropriate digital job-seeking processes. This will enable you to create appropriate e-documents; and to also be able to modify your own job-seeking portfolio to suit varied requirements of digital processes.

Discuss each of these questions. Then working in small research teams, develop appropriate guidelines. (You can add other requirements as well).



Digital application question	Digital application strategy/advice	Who could help?
What are the most suitable digital job-seeking portals for me?		
What are the requirements for signing up to digital job-seeking portals?		
What is the best format for e-documents; and what software do I need to create these?		
Which employers commonly use their own online application portals?		
How might I need to modify my job-seeking portfolio to 'fit' online application portals and templates?		
What information should I leave out if the application portal has character limits for input fields?		
How do I make sure that I am safely sharing my personal information online?		
How do I know which sources of online information are relevant for me?		

Preview Sample: Do not copy

## 3.15 Job Interviews

### The interview

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

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

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

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

## Succeeding at Job Interviews

### 1. Prepare thyself!

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

### 2. Look the part

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

### 3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands if 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).

### 5. Reflect on your experience

- ⇒ Thank them 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 for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job!

# Preview Sample:

# Do not copy



**Interview 2.0**

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

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

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

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

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



**"Make no mistake, in an interview you are being judged! That's what it's all about!"**

3

# Preview Sample:

## Common Interview Questions

There are some questions that are often asked and you will be expected to be able to answer these well. If you can't answer these questions with confidence and certainty, the employer may well consider you a dud! So undud yourself! Practise.

# Do not copy

## Common Job Interview Questions



**Why do you want this job?**

**Why should we employ you in this position?**

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

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

**Do you have any questions you would like to ask?**

**Where do you see yourself in 12 months time?**

## Are you pp-pp-pp-prepared?

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

### Personal preparation

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

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

### Professional preparation

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

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

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

appropriate names as they are introduced; i.e. by first name or by surname.

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

### Position preparation

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

- ☺ Knowing the position generally involves the general job advertisement or job description. e.g. A sales assistant.
- ☺ Look up the occupation and study its key roles and responsibilities. i.e. What is expected of a sales assistant generally?

[www.myfuture.edu.au](http://www.myfuture.edu.au)

- ☺ Have examples that show how you can use the 8 employability skills in this position.
- ☺ Knowing the position specifically involves finding out some of the position's responsibilities related to this organisation. e.g. A sales assistant in a fashion store.
- ☺ Have examples ready that show how you have or could use your skills, experience and abilities both generically and specifically.

So there you have it. Just remember to look after the 6P's and the rest should look after itself.

**"You can never be over-dressed for an interview!"**



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Top interview tips A

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

i	ii
iii	iv
v	vi
vii	viii
ix	x

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

Interview Q&A B

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

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

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## AT1 Career Pathways Portfolio

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

## Outcome 1

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

## Required

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

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

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

- ⇒ A Pathways Portfolio pro-forma is included as 3.02A on p.59. Make a copy of this.
- ⇒ Use this to record and tick those tasks that are required to be completed. Your teacher might add some other tasks, if so, write these on this pro-forma.

*Record any other important information and due dates here.*

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**Unit 1: Outcome 1 - Career Pathways Portfolio**

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

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Final Due Date: \_\_\_\_\_

3

Activity/Details	p.	Required	Due date/Done?	Comment/Initials
1.02A Pathways options	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.04B Career pathways and values	5	<input type="checkbox"/>	<input type="checkbox"/>	
1.08A Career goal-setting	9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.15C My attitude	16	<input type="checkbox"/>	<input type="checkbox"/>	
1.19B Online job sites	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.04B Skilled workforce	27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.07C Industry trends	31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.08D Industry trends II	31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.09A Industry employment	32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.12B Work-related trends	35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.14C The digital age	37	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.16D The post-pandemic age	39	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.20A AQF & training	43	<input type="checkbox"/>	<input type="checkbox"/>	
2.28B Interest areas	51	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.31C Mini GOALscorer	52-55	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.02A Pathways portfolio activities	59	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



Using the phone effectively



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

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

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

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

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

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

You should reply:

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

Important tips:

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

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# Work-related skills

4.01 Work-Related Skills .....	80	4.19 Enterprise Projects.....	98
4.03 Personal & Social Competencies .	82	4.21 Workplace Learning Planner ...	100
4.07 Work-Related Skills For Jobs .....	86	4.23 Self-Assessment Tools.....	102
4.13 Entry-Level Requirements.....	92	4.27 Work Placement Evaluation.....	106
4.17 Workplace Learning .....	96		

Activities 4: Work-related skills	p.	Due date/Done?	Comment
4.05A <b>Personal and social competencies</b>	84-85	<input type="checkbox"/>	
4.07A <b>Work-related skills</b>	86	<input type="checkbox"/>	
4.08B <b>Enterprising capabilities in jobs</b>	87	<input type="checkbox"/>	
4.10C <b>Skills and specialisations</b>	87-90	<input type="checkbox"/>	
4.12D <b>Work-related skills in the workplace</b>	91	<input type="checkbox"/>	
4.16A <b>Entry-level requirements</b>	95	<input type="checkbox"/>	
4.18A <b>My Structured Workplace Learning</b>	97	<input type="checkbox"/>	
4.21A <b>Workplace Learning Planner</b>	100-101	<input type="checkbox"/>	
4.24A <b>Self-assessment: Generic Skills</b>	103	<input type="checkbox"/>	
4.25B <b>Self-assessment: Specific Work-Related Skills</b>	104	<input type="checkbox"/>	
4.25C <b>Self-assessment: Enterprising Behaviours</b>	104-105	<input type="checkbox"/>	
4.27 <b>Work Placement Evaluation</b>	106	<input type="checkbox"/>	

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Comments

## 4.01 Work-Related Skills

### Work-related skills

Officially, for the purposes of Industry and Enterprise, the term **work-related skills** refers to a sub-set of:

- i. six **enterprise capabilities**, and
- ii. eight **employability skills**.

As part of this unit you are expected to develop and apply your own work-related skills in both classroom and work-related settings as part of your **Structured Workplace Learning**.

### i. Enterprise capabilities

These six sets of **enterprise capabilities** include a number of interrelated enterprising skills and behaviours. You need to remember that these six lists are not exhaustive. By their very nature each of these six sets of enterprise capabilities can keep developing and evolving. Also, many of the specific enterprising skills and behaviours on these lists will naturally cross over into one or more of the other sets of enterprising capabilities.

## Work-Related Skills: Enterprise Capabilities

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### Adaptability

Includes but is not limited to:

- ⇒ being flexible
- ⇒ learning new skills
- ⇒ developing industry-specific competencies
- ⇒ embracing change
- ⇒ accepting challenges

**and working with others.**

### Learning and developing skills and knowledge

Includes but is not limited to:

- ⇒ learning and acquiring new skills
- ⇒ developing new skills
- ⇒ learning, acquiring and developing skills on-the-job
- ⇒ learning, acquiring and developing skills off-the-job
- ⇒ building a professional and/or technical vocabulary

**and working with others.**

### Acting proactively and autonomously

Includes but is not limited to:

- ⇒ identifying opportunities
- ⇒ creating ideas
- ⇒ showing initiative
- ⇒ using new technologies
- ⇒ asking questions
- ⇒ seeking feedback
- ⇒ accepting responsibility

**and working with others.**

### Managing and leading

Includes but is not limited to:

- ⇒ taking charge
- ⇒ managing oneself
- ⇒ managing others
- ⇒ planning and organising
- ⇒ managing risk
- ⇒ using resources effectively
- ⇒ working sustainably
- ⇒ reviewing performance
- ⇒ being socially responsible

**and working with others.**

### Connecting and working with others

Includes but is not limited to:

- ⇒ understanding others
- ⇒ building rapport
- ⇒ understanding own personal goals, values, expectations and emotions
- ⇒ accommodating others' personal goals, values, expectations and emotions
- ⇒ developing effective communication skills
- ⇒ recognising and utilising diverse perspectives

### Problem-solving

Includes but is not limited to:

- ⇒ analysing issues
- ⇒ making decisions
- ⇒ dealing with change
- ⇒ resolving conflict

**and working with others.**

## Work-Related Skills: Employability Skills

### ii. Employability skills

Back in 2002, the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These are required not only to gain employment, but also to progress within an enterprise so as to achieve one's full potential.

Employees are expected to develop these eight employability skills as part of lifelong learning to contribute effectively as part of an enterprise's skilled workforce.

#### Employability skills

- ⇒ communication
- ⇒ teamwork
- ⇒ problem-solving
- ⇒ planning and organising
- ⇒ self-awareness
- ⇒ learning
- ⇒ technological skills
- ⇒ initiative and enterprise skills

4

### iii. Core Skills For Work

The *Core Skills For Work Development Framework* developed a newer set of skills that is being used instead of employability skills in many industry, workplace, training and learning situations.

As you can see these 10 core skills encompass many of those found in the list of enterprising capabilities and employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

# Preview Sample:

## Work-Related Skills: Core Skills For Work

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Image: IgorTishenko/  
Depositphotos.com

### Core Skills For Work Cluster 1 - Navigate the world of work

- a. Manage career and work life.
- b. Work with roles, rights and protocols.



Image: monkeybusiness/  
Depositphotos.com

### Core Skills For Work

#### Cluster 2 - Interact with others

- a. Communicate for work.
- b. Connect and work with others.
- c. Recognise and utilise diverse perspectives.



### Core Skills For Work Cluster 3 - Get the work done

- a. Plan and organise.
- b. Make decisions.
- c. Identify and solve problems.
- d. Create and innovate.
- e. Work in a digital world.

## 4.03 Personal and Social Competencies

### 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 behaviours and attributes that will influence your **employability**. One of the keys to mapping your future pathway and developing as an enterprising person is to recognise certain **personal competencies** and **social competencies** that you can apply to future work situations. These personal and social competencies will be strongly influenced by your values.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and on and off-the-job **training**.

### 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. They also influence your development of **work-related skills**.

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. Care too much; try nursing. Like being the centre of attention? Well be a performer. Can't shut up, try a call-centre. Can't sit still? Door-to-door sales. You get the picture! The choices are yours, do don't underestimate your skills; and don't be surprised if what you might have been told are personality weaknesses may actually turn out to be personality strengths.

Got a, ahem, 'big personality'? Then make sure you build a career that suits this - such as sales, entertainment or the like!

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### Personal competencies

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

These can be developed into enterprise capabilities. You can turn your aptitudes into useful workplace abilities by developing skills, competencies and enterprise capabilities through **training**. "Gregor is doing a VET course in IT."

**Personal competencies** also reflect your personality and your **values**. Different personality strengths suit different careers. You need to plan your **career pathway** to complement your personality strengths and weaknesses.


🗣️ So what are you good at, and what type of career might suit your interests?



## Social competencies

**Social competencies** describe your skills in dealing with people and social situations. These can also be developed into enterprise capabilities.

Your personality, your experiences and your involvement and participation in community activities and social events will develop your social competencies. Your understanding of different people and different cultures is also important.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of **job satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a **work setting**. So how are your people skills? 

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### Key personal competencies

- ⇒ How well you deal with stress.
- ⇒ What your level of patience and understanding is like.
- ⇒ How much attention to detail you have.
- ⇒ How reliable and punctual you are.
- ⇒ What motivates you.
- ⇒ How much responsibility you are prepared and able to handle.
- ⇒ Understanding of your different multiple intelligences (see p.112).

### Key social competencies

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

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Image: sabphoto/Depositphotos.com

## Transferable skills

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

At this stage of your career you should have some information to put on your résumé or to talk about in a job interview. But it's time for you to also start recognising all those transferable skills you might have developed.

You can build your transferable skills by performing work-related tasks while still in a school setting. These can then be developed into **enterprising capabilities** and **employability skills**. You can then explain how these skills can be transferable to a workplace situation.

**A Personal and social competencies**

**Part A: Personal and social competencies**

1. Identify and describe 3 personal and 3 social competencies that you have.
2. For each one explain how you could transfer (or have transferred) that competency to a work-related situation.
3. Interview someone in the class then complete a competencies table for them as well. Discuss and share the information with each other and with the class.

Competency	How can this be transferred to a work-related situation?
e.g. Personal competency - I am always on time and I usually arrive early to most events.	
Personal competency 1	
Personal competency 2	
Personal competency 3	
Social competency 1	
Social competency 2	
Social competency 3	

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**Part B: Skills Audit**

1. Circle high, medium or low for what you think your current skill level is for each of the skills in the Skills Audit. Later on in your course, you should complete the final column to see whether your skills have developed.
2. In your workbooks list 5 other transferable skills you have already developed (or could develop). Explain how you would go about developing these transferable skills.
3. As a whole group, calculate class averages for each skill. How could your group go about improving its weak areas?

Skills Audit	What is my current skill level now...			...and at the end of my course?		
	high	medium	low	high	medium	low
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and painting.	high	medium	low	high	medium	low
4. Giving oral presentations.	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 things.	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 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. Planning my career pathway.	high	medium	low	high	medium	low
27. Identifying future job prospects.	high	medium	low	high	medium	low
28. Finding out what 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 a mobile phone.	high	medium	low	high	medium	low
33. Using the internet and email.	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 percentages.	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. Meeting deadlines.	high	medium	low	high	medium	low
50. Working flexible hours and shifts.	high	medium	low	high	medium	low

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## 4.07 Work-Related Skills For Jobs

### Work-related skills for jobs

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

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



### Job descriptions and job specifications

**Job (position) descriptions** outline the key functions and roles expected of an employee in order to carry out a particular occupation. Job descriptions relate to the position and not to the person. Job descriptions are developed and used when advertising for potential employees.

**Job specifications** detail the nuts and bolts of a particular occupation. Job specifications outline the 'specifics' 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 relate closely to **industry-specific competencies**.

The enterprise capabilities and employability skills required for occupations are similar; but the industry-specific competencies required for occupations as diverse as a personal trainer or a painter and decorator will vary considerably, and reflect job descriptions and job specifications.

# Preview Sample:

### Industry-specific competencies

Industry-specific competencies are developed by Industry Reference Committees and Skills Service Organisations and form the basis of **competency-based training** such as VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations.

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



### A Work-related skills

1. For the purposes of Industry and Enterprise what are work-related skills?
2. List the 6 enterprise capabilities, the 8 employability skills and the 10 Core Skills For Work. Rank yourself from 1-10 (highest) based on your skills and experience for each.
3. What are industry-specific competencies and how can these be developed? Give examples.
4. How might young people be able to develop their work-related skills?
5. Choose an occupation you are interested in, and list 10-20 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the work-related skills would be most needed to successfully complete each task.

Enterprising capabilities in jobs B

- 3 different occupational examples are given below for each of the 6 enterprise capabilities. Choose 1 of these occupations for each enterprise capability and outline how *connecting and working with others* will be used by employees in this occupation.
- Briefly explain how another work-related skill that complements *connecting and working with others* would need to be demonstrated by an employee in this occupation. (More space? = Use workbooks!)

Skill	Occupational example	Crossover skills
<b>connecting and working with others</b>	<ul style="list-style-type: none"> <li>- A fast-food cashier is required to work with the kitchen staff to manage orders.</li> <li>- A hairdresser needs to understand client needs to suggest suitable styles.</li> <li>- A doctor might have to carefully explain a care routine to a nurse.</li> </ul>	Connecting and working with others: Fast food cashiers will work with other employees in a busy work environment as part of a service team to prepare, serve and sell food.
<b>problem-solving</b>	<ul style="list-style-type: none"> <li>- A tiler must measure, quote and order the appropriate materials.</li> <li>- A mechanic needs to listen to engine sounds to diagnose possible faults.</li> <li>- A sales assistant may have to deal with an angry customer who wants a refund.</li> </ul>	Connecting and working with others:
<b>managing and leading</b>	<ul style="list-style-type: none"> <li>- A childcare worker needs to manage and plan activities for pre-schoolers.</li> <li>- A cinema manager needs to organise staff rosters 28 days in advance.</li> <li>- Storepersons must ensure that trucks are always loaded by the end of the day.</li> </ul>	Connecting and working with others:
<b>adaptability</b>	<ul style="list-style-type: none"> <li>- A nursing worker may have to be flexible and work a rotating shift.</li> <li>- A teacher's aide may have to create easier ways of explaining work to children.</li> <li>- An event manager may have to come up with new themes, menus and ideas.</li> </ul>	Connecting and working with others:
<b>acting proactively and autonomously</b>	<ul style="list-style-type: none"> <li>- A retail manager might need to seek feedback on their personal and communication skills.</li> <li>- A tailor will have to check that their garments meet desired quality levels.</li> <li>- A micro entrepreneur might have to take the responsibility to manage all aspects of their online business.</li> </ul>	Connecting and working with others:
<b>learning and developing skills and knowledge</b>	<ul style="list-style-type: none"> <li>- An electrician will have to undergo ongoing learning and OH&amp;S training.</li> <li>- A bank officer will have to update their skills with training in new ICT systems.</li> <li>- A graphic designer might have to return to TAFE to learn new design techniques.</li> </ul>	Connecting and working with others:

Extension (Based on workplace learning)

Draw up a similar table with skills examples from each of the 6 enterprising capabilities.

Explain how each of these would be used in 1 occupation of your choosing. You should draw on information gathered from your 35 hours of Structured Workplace Learning, or past experiences.

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## 4.09 Work-Related Skills For Jobs

### 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 particular work-related skills.

People often specialise in occupations that reflect their aptitudes, skills and abilities, which of course 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. e.g. 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 psychologist.

### 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 respond more favourably to certain tasks and activities such as outdoor activities. These positive experiences are likely to guide them into specialisation that matches their skills, interest and abilities which draw on their personal and social competencies. (Just like you picking and enjoying electives and VCE subjects.)

However, many people don't know what area they wish to specialise in. By working and gaining experience in certain occupations 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.



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I only do tax!



### The specialist employee

- ⇒ Imagine the different specialisations available to an animal attendant working in the racing industry compared with the retail pets 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**

- ⇒ On the other hand, some of you will fill a more 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 to medium 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 small, local firms; compared with those in large organisations, or franchises or chains.



**It's my own business,  
I have to do everything!**

4

**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

**Retail manager**

- ⇒ supermarket
- ⇒ department store
- ⇒ grocery
- ⇒ newsagent
- ⇒ fast-food
- ⇒ fashion store
- ⇒ sports store
- ⇒ household goods
- ⇒ hardware
- ⇒ electrical products
- ⇒ automotive parts
- ⇒ online manager

**Teacher**

- ⇒ early childhood
- ⇒ primary
- ⇒ secondary
- ⇒ ESL/EAL
- ⇒ physical education
- ⇒ special education
- ⇒ TAFE/vocational
- ⇒ adult education
- ⇒ teacher librarian
- ⇒ music teacher
- ⇒ visual arts teacher
- ⇒ dance teacher

**Farm manager**

- ⇒ livestock farmer
- ⇒ dairy farmer
- ⇒ crop farmer
- ⇒ grain farmer
- ⇒ fruit farmer
- ⇒ vegetable farmer
- ⇒ viticultural
- ⇒ horticulturalist
- ⇒ floriculturalist
- ⇒ aquaculture
- ⇒ stock & station agent

**ICT technician**

- ⇒ help & support desk
- ⇒ internet support
- ⇒ network support
- ⇒ software support
- ⇒ systems support
- ⇒ hardware installation
- ⇒ hardware support
- ⇒ personal user support
- ⇒ on-site technician
- ⇒ on-call service person
- ⇒ repair technician

**Registered (Div 1) nurse**

- ⇒ aged care
- ⇒ community health
- ⇒ accident/emergency
- ⇒ neo-natal
- ⇒ mental health
- ⇒ cardiothoracic
- ⇒ operating theatre
- ⇒ nurse educator
- ⇒ nursing administrator
- ⇒ midwife
- ⇒ rehabilitation nurse

**Accountant**

- ⇒ budgeting
- ⇒ bursar
- ⇒ financial manager
- ⇒ financial advisor
- ⇒ investment analyst
- ⇒ cost accountant
- ⇒ taxation consultant
- ⇒ treasurer
- ⇒ systems accountant
- ⇒ superannuation adviser
- ⇒ auditor

Preview Sample: Do not copy

**Skills and specialisations C**

1. Choose one of the sets of job specialisations above. Use [www.myfuture.edu.au](http://www.myfuture.edu.au) to help you find out the differences between these specialisations.
2. What is the difference between an occupational specialist and a generalist? Use examples.
3. How can the size of the organisation that an employee works for influence the opportunity to be a specialist or a generalist? Use examples.
4. How might a person's personal and social competencies influence whether they become a specialist or a generalist? Use examples related to your career pathways development.
5. How might further training or qualifications create the opportunity to be a specialist or generalist?

*Extension (Based on workplace learning)*

- a. Complete the table on p.90 for 2 occupations using the information drawn from: [www.joboutlook.gov.au](http://www.joboutlook.gov.au) Select Careers, Explore Careers, choose an occupation, select Skills and Knowledge, and then Work Environment, and other categories from the menus.
- b. Copy or draw up the table from p.91 and give examples of how skills related to these 6 enterprise capabilities would be relevant for 2 occupations of your choosing.

Occupation:	
<b>Knowledge</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>Skills</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>Abilities</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>Activities</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>Demands</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>(Work) values</b> Top 5: % importance • • • • •	Top 5: Description • • • • •
<b>Interests</b> Top 5: % importance • • • • •	Top 5: Description • • • • •

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Work-related skills in the workplace D

Fill out this table in relation to an occupation you are investigating. This should be the occupation in which you are undertaking Structured Workplace Learning. *(Tip: If needed enlarge this.)*

What role did teamwork play as part of this skill?										
How did this cross-relate with an employability skill?										
How was this demonstrated?										
Enterprise capability										
Adaptability										
Acting proactively and autonomously										
Connecting and working with others										
Learning and developing skills and knowledge										
Managing and leading										
Problem-solving										

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## 4.13 Entry-Level Requirements

### Entry-level skills

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

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



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

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

### Starting out

Everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation; and then you can plan your **career pathway** within an industry or across different industries. These **entry-level requirements** can be classified into three different areas.

1. The personal qualities, attributes and abilities needed in order to be a suitable employee for that occupation.
2. The qualifications, training, skills or experience needed in order to be qualified for entry into an occupation.
3. The minimum school-related entry requirements needed in order to gain the qualifications, skills or experience for work in that occupation (such as ATAR, prerequisites for course, related experience, etc.).

### 1. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** to function as a suitable employee. These are closely related to your **personal and social competencies** and form the basis of your work-related skills. These include generic skills such as literacy, numeracy, technological competence, communication, punctuality, teamwork, safety, following instructions, health and fitness and so on.



Keep in mind that all occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions; among others. You need to develop these generic or general skills through schooling and Structured Workplace Learning.

However, some occupations may require different standards for some of these. Consider the numeracy required of a labourer, versus an electrician versus an engineer. And what about the fitness levels expected of a bank worker, compared to that of an arborist or even a police officer?

# Preview Sample:

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**2. Qualifications, training and experience**

Entry into nearly all occupations requires workers to have undergone some type of further study or training. This might involve:

- i. training for generic knowledge and skills such as school-based education and work-readiness programs, or
- ii. training for industry-specific competencies and skills such as apprenticeships and traineeships, VET, TAFE and specialised training, or
- iii. training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

You can check out the personal requirements, qualifications, training and experience for each occupation as part of [www.vocfuture.edu.au](http://www.vocfuture.edu.au)

**3. Minimum school-related entry requirements**

Many **professional** and **para-professional** occupations require the completion of a university or higher-level TAFE course as a minimum entry into these courses can depend on the successful completion of your Year 12 certificate such as VCE; along with a minimum **ATAR** score that is determined by the demand for and supply of places in that course; as well as a minimum study score in pre-requisite subjects such as Maths Methods or Chemistry.

Other courses require you to undertake an interview, audition or to present a folio. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience.

The best place to find out more about these entry-level requirements is through your careers teacher and your relevant state tertiary selection organisation.

(i.e. [www.vtac.edu.au](http://www.vtac.edu.au) )



**Australian Apprenticeships**

- ⇒ Involve a combination of on-the-job and off-the-job competency-based training (CBT).
- ⇒ Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option.
- ⇒ A trainee is exposed to both the practical and theoretical aspects of their occupation.
- ⇒ More and more students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their careers.
- ⇒ Australian Apprenticeships are now available in more than 500 occupations. For more information contact an Australian Apprenticeship Support Network Provider. Industries include:
  - ✓ Agriculture, horticulture and related industries
  - ✓ Printing
  - ✓ Automotive
  - ✓ Process manufacturing
  - ✓ Building and Construction
  - ✓ Property services
  - ✓ Business services
  - ✓ Public services
  - ✓ Finance services
  - ✓ Retail
  - ✓ Food
  - ✓ Seafood
  - ✓ Hairdressing
  - ✓ Sport and recreation
  - ✓ Community services and health
  - ✓ Tele-communications
  - ✓ Information technology
  - ✓ Tourism
  - ✓ Light manufacturing
  - ✓ Transport and distribution
  - ✓ Local government
  - ✓ Utilities and energy.
  - ✓ Metals & engineering



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**Australian Apprenticeships are not gender specific.**

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## Entry to Occupational Levels

### Professionals/ & Managers

- ⇒ Usually require completion of a university degree or even higher, post-graduate studies.
- ⇒ Includes occupations such as accountants, lawyers, architects, doctors, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- ⇒ Might include management-level occupations across all industries which might require extensive experience and/or university or higher-level TAFE qualifications.

### Community and Personal Service Workers

- ⇒ Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- ⇒ These include community workers, aged, child and disability carers, teacher aides, division 2 nurses, emergency and protective services workers and so on.
- ⇒ Personal service workers in hospitality such as wait staff, baristas and bar staff; and in tourism, arts and recreation, such as tour guides, fitness instructors and event workers, might require specific vocational or TAFE qualifications, or completion of a traineeship.

### Clerical and Administrative Workers/ & Sales Workers

- ⇒ Sales workers and clerical and administrative workers are likely to need TAFE certificate IV qualifications or higher and/or completion of an Australian Apprenticeship (traineeship).
- ⇒ Sales jobs include customer service officers, cashiers, sales assistants, checkout operators and similar roles; as well as sales reps and real estate agents (who might require specialised training and qualifications).
- ⇒ Clerical, admin and similar service-based occupations, as well as sales roles; might also offer informal on-the-job training.

### Technicians and Trades Workers

- ⇒ Technicians such as engineering and construction associates, medical technicians, computer technicians, scientific technical officers and so on normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- ⇒ Tradespersons require completion of a competency-based Australian Apprenticeship normally lasting 3 or more years combining extensive 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.
- ⇒ Trades assistants usually require an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining on-the-job and off-the-job training.
- ⇒ Trades assistants are often specialised practical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a mechanic.
- ⇒ Many tradespersons also undertake further training for specific skills and areas, such as a plumber undertaking training in gasfitting.



### Machinery Operators and Drivers/ & Labourers

- ⇒ These usually require completion of a specific industry or skills-related training course or licensing course.
- ⇒ These include truck drivers, forklift drivers, couriers, machinery operators, process workers, storepersons, cleaners and other manual and practical support workers.
- ⇒ However, the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies, or pre-employment programs.

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Entry-level requirements A

1. Consider the occupations below. Classify each according to 1 of the 8 occupational levels from p.94. Find out the minimum entry-level qualifications and/or skills required for each. Also describe the requirements needed to be accepted into any required tertiary study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development; and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 2 occupations of your own that you are interested in pursuing.



4

Entry occupation	Occupational level	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	professional	4 Year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.	Primary school principal	Probably 20+ years experience, further studies in education and/or management.
plumber					
fast food cook					
registered nurse					
vet nurse					
youth worker					

Preview Sample: Do not copy

Application

Consider 2 industries in which you might be likely to develop your pathway. For each of these research the entry-level requirements, and complete the following table in your workbooks.



Industry:	Occupation(s):
Post-school entry-level requirements:	Entry-level requirements to achieve full qualification:
Entry-level generic skills:	Entry-level specific skills:
Formal training required:	Informal training required:

## 4.17 Structured Workplace Learning

### Workplace learning

As part of Outcome 2 you are required to undertake 35 hours of **Structured Workplace Learning**. This might involve a work placement, or enterprise projects or activities. This means that you will be able to investigate the world of work for real and develop and apply your **work-related skills**.

Workplace learning provides an ideal opportunity to relate the theory you learn in a classroom setting to educational, community or industry work settings. During your **work placement** you might also gather information that could be used for your other learning outcomes throughout the year.

### Structured workplace learning settings

For the purposes of Industry and Enterprise, appropriate Structured Workplace Learning settings include these options.

- ✓ A workplace during normal school hours either on an ongoing basis or as a block-release.
- ✓ Part-time or casual work out of school hours (paid or unpaid).
- ✓ Voluntary or community work (either paid or unpaid).
- ✓ Community enterprise projects and activities.
- ✓ Short-term or ongoing student-initiated or school-based enterprise projects.
- ✓ Complementary VCAL work placements.
- ✓ VET work placements including school-based apprenticeships or traineeships.

Different schools will have different rules on what is an acceptable placement depending on the learning program. Therefore, appropriate settings and timing of your placement will need to be negotiated with your teacher and any relevant co-ordinators.

Bear in mind that you will also have to complete the relevant OH&S induction program (**safe@work**) or relevant VET OH&S/WHS units.

### Plan-Organise-Do-Review

There are many possible tasks that might need to be done when planning your 35 hours of Structured Workplace Learning. Different task skills are needed at different stages of this process.

- ⇒ When first initiating the work placement or enterprise project as part of the **planning** process.
- ⇒ In the lead-up to the work placement or enterprise project as part of the **organising** process.
- ⇒ During the work placement or enterprise project as part of the **doing** process.
- ⇒ Following the work placement or enterprise project as part of the **review**.

To effectively organise your Structured Workplace Learning you should follow the **PODR** planning process. Plan, Organise, Do, Review. There is also a 7-stage process on pp.100-101 that will help you organise what you need to do step by step.



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## PODR Planning Process

### Plan

- ⇒ Work out just what it is you are trying to do; i.e. your objective/ 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.

### Organise

- ⇒ Break your big objective into smaller, achievable, bite-sized goals.
- ⇒ Develop an action plan to achieve each of these smaller goals on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

### 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.

### Review

- ⇒ Monitor what you've achieved, evaluate your outcomes and if necessary make any adjustments.
- ⇒ Each of these 4 stages of PODR is not discrete so you should be reviewing throughout the whole process.

# Preview Sample:

## My Structured Workplace Learning A

After discussing Structured Workplace Learning with your teacher outline the requirements of your Structured Workplace Learning for this unit. (Tip: Enlarge this in your workbooks.)

What: Appropriate workplace learning settings, compulsory CH&S/VHS programs?

When: Scheduling, times and dates?

What: Tasks I have to do, permissions I need to obtain?

Other:

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## 4.19 Enterprise Projects

### Enterprise projects

One of the most rewarding ways that you can satisfy Outcome 2 is to undertake one or more enterprise projects or activities. As part of Structured Workplace Learning you have to complete 35 hours in an appropriate individual or teams-based setting. However, you might complete more than one **enterprise project**, or combine an enterprise project or activity with a work placement in order to accumulate some, or all, of your 35 hours.

An **enterprise activity** requires you to undertake extensive planning and organising which should count towards the enterprise activity time. You should use a planning process such as the **PODR** process to assist you with planning your activity.

Just as with a work placement you also have to complete a relevant daily journal and also a record of the development of your **work-related skills**. You also have to get an evaluation from your supervisor and/or teacher.

A range of suitable enterprise settings is possible.

You might choose to conduct a voluntary or community project, fundraise, participate in structured training programs, run a student-initiated project on a one-off or ongoing basis, or some other relevant activity in negotiation with your teacher.

Some examples are listed opposite and you can add more.

### Issues to consider

- ☺ You must undertake suitable enterprise projects and activities with enough scope to allow you to accumulate 35 hours of Structured Workplace Learning (or also complete some work placement).
- ☺ If you are undertaking an enterprise project or activity it may be more appropriate to work as part of a team. However, a group of friends does not necessarily make for a successful team.
- ☺ There might be financial risks (funding) and legal requirements (food-handling, insurance, etc.) associated with enterprise projects or activities.
- ☺ There will be OH&S issues to manage as well as a likely risk assessment and hazard control process.
- ☺ You will need to get official school approval for enterprise projects or activities. Your teacher will provide you with details of your school's rules and requirements in this respect.
- ☺ Enterprise activities are often more difficult and do carry an element of risk.
- ☺ You must undertake extensive planning and organising before doing the project.
- ☺ Teamwork has its own responsibilities and difficulties - strive for **synergy**.
- ☺ Your performance will be assessed and you must also evaluate the outcomes.



We are going to organise and stage a talent show and raise money for Oxfam.

# Preview Sample:

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- Appropriate VET, TAFE and short courses.
- relevant industry/workplace simulations
- Australian Business Week
- industry design competitions
- Occupation videos
- peer-support leadership
- first-aid course and training
- industry-specific training
  - ⇒ Responsible Service of Alcohol
  - ⇒ various licenses and certification
  - ⇒ fitness instruction
  - ⇒ 'White Card'
  - ⇒ \_\_\_\_\_
  - ⇒ \_\_\_\_\_
  - ⇒ \_\_\_\_\_
- cross-age tutoring for:
  - ⇒ primary school kids
  - ⇒ Years 7&8s
  - ⇒ older people
  - ⇒ migrants
- volunteer work
- team-building activities
- outdoor education activities
- mentoring programs
- community work
- Landcare programs
- coaching clinics
- fund-raising activities such as:
  - ⇒ child sponsorship
  - ⇒ Red Shield
  - ⇒ Red Cross
  - ⇒ Clean Up Australia
  - ⇒ RSPCA
  - ⇒ Smith Family
  - ⇒ Red Nose Day
  - ⇒ Good Friday Appeal
  - ⇒ Jeans for Genes Day
  - ⇒ Walk Against Want
- ⇒ World's Greatest Shave
- ⇒ World's Biggest Morning Tea
- ⇒ Movember
- ⇒ Live Below the Line
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- school social organisation
- radio station
- fashion show
- school uniform designs
- visual arts show
- enterprise activities
- furniture's catering
- small business day
- ongoing business such as:
  - ⇒ school canteen
  - ⇒ second-hand books
  - ⇒ retail enterprise
  - ⇒ catering/breakfasts
  - ⇒ environmental work
  - ⇒ shopping services
  - ⇒ office administration
  - ⇒ teacher training (in ICT)
  - ⇒ \_\_\_\_\_
  - ⇒ \_\_\_\_\_
- recycling program
- school website design
- aged-care visits
- community gardening
- cultural days
- parent-teacher night hosts
- school guides/ambassadors
- catering for staff luncheon
- primary school mentoring
- safety audit
- school signage
- school furniture rejuvenation
- car wash
- street-art mural
- cross-class quizzes
- publications/websites such as:
  - ⇒ careers factsheets
  - ⇒ comics
  - ⇒ youth guides
  - ⇒ school magazine/blog
  - ⇒ ICT device guides
  - ⇒ birthday cards
  - ⇒ safety factsheets
  - ⇒ apps
  - ⇒ school functions/expos
  - ⇒ open-day activities
  - ⇒ school marketing design
- sporting competitions
- Eisteddfods
- school environment cleanup
- school garden
- media/video productions
- community TV and radio
- school band
- music recording
- dance performances
- sporting and fitness seminars
- martial arts displays
- drama/theatre productions
- school environmental audits
- school beautification programs
- water-saving programs
- student competitions
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Enterprise Projects & Activities  
Do not copy

A Workplace Learning Planner

Use this pro-forma to help you plan and organise your Structured Workplace Learning. Fill in each box with relevant contact details, dates, requirements and other information.

Structured Workplace Learning: Planning Process

1. Source placement

- ⇒ Determine appropriate settings. Consider Mini GOALScorer pp. 52-53.
- ⇒ Find a suitable and safe placement. (Have backup options available.)
- ⇒ Use your network of contacts to help find suitable places.

Details

2. Negotiate timing

- ⇒ Negotiate an appropriate time for the placement.
- ⇒ Consider your school's scheduling of the workplace learning program.
- ⇒ Consider travel issues, your school and study commitments and your usual work, sporting and family commitments.

Details

3. Negotiate tasks

- ⇒ Discuss appropriate tasks with your teacher.
- ⇒ Negotiate suitable workplace tasks and roles with potential employer.
- ⇒ Confirm suitability of these tasks with your teacher.

Details

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**4. OH&S induction**

- ⇒ Complete the required safe@work modules or VET OH&S/WHS training courses prior to the work placement.

Details

**5. Workplace induction**

- ⇒ Visit worksite at least 2 weeks prior to commencing to meet with your supervisor/employer.
- ⇒ Find out any safety, equipment, dress and clothing requirements.
- ⇒ Get appropriate forms signed (and bring them back).

Details

**6. Work placement**

- ⇒ Successfully complete 35 hours of work placement.
- ⇒ Develop and apply appropriate work-related skills.
- ⇒ Maintain a daily journal of tasks.

Details

**7. Review performance**

- ⇒ Undertake self-assessment before, during and after placement.
- ⇒ Maintain a daily journal of tasks.
- ⇒ Report on your experience using work-related skills.
- ⇒ Obtain an evaluation form from your employer.

Details

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## 4.23 Self-Assessment Tools

### Workplace performance assessment

Workers are expected to develop and demonstrate work-related skills in order to effectively perform work tasks and fulfil work-related responsibilities. This means that their workplace performance needs to be **monitored** and **assessed**.

When measuring performance the only true way to evaluate whether something has been successful is to compare the **outcome** to the **objectives**. If the outcome equals or exceeds the objectives then it is successful. But if the outcome fails to meet the objectives, then the endeavour is unsuccessful.

The same is true for measuring worker performance. Workers are expected to meet or even exceed the standards of performance expected of them.

### Key performance indicators

Key performance indicators (KPIs) can be used as an assessment tool to measure whether performance objectives are being met. KPIs include **quantitative** measures such as **financial** and **non-financial** indicators, as well as **qualitative** measures.

As a personal KPI example, your teacher could use a set of criteria to measure performance on the internal assessment tasks. In the workplace your supervisor or manager might use KPIs to measure your work performance, such as how many customers you serve (i.e. in a retail work setting), how long it takes you to perform certain work tasks (i.e. building a computer), how satisfied clients are with your service (i.e. in hairdressing) or even how little waste you produce (i.e. a prep cook).

For your structured work placement your boss might assess your performance using various evaluation pro-formas.

### Self-assessment

An important part of workplace performance is workplace self-assessment. It's one thing to have your performance reviewed by managers, colleagues and even customers. But it's an altogether different thing to undertake regular and honest self-assessment.

Self-assessment as part of reflection and review is an enterprising approach to improving work performance.

Enterprising workers who are able to self-assess demonstrate initiative, problem-solving, adaptability; and the ability to learn and develop skills and knowledge. They show that they can accept responsibility for their own performance and that they can make decisions so as to better achieve their goals and objectives.



Image: tonodiaz/  
focuspocusltd/  
Depositphotos.com



As part of your 35 hours of structured work placement you will be encouraged and expected to self-assess. You should self-assess based on your performance in developing and demonstrating work-related skills in these areas.

- ⇒ **Generic** or **general work-related skills** such as punctuality and communication with colleagues and customers/clients.
- ⇒ **Industry-specific skills** (for a particular occupation and/or industry setting) as well as work-related skills required for job tasks and responsibilities for your specific work setting.
- ⇒ **Enterprising capabilities** and **skills** such as adaptability, initiative, problem-solving and developing and learning new skills.

### Generic skills

These can include basic personal and social competencies that are transferable to work-related situations such as:

- ⇒ punctuality
  - ⇒ following instructions
  - ⇒ working with others
  - ⇒ asking questions
  - ⇒ completing tasks on time
  - ⇒ demonstrating appropriate numerical skills
  - ⇒ using appropriate literacy and communication skills
  - ⇒ demonstrating suitable technological skills
  - ⇒ working safely
- and many more.



No boss will put up with a worker who is regularly late.

Image: tonodiaz/focuspocusltd/Depositphotos.com

### Self-assessment: Generic Skills A

1. Develop a list of the most important generic work-related skills required by all workers as entry-level requirements for any job. Be sure to also include skills areas which you need to improve and develop.  
(Tip: You can use the list of Employability Skills p.81, and the Skills Audit p.85, to guide you. Also consider generic OH&S/WHS skills.)
2. Develop a pro-forma to use for self-assessment. Add other generic work-related skills that you would be expected to demonstrate during your placement.  
(Note: Acquiring these generic skills will give you general examples to use on your résumé.)

*What are some categories, skills and other key information that should be included on a self-assessment pro-forma?*

### Industry-specific skills

These involve skills needed for a particular industry, or occupation, and/or a work setting and job tasks.

These are often set down in training packages (i.e. for VET and apprenticeships); and/or used for other work-related training, including competency-based training.

These might also be developed by specific enterprises, whereby employees are expected to follow operational practises to meet work standards.

The major categories of industry-specific skills can include:

- ⇒ applying specific communication skills and techniques
- ⇒ applying specific numeracy skills and techniques
- ⇒ dealing with typical industry customers and clients
- ⇒ solving relevant work-related problems
- ⇒ using specialised work-related tools, equipment, machinery and technologies
- ⇒ using specialised work-related ICT, software and apps
- ⇒ performing work according to specified work practises
- ⇒ following established safety protocols including hazard control
- ⇒ following internal systems, rules and guidelines
- ⇒ meeting expected codes of conduct and standards of behaviour and many more.



# Preview Sample:

### B Self-assessment: Specific Work-Related Skills



1. Develop a list of industry-specific skills and work tasks related to your work setting that you are likely to be required to do as part of your structured work placement. These will form the basis of self-assessment for your work placement. Many of these might also be entry-level requirements for a particular industry and/or occupation.

(Tip: You can use VET training package competencies as well as MyFuture to assist you).

2. Develop a pro-forma to use for self-assessment. Add other work-related skills that you would be expected to demonstrate during your placement.

(Ask yourself: What are some categories, skills and other key information that should be included on a self-assessment pro-forma?)



### C Self-assessment: Enterprising Behaviours



Have a look at the types of information that are used for this *Self-assessment: Enterprising Behaviours* pro-forma on p.105.

Complete possible examples that might suit the structured workplace situation for Brodee.

Use this as a guide to develop your own pro-forma for self-assessment based on your Structured Workplace Learning. Many of these might also be generic, or even specific, entry-level requirements.

Your teacher will assist you in this; and might even give you a self-assessment pro-forma to use.

Self-assessment: Enterprising Behaviours			
Name: Brodee Fine		Dates: April 17-22, 2022	
Work Setting: Tom's Diner		My role: Customer service	
Work-Related Skill	How I will demonstrate this skill?	Specific example(s) of what I did to demonstrate this.	My performance. High Medium Low
<b>Adaptability</b>			
being flexible	I will need to perform a variety of different work tasks because working in a café/diner requires many skills.	I did different work tasks such as taking orders, making coffees, clearing and cleaning, and helping in the kitchen.	Medium I was able to do different tasks but when it got too busy I forgot some orders.
accepting challenges			
<b>Acting proactively and autonomously</b>			
showing initiative			
asking questions			
<b>Connecting and working with others</b>			
developing effective communication skills			
understanding others			
<b>Learning and developing skills and knowledge</b>			
developing new skills			
building a professional and/or technical vocabulary			
<b>Managing and leading</b>			
managing myself			
planning and organising			
<b>Problem-Solving</b>			
analysing issues			
making decisions			

4

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4.27 Work Placement Evaluation

Work Placement: Evaluation - Work-Related Skills

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

Student: \_\_\_\_\_

Workplace/activity: \_\_\_\_\_

Student's role: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Position: \_\_\_\_\_

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

1. \_\_\_\_\_
2. \_\_\_\_\_

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

\_\_\_\_\_  
 \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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