CAREERS AND EMPLOYABILITY

CAE G11

Disclaimer: All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

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PREVIEW SAMPLE: DO NOT COPY

WACE: Career and Employability
// Careers and Employability: General 11 (from 2025)
// Careers and Employability: General 12 (from 2026)
// Career and Enterprise: ATAR12 2ed (ending 2025)
// Career and Enterprise: Foundation 12
// Career and Enterprise: Foundation 11
(All also available as masters and/or e-masters)

VCE: VM Units 1&2 from 2023
// Literacy VM: 1&2 & Applied Vocational Booklet
// Numeracy VM: 1&2 & Skills Development Booklet
// Personal Development VM: 1&2 & AVB
// Work Related Skills VM: 1&2 & AVB
   (All also available as masters and/or e-masters)

VCE: VM Units 3&4 from 2024
// Literacy VM: 3&4 & Applied Vocational Booklet
// Numeracy VM: 3&4 & Skills Development Booklet
// Personal Development VM: 3&4 & AVB
// Work Related Skills VM: 3&4 & AVB
   (All also available as masters and/or e-masters)

VPC: Units 1&2 from 2023
// Literacy VPC: 1&2 & Applied Vocational Booklet
// Numeracy VPC: 1&2 & Skills Development Booklet
// Personal Development VPC: 1&2 & AVB
// Work Related Skills VPC: 1&2 & AVB
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// Numeracy VPC: 3&4 & Skills Development Booklet
// Personal Development VPC: 3&4 & AVB
// Work Related Skills VPC: 3&4 & AVB
   (All also available as masters and/or e-masters)

Vocational Careers, Work Ed., and Applied learning
// Work Experience Journal and Work Placement Journal
// Personal Development Activity Planner - VM 1&2
// Personal Development Project Planner - VM 3&4
// Personal Development Activity Planner - VPC 1&2
// Personal Development Project Planner - VPC 3&4
      (All also available as masters and/or e-masters)

VCE Industry and Enterprise
// I&E Unit 1: Workplace Participation 5ed (& e-master)
// I&E 1&2: Towards an Enterprising You 6ed
// I&E 3&4: Towards an Enterprising Australia 5ed

Money Matters 1: Cash transactions and orders (& master)

Vocational Numeracy General: Skills Development Booklet
(& as masters and/or e-masters)

Look for new titles in these series and selected titles to be updated as studies are revised.

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VCE: Vocational Major

--- All U1-4 now available ---	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Literacy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

Vocational Pathways Certificate

--- All U1-4 now available ---	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
Literacy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Literacy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Numeracy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Personal Development VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
Work Related Skills VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495

Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
Vocational Numeracy General - SDB	___ @ $30	or ___ @ $165
Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
PDS Planner: VM 1&2	___ @ $33	or ___ @ $220
PDS Planner: VM 3&4	___ @ $33	or ___ @ $220
Foundation Numeracy (almost gone)	___ @ $33	na
Senior Numeracy (almost gone)	___ @ $33	na

WACE: Career and Enterprise/(Employablity G11 in 2025)

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
CAE: General 11 (New 2025) *Careers & Employability exp Dec*	___ @ $60	or ___ @ $660
CAE: General 12/ATAR 11 2ed	___ @ $62	or ___ @ $660
CAE: ATAR 12 2ed	___ @ $68	or ___ @ $770
CAE: Foundation 11	___ @ $55	or ___ @ $595
CAE: Foundation 12	___ @ $55	or ___ @ $595

VCE: Industry and Enterprise

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
I&E Unit 1: Workplace Participation - e-master	___ @ $550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ $55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ $68

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VM & VPC: 1 book = $14, 2-4 books $20, 5-8 books $27. *9+ Contact me
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--- New (Previews online) --- Money Matters 1: Cash transactions & orders

Master license only	____	$165.00
Master license pack	____	$247.50
Add postage:	____	$16
Inc. Master license files, Money set, Printed book		
Print book only 1-4 copies	____	$33
Print book only 5+ copies	____	$30
Print book only 20+ copies	____	$27.50

Add postage: ____
Master w/money set & book $16
Printed book only: 1-2 copies $10
Printed book only: 3-10 copies $15
Printed book only: 10+ copies $20

Total Amount (approx) $ _____

--- New --- Vocational Numeracy General: Skills Development Booklet Print books, masters & e-version masters --- Preview sample online ---

Order Details

Name:

Position:

e-mail:

School:

Address:

State:	Postcode:
Order No:	ABN:

email for invoice (if different):

VM Total $	VPC Total $	Other Total $
Voc Ed Total $	CAE Total $	I&E Total $
Postage $		**Total Amount (approx)** $ _____

Personal Management 7

Activities 7: Personal Management	p.	Due date	Done	Comment
7A **Personality vs personal brand?**	162			
7B **Personal career brand**	163			
7C **My personal career brand**	166-167			
7D **Individual responsibility**	169			
7E **Taking responsibility**				
7F **Changing life and work roles**	173			
7G **Work/life balance**	175			
7H **Managing work/life balance**	177			
7I **Positive relationships**	179			
7J **Health and wellbeing**	181			
7K **Dealing with stress**	183			
AT1A **'Personal Career Brand' - Investigation**	184-185			

Comments:

7.01 Advice for Students - Unit 2

Now it's time to undertake your Unit 2 studies of **Careers and Employability,** where the development of your **Career Portfolio** is a major focus. In this unit, you will further develop and demonstrate your **employability skills** and **enterprising characteristics** as part of your journey to becoming more employable, and ready for Year 12 and beyond.

Apply what you are learning in the classroom to potential **work opportunities** or **placements**, your **VET** course, volunteer and community placements and other applied situations. You will also continue to develop and refine **transferable skills-sets** for work-related situations.

This coursebook has six sections for each unit. **Unit 2** is structured as:

7. **Personal Management**
8. **Exploring Learning & Training**
9. **Decision-Making**
10. **Career Building**
11. **Résumé & Career Portfolio**
12. **Nature of Work**

Once again, use this coursebook by completing the tasks in the spaces and pages provided. You will also need to maintain and update your own **work folios**. Collect and keep a folio with copies of resources, handouts and evidence of you applying work-related skills. This evidence will form part of your Career Portfolio.

In Unit 2 you will be expected to think well beyond with your experience at school, to identify and explain how all topics apply to the world of work. Again, there are many applied activities that require you to make contact with **work-related stakeholders** and possibly a **Career Mentor**. Also reflect on how your **VET** studies directly apply to your future career.

In Unit 2 you should strongly consider undertaking structured **work placements** related to your future career pathway to develop your employability skills, gain experience and build a deeper applied understanding of the world of work. Your teacher will advise if this is a possibility in your school's Careers and Employability program.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

Throughout the unit, you will also be expected to complete **graduated assessment tasks**. These are not 'scored', but offer the opportunity to meet with your teacher to assess your progress and to reflect on what actions you need to take to continue to improve your **Career Portfolio**, your **Pathways Plan** (from Unit 1), and ultimately, your future **employability**.

Unit 2: Assessment tasks		%	Due/ Done?
Investigation	AT1A: 'Personal Career Brand' - Investigation pp.184-5	10%	
	AT1B: Which Way Do I Go? - Investigation pp.224-5	10%	
Career Portfolio	AT2A: My Résumé - Career Portfolio pp.260-1	5%	
	AT2B: My Career Portfolio - Career Portfolio p.268	5%	
Investigation	AT3: The Nature of Work - Investigation pp. 302-3	5%	
Response	AT4: (Teacher set: 1 task, or a 2-part task) p.301	15%	

Personal brand

Welcome to the digital age where everyone has to be a 'brand' just to be noticed. It's not just celebrities, content creators and influencers who have to be a brand. Increasingly job-seekers are being encouraged to develop a personal brand to help them 'stand-out' from the rest of the throng.

But if everyone's branding says that they are so enthusiastic, so talented, so team-oriented, and so valuable (even if they do say so themselves), then how can young job-seekers and career-builders stand out?

Well, forget all the online hype. (A search for 'personal brand' will yield you thousands of mind-bogglingly contradictory results.)

Just be **authentic**. Be willing to **engage**. And always keep it **professional**!

"The internet has trashed our brand! What can we do?"

Fun trolls for hire

Image: ovocheva/ depositphotos.com

Personal Career Brand

In writing	Online	Face-to-face
Social media		Networking
Digital footprint		Cold-canvassing
Elevator pitch		Mentoring/advice
Creative portfolios		Body language
LinkedIn		Attire & presentation
Showcase/showreel		Tone
Résumé		Context
Cover letter		Clarity
emails		Politeness
DMs, PMs and SMS		Everyday interactions
Communication		Self-awareness
Evidence	Personal vs professional	Consistency

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7.03 Personal Branding

7A Personality vs personal brand?

When looking for **potential employers**, many enterprises that deal with **customers** and **clients** in **face-to-face** roles do seek out workers who fit with the **personality**, the **look**, the workplace **culture**, and the '**brand**' they want to project. But naturally this varies from organisation to organisation.

For each of these **pairs**, brainstorm **key words** or **phrases** that you would expect **employers** to be **seeking** in **potential workers**. Add a pair of your own.

David Jones	EB Games

Grand Hyatt Hotel	Surfer Jak's Backpackers' Shak

McDonald's	The local pub/club bar and bistro

Discussion and analysis: So is this about a job-seeker's 'personal brand'; or is this really more about a job-seeker's personality?

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1. When **developing** a **personal career brand**, what do **you think** is the **difference** between each of **these terms**? **Examples** are always a good way to explain.

Personal vs Professional	**Formal vs informal**

Face-to-face vs online	**In writing vs DMs/PMs and SMS**

2. How could I **apply** the **CAE employability skills** to **developing** my **personal career brand**? The information on pp.164-5 can help you with ideas/strategies.

How could I apply employability skills when developing my personal career brand?	
Communication	Time management
Digital literacy	Problem-solving
Teamwork	Critical thinking

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7.05 Personal Branding

Personal career branding

Personal career branding for young, soon-to-be school leavers, is about building a positive, honest impression that aligns with your **goals** and **values**. It can show potential employers who you are well beyond your résumé and portfolio documents. For young job-seekers, personal career branding can include these key areas.

✓ **Self-awareness**: Knowing your own strengths, skills, values and interests helps to build a brand that feels authentic and resonates with employers.

✓ **Consistency**: This includes an online and offline presence. You should ensure that your job-seeking profiles, your résumé, and even your casual social media posts, reflect a coherent, professional image.

✓ **Communication**: Whether in a cover letter, an interview, or through social media, presenting a clear message about who you are and what you can offer can make a lasting impression.

✓ **Evidence**: Young job-seekers can use social media platforms to showcase skills and abilities, community and volunteer experiences, academic achievements, or extracurricular activities. Job networking sites such as LinkedIn might come later.

✓ **Networking**: Building connections in your fields of interest will broaden your access to opportunities and openings, and will also help build your personal career brand within your networks.

✓ **Professionalism:** Maintaining a professional public career profile, that presents a clear and safe digital footprint, is mandatory in the digital age.

Being proactive with personal career branding gives young people an edge in establishing a professional reputation, and in building valuable network connections as they enter the job market.

Promoting a Personal Brand

1. Online

⇨ **Social media**: Platforms like Facebook, Instagram, YouTube and TikTok can showcase personal interests, achievements or hobbies, that contribute to a 'personal brand'. Keep posts positive, professional and in line with your personal career brand. Don't breach other peoples' privacy in your posts (i.e. talking about clients).

⇨ **Digital footprint**: You need to make sure that your digital footprint doesn't cast you in a bad light in any way. So audit your existing content. Clean up and delete unwanted content, including inappropriate comments or tags from others.

⇨ **Personal vs professional**: Strongly consider separating your personal and professional online lives and build a positive online presence to follow up job leads or canvassing opportunities. This is particularly important when sending DMs and PMs in response to call-outs.

⇨ **Creative and portfolio websites**: For creative or technical fields, setting up a personal website, channel or blog can be an effective way to showcase your work and skills. Even a simple site with sections like 'About Me,' 'Projects' and 'Blog/reflections', can show initiative and skills in design, writing or coding.

⇨ **LinkedIn profile**: At some stage you might start a professional LinkedIn profile for career growth. Have a clear, inviting headline, and a summary of career goals, skills and relevant experiences.

2. In writing

⇨ **Tone**: Ensure that every written interaction, such as résumés, emails, posts, SMS, DMs, comments etc., reflects your personal career brand by being clear, consistent and professional in tone; and where appropriate - highlighting qualities that define you.

⇨ **Context:** When reaching out for career-related purposes, choose the right digital media, website or social media platform and use it professionally. Match your tone to the formality of the original communication.

⇨ **Résumé and cover letter**: These documents should clearly reflect your personal career brand. Highlight values and achievements that align with your 'image' (e.g. leadership, collaboration, initiative, etc.). Be consistent with tone and format.

⇨ **email**: Consistent, well-written and courteous emails reinforce a professional image. Communicate clearly, reply promptly, and use a professional sign-off.

⇨ **DMs and PMs**: Use a respectful, concise style in DMs and PMs, matching the tone and content with your 'brand'. Keep messages purposeful and polite. Close with a thoughtful sign-off.

⇨ **Politeness and clarity**: Be courteous and to the point. Ensure messages are clear, free of typos, and convey their purpose or intent effectively. This shows respect for the recipient's time and reinforces your professionalism. Consider the status, age and cultural expectations of the person or organisation to whom you are communicating.

3. Face-to-face

⇨ **Networking**: How you present on an ongoing basis to your personal, social, community, recreational, educational and vocational networks can open opportunities. People are very willing to suggest: "That young kid at the club with the good attitude." This can extend to career expos, conferences, or community events which provide chances to make direct connections. Having a clear 'elevator pitch' that reflects your goals and values can leave a strong impression.

⇨ **Mentoring/advice**: Reaching out to business owners, managers and experienced industry stakeholders is a great way to learn more about the industry and introduce yourself in a genuine way.

⇨ **Body language and attire**: How a young job-seeker presents themselves physically, through their attire, posture, eye contact and handshake (if appropriate) contributes to their personal career brand. Dress appropriately and confidently for each situation to reinforce a mature, professional image.

⇨ **Cold-canvassing**: If appropriate, visit local businesses where you'd like to work. Dress professionally, bring a printed résumé, and politely introduce yourself. A face-to-face introduction can leave a strong impression.

⇨ **Everyday interactions**: These can also involve important customers and clients, suppliers, community leaders and other stakeholders who might be impressed by your professionalism and enthusiasm. You might just be who they are looking for as the right fit for their enterprise.
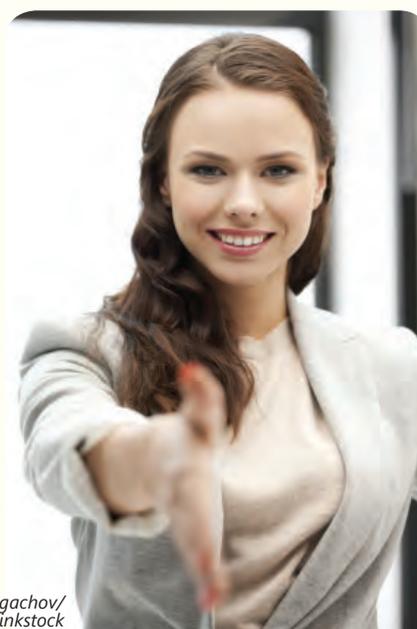
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7.07 Personal Branding

7C   My personal career brand

1. Brainstorm a list of **key words** that reflect your **personal career brand**.

2. Partner up. Go over each others' lists and make any **refinements** as needed.

3. Choose the **most important words** that you want to **emphasise**. Turn these into **concise statements** that communicate your personal career brand.

4. **Combine** these **statements** into a short 'elevator pitch'.

5. **Practice** your pitch with your partner. Get **feedback** and make **improvements**.

6. Present your elevator pitch to the class. Once again, get feedback to make **improvements**.

Part B: Applied

So do young job-seekers have to become a personal brand? Time to find out. But this time you are going to do something unthinkable. Ignore the internet and social media. Instead, go straight to the source.

Pair up. Interview 4 varied employers, business owners or managers, and record their responses to these prompts. Report back to the class with your conclusions.

1. Interviewee's details & role

What would you look for in a young worker?

Do young workers need to have a 'personal brand'? Why/why not?

What about being authentic, willing to engage, and being professional?

2. Interviewee's details & role

What would you look for in a young worker?

Do young workers need to have a 'personal brand'? Why/why not?

What about being authentic, willing to engage, and being professional?

3. Interviewee's details & role

What would you look for in a young worker?

Do young workers need to have a 'personal brand'? Why/why not?

What about being authentic, willing to engage, and being professional?

4. Interviewee's details & role

What would you look for in a young worker?

Do young workers need to have a 'personal brand'? Why/why not?

What about being authentic, willing to engage, and being professional?

7.09 Accepting Responsibility

Accepting responsibility in the workplace

When you are a worker you are a member of a **team**. Accepting responsibility in the workplace is a key to building **trust**, **respect** and a strong **professional** reputation.

Being a responsible worker shows a commitment to contributing positively to the **team** and to the **enterprise**, helping to create a **reliable**, **cohesive**, **efficient** and **safe work environment**.

Accepting responsibility is driven by **conscientiousness**, **initiative** and a positive **attitude**, as part of a **growth mindset**.

Here are four overlapping characteristics. But there are many more examples of responsible workplace behaviour.

1. Reliability and punctuality

2. Loyalty and dedication

3. Professional behaviours & conduct

4. Accountability

We have full responsibility for our clients' welfare. We have to be reliable, dedicated, professional and accountable - all the time - no ifs, buts and maybes!

Image: Jamstock/Depositphotos.com

Individual Responsibility

1. Reliability and punctuality

Employers, managers and colleagues expect all workers to be conscientious.

⇨ **Be conscientious**: Take full responsibility for arriving on time and meeting rosters, timetables and deadlines without needing reminders from others.

⇨ **Plan proactively**: Anticipate potential problems (e.g. interruptions, traffic, deadlines). Plan and organise ahead to ensure punctuality and reliability.

⇨ **Be accountable**: Acknowledge and correct any lapses in punctuality or reliability, demonstrating accountability for your actions.

⇨ **Communicate**: If lateness, delays or issues happen, inform your supervisors and managers immediately. This shows that you take responsibility for managing your time.

⇨ **Set an example**: Set a high standard for others by consistently meeting your responsibilities, inspiring a culture of reliability in the workplace.

2. Loyalty and dedication

Employees need to work towards meeting the expectations of their employers.

⇨ **Commit to goals**: Align your personal work objectives with the enterprise's mission and values, showing dedication to its overall success.

⇨ **Take initiative**: Go beyond basic job requirements by volunteering for 'harder' tasks or suggesting improvements, reflecting dedication and loyalty to your employer.

⇨ **Prioritise employer interests**: Make decisions and take actions that are in the best interest of the enterprise, even when faced with competing priorities.

⇨ **Maintain confidentiality**: Protect intellectual property and customer/client information, demonstrating trustworthiness and loyalty.

⇨ **Be consistent**: Give your best, even during challenging times, showing your dedication to meeting your employer's expectations.

3. Professional behaviours & conduct

Workers face higher expected standards of behaviour as part of professionalism. Policies and codes of conduct guide this.

⇨ **Adhere to policies**: Apply the workplace codes of conduct and policies, ensuring your actions are aligned with the expected standards.

⇨ **Respect colleagues and customers/clients**: Treat people with courtesy and respect, maintaining professional communication and a positive attitude in all interactions.

⇨ **Show integrity**: Be conscientious, honest and transparent in your work, ensuring ethical behaviour and outcomes, even when no-one is watching, or can 'find out'.

⇨ **Manage conflict**: Handle disagreements or workplace issues professionally, following established procedures for resolution.

⇨ **Demonstrate accountability**: Take ownership of your actions, including mistakes. Aim to continuously improve your professional behaviour.

4. Accountability

All workplace stakeholders are responsible for their performance, behaviour and adherence to protocols and policies.

⇨ **Collaborate**: Each stakeholder is responsible for ensuring their actions contribute to the collective success of the enterprise through individual and team performance.

⇨ **Mutual respect**: All stakeholders, from employees to management, must respect and follow the workplace policies and protocols, ensuring fairness and consistency.

⇨ **Active participation**: Meet all legal and ethical regulations, ensuring a compliant and united workplace.

⇨ **Be professional**: Maintain a positive and professional work environment, setting a standard for behaviour through personal modelling.

⇨ **Ongoing self-improvement**: Continuously develop your skills and behaviours to meet evolving standards, and to contribute to the goals of the enterprise.

Individual responsibility 7D

What do each of these terms about **individual responsibility** mean to **you**? Using **work-related examples** is a good way to describe this.

1. Reliability and punctuality	2. Loyalty and dedication
3. Professional behaviours & conduct	**4. Accountability**

Applied: Interview a manager or business owner. Ask what these terms mean to them. Report back to the class.

7.11 Accepting Responsibility

Taking responsibility

As an enterprising employee, it is your role to take **responsibility** for dealing with routine and predictable problems. Your problem-solving authority will be associated with your **job classification** as part of your **job description** and **job specifications**.

For example, if the photocopier runs out of toner you should know how to replace the toner, and/or know who to approach to order more toner, and/or know how to contact stakeholders who are waiting on what you are copying. Urgent documents might require a back-up or contingency plan, such as scanning and printing from a computer, or outsourcing to an instant printer.

As another example, if you are working in child-care and a toddler falls over and cuts his knee you need to know how to deal with this fairly routine problem. You need to administer appropriate comfort and first aid, and also apply or use appropriate medical supplies such as band-aids and disinfectant in line with the centre's first-aid policy. However, you also have to be aware of possible allergic reactions which would have been detailed in the parental consent form. But what if you are on a work placement? Would you have this authority?

However, you may not always be able to, or even be 'allowed' to, solve other work-related problems. Your locus of control over work-related problems refers to the extent to which you are able to solve problems. This **locus of control** is determined by five interrelated elements.

1. Your **training**: What you are able to do.
2. Your **responsibility**: What you are supposed to do.
3. Your **authority**: What you are allowed to do.
4. Your **accountability**: What you are required to do.
5. Your **enterprise**: What else you can suggest, offer and do.

At times, new and entry-level employees may not be able to solve problems effectively. This again might be due to a combination of factors.

1. Your **training**: Not being trained in how to identify that a problem exists; or in how to deal with a problem.

2. Your **responsibility**: Not having been communicated with about whether it is your problem to deal with; or by being given too much responsibility too soon.

3. Your **authority**: Not knowing if you are allowed to fix the problem; or being given authority over problems that you shouldn't really be dealing with.

4. Your **accountability**: Not being given power to fix the problem; or being made accountable for problems that are beyond your skills-set and/or authority.

5. Your **enterprise**: Not having the initiative to speak up; or being reluctant to suggest other strategies.

So how do these five factors resonate with you? What level of responsibility do you have, and what level of responsibility are you comfortable with, in your current work-related experiences?

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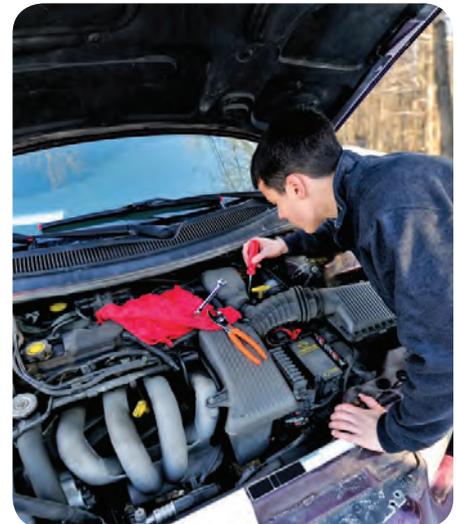
1. Consider each of a worker's **training**, **responsibility**, **authority** and **accountability**. How does the **development** of **employability skills** relate to each of **those** as part of **individual responsibility**? Use specific jobs and work-related examples to provide applied examples.

   e.g. A child-care worker is **responsible** for the wellbeing of their clients. Workers need to **think critically** so as to assess why a child might be crying. There could be many reasons, so **communication** through careful questioning will help them work out if something serious is wrong.

1. Training	2. Responsibility
3. Authority	4. Accountability

2. How does the **demonstration** of **enterprising characteristics and behaviours** relate to each of a worker's **training**, **responsibility**, **authority** and **accountability** as part of **individual responsibility**? Use specific jobs and work-related examples.

Adaptability	Initiative
Problem-solving	Managed risk taking
Resilience	Critical and creative thinking

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7.13 Life and Work Roles

Changing life and work roles

Societal values and attitudes towards work and life are evolving. One of the key drivers of changing life and work roles comes from changing **family demographics**.

In our modern society, it is increasingly being seen that **shared parenting**, **dual incomes** and **balancing work** and **family** life, are essential for the **wellbeing** of society, as well as a key to improved **standards of living**. This has meant that **work arrangements** within industry have had to change, as we have seen with the increase in **work-from-home** options.

Another driver is the impact of **longer** and **irregular working hours** on families. According to the 2021 Australian Census, more than 1 in 3 workers reported that they worked in excess of 40 hours weekly (40-44 hrs: 20.3%, 45+ hrs: 17.9%). And the proportion of part-time and casual workers was 31.2%.[1] In many cases, these statistics represent the work arrangements of a couple with dependent children.

Family demographics and gender roles

Societies' values and attitudes in relation to what constitutes a modern family have changed. The typical Australian family looks much different from what it did in the past. Between 1911 and 2021 the average household size fell from 4.5 to 2.5, and is projected to fall to 2.3 by 2026.[1]

The proportion of households consisting of one-parent families increased from less than 7% in 1976 to 15.9% by 2021 (just over 80% of these were female).[1]

61% of one-parent families, where the parent was employed and had dependants, were working (over 75% of these were women). These working single parents struggle to achieve work/life balance, and are often a part of the 'working poor'.

As at June 2020, 71% of couple families with children under 15, have mothers who were employed.[2] Also, 21% of couple families with very young children (aged 0-4 years) had both parents working full-time.

Between 1983 and June 2020, the number of couples with dependent children, working one job only, declined from almost 50% to 26%.[3] The proportion of these couples with two jobs (either full or part-time) rose to 66%.[3]

The Australian workforce has experienced an increase in female employment participation rates as well as huge growth in employed mothers. Female participation rates have risen from 43% in 1978 to 62.9% by 2024. Male labour participation over this time fell from 79% to 71%.
[3 & 4]

Sources: [1] ABS, Census Australia, 2021. [2] ABS, Labour Force Survey, June 2021. [3] ABS, Labour Force Status of Families, June 2020. [4] ABS, Gender Indicators (June 30, 2024)
Note: [2 & 3] 2020 statistics used to overcome effects of COVID lockdowns.

The contemporary trend is for smaller families with more shared co-parenting.

Image: UfalabDepositphotos.com

Family-friendly workplaces

Modern enterprising workplaces are taking steps towards developing family-friendly workplaces. This is occurring partly in response to the growing incidence of **dual-working parents**, and parents **returning to work** sooner after the birth of a child.

In addition, an increased emphasis has been placed on the role of **carers** in society, and in helping to support employees who might also care for children or sick and/or elderly relatives.

Flexible work practices such as **part-time**, **tele-commuting**, **job-sharing**, **flexible hours**, **time-off-in-lieu** and other work arrangements support employees who have parental and carer responsibilities. And of course, we cannot forget the impetus given to **work-from-home** arrangements due to the **COVID-19 pandemic**.

Government initiatives, such as paid **parental leave** schemes have also been introduced to help **work/life balance**. Many large employers often have generous **family leave** provisions to try and attract, and then retain, 'valuable' staff members.

However, the majority of occupational roles in society cannot be 'performed' by working at home.

It's not only children that get more attention when working from home!

Image: pepgrafico /Depositphotos.com

Changing life and work roles 7F

1. Identify **4 factors** driving changes in life and **work roles**. (Use **statistics** if relevant.)

2. Do these **reflect your family's** situation? Why/why not?

3. How **might changing life** and **work roles relate** to **your future personal** and **career** life?

7.15 Work/Life Balance

Work/life balance

One of the key workplace issues that has emerged in the last two decades has been the need to maintain a positive **work/life balance**. People are increasingly reporting they are struggling to balance the complex requirements of their work and family lives.

Gone are the days when a husband worked a 40-hour week for 45+ years as the chief breadwinner, while women worked until they got married and/or had kids, and then did some part-time work later in life when the kids had left home.

Community values and **attitudes** have changed and are continuing to evolve. In contemporary society, it is increasingly being seen that balancing work and family life is essential for the wellbeing of society, as well as a key to improved material and non-material **standards of living**.

Work/life imbalance is leading to increased incidence of physical, emotional and mental health problems directly in work-related situations, as well as impacting on people's personal lives. So, what may be causing time-poor people to report a work/life imbalance? Is it the work that is the problem - or is it the life? Or is it both?

As a result of the acute phase of the COVID-19 pandemic, and subsequent effects on the post-pandemic world of work, many people and families have reported a significant worsening of work/life balance. The shift towards working from home impacted daily on their personal and family lives. So is this shift now here to stay?

Causes of Work/Life Imbalance

Longer working hours	Cost of living pressures
Inflexible working hours	Mortgage stress
More salaried positions	Higher parenting costs
Unpaid overtime	Child-care issues
Higher level jobs	Domestic duty issues
More job responsibility	Over-parenting
Higher expectations	Single parent families
Dual income families	Increased commute time
24-hour technology	FIFO and DIDO
Weekend trading	Work-related travel
Increased female workplace participation	Isolation from extended family

Work/life balance 7G

1. What is **work/life balance** and why is this **important**?

_____

_____

_____

_____

_____

_____

2. Select **4 causes** of **work/life imbalance**. Explain how each **impacts** on contemporary **workers**.

3. Interview **2 workers** of varied ages, **job roles** and **personal responsibilities**. Find out the main **causes** of **work/life imbalance** for them. Has this **changed**, and if so **why**/**how**?

4. What is likely to be the main **causes** of **work/life imbalance** for **you** in the **early stages** of your **career**?

7.17 Work/Life Balance

Managing work/life balance

There are many ways to try and achieve improved work/life balance. Four key **strategies** that you can apply are:

1. Determining priorities

2. Auditing time

3. Establishing boundaries

4. Seeking assistance.

Image: mental mind/ Depositphotos.com

Managing Work/Life Balance

1. Determining priorities

Everything might be important but not everything is urgent!

⇨ Starting out: Focus on what's most important for your job. Not everything needs to be done right away, so figure out which tasks are urgent and which can wait. Use an e-diary and reminders to manage your timetables/rosters.

⇨ But sometimes it's hard to know what truly matters until you gain more experience.

⇨ Later on: As you move up, prioritise bigger goals and projects that have long-term benefits. Learn to say "no" to less important things.

2. Auditing time

Time is the measure of efficiency, but all of us have limited time.

⇨ Starting out: Track how you spend your time each day. This helps you spot any time-wasters and ensures that you're staying productive.

⇨ But be careful not to over-commit yourself. It's okay to leave room for breaks, flexibility and time away from work.

⇨ Later on: Review your work vs personal schedule regularly to see where you can be more efficient. As you get more responsibilities, delegate tasks or find ways to streamline work.

3. Establishing boundaries

Work crosses over into personal life, but to what extent does this need to happen?

⇨ Starting out: Set clear work hours and avoid bringing work home with you unless it's absolutely necessary. Politely but assertively let others know your limits, such as your school responsibilities.

⇨ But there may be times when you'll need to put in extra effort to prove yourself, do overtime, or meet deadlines.

⇨ Later on: You might need to be more flexible in your work hours, but still protect your personal time by managing workloads, shifts and after-hours contact.

4. Seeking assistance

Collaboration shares a load, advice can help you work smarter, and support helps create balance.

⇨ Starting out: Don't be afraid to ask for help when you're unsure. Learn from the experience and wisdom of others and share the workload when needed.

⇨ But make sure you also try to solve problems on your own to build independence and confidence. Then if challenged, you can get assistance.

⇨ Later on: As you gain experience, you'll rely more on teamwork. Ask for advice on big decisions. Use your internal and external networks for support. If you are overwhelmed by your workload, talk to a supervisor, WHS rep or HR.

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1. Create **word chains** in relation to each of these **strategies** for **managing work/
life balance**.

Determining priorities	
Auditing time	
Establishing boundaries	
Seeking assistance	

2. Interview **2 workers** of varied **ages**, **job roles** and **personal responsibilities**. Find out the **strategies** they apply to help **achieve better work/life balance**. Has this **changed**, and if so **why**/**how**?

PREVIEW SAMPLE: DO NOT COPY

3. Consider the **4 strategies** for **managing work/life balance**. How could **you** develop and **apply CAE employability skills** to help **achieve work/life balance**?

Apply communication skills by:	Apply time management skills by:
Apply digital literacy skills by:	Apply problem-solving skills by:
Apply teamwork skills by:	Apply critical thinking skills by:

7.19 Personal Wellbeing

Establishing and maintaining positive relationships

It is important that you achieve **personal wellbeing** in your personal life, in your vocational life, and in your education and training experiences. A key component of personal wellbeing is to establish and maintain **positive relationships.**

As humans who live and function in a society, we experience many relationships in life, at work, and through our varied social interactions. Effective **interpersonal skills** are vital for the many and varied **interpersonal relationships** and situations that you will naturally experience. These varied experiences can involve family, friends, peers, partners, colleagues, managers, customers, acquaintances, and even people you encounter but have never met before.

We all experience some people who are pretty **laidback** and easy to get along with. Others are friendly, polite, patient and **supportive**. This interpersonal **cohesion** helps achieve wellbeing.

Social awareness and **emotional intelligence** can help us to 'read' the emotions and moods of people we know, care for and interact with. This helps to build more positive, supportive and rewarding relationships based on mutual trust, care and respect.

These **relationship bonds** enable us to better deal with the ups and downs in **behaviours** that we experience from our families, friends, partners, managers, colleagues, customers, and other people that we need to, and have to deal with. And vice versa (for our own ups and downs).

But sometimes, we also have to deal with people who are at the other end of the scale who may be **pushy** and uptight. Then there are those who seem to be trying to **manipulate** others into doing what they want. Of course, we will come across aggro people, **selfish** people and people who are just plain unfriendly and **rude**. And we don't even need to mention the **online** behaviour of some people. These negative behaviours can threaten our wellbeing.

So it is important to develop strong interpersonal relationships to help **support** you to recognise and manage some of the 'less than positive' behaviours in people you might have to deal with in different situations.

And when you are a young worker, you often bear the brunt of bad behaviour from others.

But **supportive colleagues** and **managers** can assist.

A workplace **mentor** can help you.

And your own **network** of friends, family and peers can also help you to gain perspective to try and leave the bad stuff at work!

There's always someone who can help - just reach out.

Sometimes it's the informal chats that can really help you develop positive relationships with colleagues.

Image: Depositphotos.com

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Interpersonal Relationships

Family relationships

Personal relationships

Friendship and peer relationships

Romantic relationships

Education and training situations

Social situations and acquaintances

Online interactions and relationships

Community situations

Phone/digital interactions

Vocational situations as a worker

Vocational situations as a customer or client

Image: Vadymvdrobot/ Depositphotos.com

Many young people work in frontline roles where they need assertiveness to deal with difficult customers and clients.

Positive relationships   **7I**

What **do** (or could) **you** and others do to create **positive interpersonal relationships** in these varied **situations**? Add 1 more.

Positive relationships	What do (could) I do?	What do (could) others do?
Family relationships		
Friendship relationships		
Education and training situations		
Vocational situations as a worker		

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7.21 Personal Wellbeing

Workplace health and wellbeing

One of the most exciting times in people's lives is when they start working. As a young **entry-level worker**, you are likely to be full of enthusiasm and keen to show your employer that you are a good employee.

But the world of work brings many **hazards** and **risks**. In Australia, more than 500,000 workers suffered significant workplace **injuries** or **illnesses** at work in 2001/22, and 66% of these required time off. And there are countless more who experience minor (and often unreported) injuries on the job. *Source: ABS, Work-related injuries survey (2021-22)*

Added to these injuries and illnesses is the growing incidence of **mental health and wellbeing** issues from **overwork**, **stress** and **interpersonal conflict** with workplace stakeholders.

It is vital that you are able to work within a safe and supportive culture. Workplace safety is a **shared responsibility**. It starts with your **employer**. It lands on **you**. And it is regulated through **laws** and guided and enforced by **government agencies** such as **WorkSafe WA** (and the other state WorkSafe agencies).

You need to undertake both in-class learning and applied investigations, into how you can perform your duties as an employable worker. This will help to protect your physical and mental **safety** and wellbeing, as well as the **safety** of **other stakeholders** that you have responsibility for.

Image: Kzeneon/Depositphotos.com

Personal protective equipment, PPE, is critical in many jobs.

Workplace Physical and Mental Health

Hazards	Too much work and unrealistic expectations can threaten the physical and mental wellbeing of workers.	**Stress**
Risks		**Work/life balance**
Accidents		**Discrimination**
Injuries		**Harassment**
Illnesses		**Exclusion**
Equipment		**Bullying**
Materials		**Exploitation**

Image: Erik Reis/Depositphotos.com

1. Here are some varied **workers** who might face specific **physical** and **mental health risks**. List some of these. Add **1** more occupation.

2. What must **owners** and **managers** do to ensure the **safety** of each **worker**?

3. What could the **worker** do to **protect** their **wellbeing**?

Retail worker	Carpenter	Nurse	
Physical & mental risks:	Physical & mental risks:	Physical & mental risks:	Physical & mental risks:
Owners/managers must:	Owners/managers must:	Owners/managers must:	Owners/managers must:
The worker should:	The worker should:	The worker should:	The worker should:

4. Now, here are some varied **self-employed** workers who might have specific **physical** and **mental health risks**. List some of these. Add **1** more occupation.

5. What could the **worker** do to **protect** their **wellbeing**?

Dog groomer	Dancer	Courier	
Physical & mental risks:	Physical & mental risks:	Physical & mental risks:	Physical & mental risks:
Owners/managers must:	Owners/managers must:	Owners/managers must:	Owners/managers must:
The worker should:	The worker should:	The worker should:	The worker should:

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7.23 Personal Wellbeing

Stress management

As part of your career development, you will experience personal, learning and work **challenges** that threaten your **personal wellbeing**. These challenges are a natural part of contemporary adult life. But depending on an individual's situation, these challenges can impact on people in varied ways. To get on top of these challenges, you need to effectively manage stress.

From a work-related point-of-view, the most important resource of an organisation is its people, and people suffer from stress. **Stress** prevents people from functioning at their full capacity. Stress prevents the organisation from achieving its objectives efficiently. And as you know, increased demands on workers are threatening their work/life balance.

Stress management helps to create a healthier work environment by focusing on workers' physical, emotional and mental wellbeing.

One of the most obvious causes of stress is conflict. **Conflict** can originate from many sources. So have you witnessed or indeed felt stress in these work-related situations?

- Conflict between employees.
- Conflict between subordinates and managers.
- Conflict between departments.
- Conflict with suppliers and contractors.
- Conflict with customers and clients.
- Conflict with pressure groups.
- Conflict within an individual.
- Conflict from a person's life.
- Conflict from education and training demands.

Common work stressors	Stress management methods
⇨ Long and extended working hours	⇨ Family-friendly workplaces
⇨ After-hours and weekend work	⇨ Flexible work schedules
⇨ Long shifts	⇨ Time-off in lieu
⇨ Lack of breaks	⇨ Better communication
⇨ Demanding work environment	⇨ Feedback mechanisms
⇨ Poor feedback and communication	⇨ Staff support & wellbeing programs
⇨ Unrealistic objectives	⇨ Employee involvement in goal-setting
⇨ Short deadlines	⇨ Employee decision-making
⇨ Technological breakdowns	⇨ Conflict management training
⇨ Supplier mismanagement	⇨ Anger management training
⇨ Lack of training	⇨ Anti-harassment policies
⇨ Too much responsibility	⇨ Improved quality of training
⇨ Competitive pressures	⇨ Cross-cultural training
⇨ Threats and intimidation	⇨ More appropriate delegation
⇨ Harassment and workplace bullying	⇨ More time for planning
⇨ Inappropriate workplace culture	⇨ Job rotation
⇨ Inappropriate management style	

1. What do you think are the main **causes** of **work-related stress** for workers? Describe some applied **examples**. Why not ask some people currently working!

_____

_____

_____

_____

_____

_____

2. Discuss **4** of these **stress reduction strategies**. (Add some of your own.) Explain **how** they might help **relieve stress**. What type of **occupation** might they suit?

❑ staff social and sporting clubs

❑ providing lunch and lounge facilities

❑ providing lunches, snacks, drinks and other goodies

❑ theme and casual days

❑ community involvement

❑ child-care and crèche facilities

❑ provision of fitness trainers and facilities

❑ introduction of massages, yoga and other relaxation techniques

❑ personalising of workspaces

❑ _____

❑ _____

i.	ii.
iii.	iv.

3. Describe **stress management** and **reduction strategies** that would **help you** in your **future career pathway**.

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7.25 Assessment Task 1A

AT1A Personal Management: 'Personal Career Brand' - Investigation

For this assessment task, you are required to **investigate** and **justify** the purpose of a '**personal career brand**'.

You will then apply your knowledge and understanding to **developing**, **refining** and **communicating** your own personal career brand.

Required

Part A: Investigation of the concept of a 'personal career brand'. Consider:

1. What is a personal career brand?
2. What does a personal career brand involve (e.g. words, images, video)?
3. What is relevant in a personal career brand for a young job-seeker?
4. What is an elevator pitch?

Part B: Justification of the need to have a 'personal career brand'. Consider:

1. Do job-seekers need to develop a personal career brand?
2. Do young job-seekers need to develop a personal career brand?
3. What might be some advantages of developing a personal career brand?
4. What might be some pitfalls of relying on a personal career brand?

Part C: Development and refinement of your 'personal career brand'.

1. Who is the audience for my personal career brand?
2. What should I communicate in my personal career brand?
3. What will I communicate in my elevator pitch?
4. Get feedback to refine my personal career brand and elevator pitch.

Part D: Communication of your 'personal career brand'.

1. Communicate to my peers.
2. Communicate to my CAE teacher and Careers Adviser.
3. Communicate to relevant industry stakeholders.
4. Further refine my personal career brand and elevator pitch.

Format/ key dates	What I need to do/ resources I will use.

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

Name:	Key dates:	UNIT 2 AT1A

Tasks - AT1A: Investigation - 'Personal Career Brand'	Must Do?	Due Date	Done	Level
Part A: Investigate 'personal career brand'				
1. What is a personal career brand?	✓		○	
2. What does a personal career brand involve?	✓		○	
3. What is relevant for a young job-seeker?	✓		○	
4. What is an 'elevator pitch'?	✓		○	
⇨	○		○	
Part B: Justify 'personal career brand'				
1. Do job-seekers need to develop this?	✓		○	
2. Do young job-seekers need to develop this?	✓		○	
3. Advantages of developing a personal career brand.	✓		○	
4. Pitfalls of relying on a personal career brand.	✓		○	
⇨	○		○	
Part C: Develop/refine my 'personal career brand' 🗣				
1. Who is the audience for my personal career brand?	✓		○	
2. What should I communicate in my personal career brand?	✓		○	
3. What will I communicate in my elevator pitch?	✓		○	
4. Use feedback to refine personal career brand and pitch.	✓		○	
⇨	○		○	
Part D: Communicate my 'personal career brand' 🗣				
1. Communicate my personal career brand to my peers.	✓		○	
2. Communicate my personal career brand to my teacher(s).	✓		○	
3. Communicate to relevant industry stakeholders.	○		○	
4. Refine my personal career brand and elevator pitch.	✓		○	
⇨ Appropriate use of resources, information and multimedia.	○		○	

Additional information:

Signed: _____ Date: _____

7.27 Review and Reflection

Review and Reflection

How did I develop my employability skills during this unit of work?

➜ _____

➜ _____

➜ _____

➜ _____

How have my employability skills also helped me to improve in my personal life?

➜ _____

➜ _____

➜ _____

How have employability skills helped to improve my future career prospects?

➜ _____

➜ _____

➜ _____

My performance in developing my employability skills in this unit of work was:

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

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

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

Signed: _____ Date: _____

Exploring Learning & Training | 8

Activities 8: Exploring Learning & Training	p.	Due date	Done	Comment
8A Starting out	189			
8B Moving on	191			
8C Training	194			
8D Train away	19?			
8E Vocational training	1?			
8F Training providers	19?			
8G Formal training and learning	200-201			
8H Informal Learning	204-205			
8I Industry training	206-207			
GA1 My training in action	208			

Comments:

8.01 Lifelong Learning

Lifelong learning

In Unit 1, you were introduced to the importance of lifelong learning for career pathways development. **Lifelong learning** refers to all the different types of study, training and education that you might undertake throughout your career. Lifelong learning helps you to build both broader, and deeper, sets of **employability skills**, **enterprising capabilities** and by extension - **transferable skills**.

As you know, job-seekers need specific qualifications to enter certain occupations. These are generally called **entry-level qualifications**. But these are just a starting point.

The world of work will change drastically over the 50 or so years you can be expected to work. Therefore, you will need to maintain and **upgrade** your **qualifications** as your career evolves. This might involve further study at **TAFE**, **university**, **professional development**, **e-learning**, i**ndustry-specific courses**, **micro-credentials** and so on.

Think of a motor mechanic who may have started their apprenticeship in the late-1990s. In the 25+ years that have passed during their career, technological advancements in vehicles, engines and EVs, have drastically altered the work skills required of modern mechanics.

And we might be talking about an employee who is only 40 years old (younger than some of your parents and teachers), and one who has more than half of their career still ahead of them.

So how would they keep up with these new advances and innovations?

Image: BiancoBlue/Depositphotos.com

Starting out and moving on

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry. Many of you will already be doing a **VET** certificate as part of your WACE or Year 11 program.

For entry into many trade-related occupations, it is recommended that you undertake a **pre-apprenticeship** or **ASbA** to gain entry-level knowledge and skills. This helps you to gain real industry exposure.

Part-time and **casual work** can also help younger people get a foothold into an occupation, especially if the work is in a related industry, or if it involves tasks that require **responsibility**. Many occupations such as care roles, community services and emergency services want you to accumulate **life skills** and **maturity**. You can build these transferrable skills through **community involvement**, **volunteer** work and relevant **work placements**.

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. Trades, practical and manual workers naturally become highly-skilled at the technical side of their professions. However, some also develop into good managers of other people. When **promoted**, these new **managers** are often sent back to TAFE and uni to undertake management, financial, accounting and **leadership** training.

1. Based on 'Lifelong learning', complete **word chains** for **these key words**. Some key words might feature more than once. Then develop one **final summary word chain**.

Entry-level qualifications	
Part-time and casual work	
Community involvement	
Transferable Skills	
training	
Lifelong learning	

2. Remember those 10 **generic entry-level skills** or **personal capabilities**? Complete this table using the **column headings** as prompts.

Personal capabilities/ entry-level skill	How have I developed/ improved this?	What is my capability level now?	What should I do next to keep improving?
Punctuality			
Literacy			
Numeracy			
Teamwork			
Communication			
Following instructions			
Technological competence			
Health and fitness			
Working safely			
Ability to accept responsibility			

8.03 Lifelong Learning

Multiple career pathways

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

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

As people go through different stages of their lives, they will have different **expectations** related to career development reflected by their **career life cycle**.

When first starting their careers, people are likely to trade leisure time for income.

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

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

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

And of course, the exodus continues of 'dressed-up' and 'strung-out' metropolitan professionals leaving stressful roles, and moving to more 'laidback' regional settings.

Starting a family can drastically alter your career pathways development. How long before you are planning to start your family? Don't rush!

Keep on movin'

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 continually alter the structure of industry and the economy. Both **redundancies** and **skills shortages** can occur. As a result, workers must keep up to date with ongoing **professional development** and **training**.

Image: kikkerdirk/ Depositphotos.com

The world of work keeps evolving and so too does the range of **skills-sets** required of workers. Workers need to upgrade their technical skills, industry-specific skills, professional skills, leadership skills and people skills.

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Career Life Cycle

Career life cycle

You will develop your career pathway over the course of your life. This will see you move from school and into further study and training leading to entry-level employment.

Your **career life cycle** will force you to consider new options that complement the values that are most important to you at that particular stage of your life.

Over time you are likely to progress through to management-level roles, or even into starting your own enterprise. Many people return to study as an adult as they mature and seek new skills and experiences.

Your career status will also be impacted by family responsibilities and children. Then of course somewhere down the track (actually way down the track) you might then enter into semi or full retirement.

Career life cycle: 4-phase model

A quick online search will turn up hundreds of different career life cycle 'models'. The model we will use in CAE involves these 4 phases that keep cycling and re-cycling throughout one's career (of 40-50 years).

1. **Entry: Learner** - starting out in first job, first career job or a new job.

2. **Growth: Developer** - building skills, experience and networks, looking for advancement.

3. **Consolidation: Practitioner** - has established expertise so where can I go from here?

4. **Change:** Can happen at any time, and is increasingly happening in mid-career to people as they seek to match their changing values and interests.

Moving on   8B

Applied

a. Use poster paper (A3-sized or larger) to construct a **timeline** that maps out **your life**. Start with ideas, and/or a rough plan or sketch below.

b. Include **graphics** or **visuals** that represent your key **milestones** that might influence the development of your **career**. Show at least **8** milestones with associated visuals. Include **personal**, **family** and **social** milestones; and your **likely age** at these.

c. Show any **education/training** you think you will need at **different stages** of your career.

Tip: Your teacher might suggest you use multimedia to complete this task.

8.05 Training and Learning

Education, training and development

Education and training is essential to developing a skilled workforce. Employees of all levels must be able to perform their job tasks effectively as collaborative workers. They also need to be well-trained and educated in the **industry-specific** and **technical skills** required in their job roles.

Flexibility and adaptability have never been more vital than in the post-pandemic world of work. Well-trained employees are usually **multi-skilled** and able to perform a variety of work tasks by being both **functionally** and **numerically flexible**.

To develop your **employability skills** you will need to participate in education and training as part of ongoing **workplace learning**. As a result you will become more **employable**. Doing this is part of developing a **growth mindset**.

Formal and informal education, training and development

All training and workplace learning can be classified as either formal or informal training.

On-the-job training and workplace learning usually happen at a worksite. It might be built into the regular tasks that the employee has to do. e.g. An office assistant might be expected to use the 'help' or an online tutorial to work out key functions of word-processing software. Or, they may be instructed by an experienced staff member.

Off-the-job training and workplace learning usually happen away from the worksite and may involve study for a formal qualification. e.g. The office assistant might undertake a short course in the use of Excel. Alternatively, they may be undertaking a TAFE certificate in a related field such as Business Administration. Many people go back to university later in life as they are promoted through an organisation.

Informal education and training usually occur on-the-job through supervision, mentoring, coaching, assistance, demonstration, modelling, feedback, advice and support. Informal training complements the more formal elements of education and training. It is usually directly related to how to do **job tasks** on a day-to-day basis.

Micro-credentials refer to short, focused courses, certifications or learning modules for specific skills or competencies. These are often industry-specific and targeted to meet the immediate demands of the **job role** or **labour market**. They tend to be more flexible, allowing employees to upskill or reskill quickly. They can be earned through online platforms, training organisations, or be delivered by employers. Multiple credentials can also be combined into one 'larger' qualification.

People also learn informally in their **personal lives** by getting help from others, learning new **skills**, watching **online tutorials**, and **transferring** their personal aptitudes, skills and capabilities to work-related situations. This type of skills development, where the learner uses their own **initiative**, helps to build both tangible and intangible skills as part of a growth mindset.

Image: Goodluz/Depositphotos.com

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Types of Training and Development

Formal training and development

⇨ Training that leads to certification and qualifications.

⇨ Formal training and development may be performed both on-the-job and off-the-job.

⇨ Examples include VET, TAFE, Australian Apprenticeships and school education, as well as specific industry and technical training such as getting a forklift license, a 'White Card' or completing an essential online e-learning WHS induction program.

On-the-job training and development

⇨ Formal or informal training that takes places directly in the workplace.

⇨ This is usually a normal part of learning and undertaking work tasks. e.g. CBT, direct supervision, etc..

Tradies will have to undergo ongoing training throughout their careers, including all of these types of training.

Off-the-job training and development

⇨ This is training that takes place in a formal learning environment rather than in the 'everyday' workplace and often leads to a certified outcome.

⇨ e.g. TAFE, e-learning, etc..

Competency-based training

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

Professional development

Training opportunities for employees, often funded by employers, to help their workers upskill or re-skill to develop new skills and progress their career.

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Micro-credentials

⇨ These include short, focused courses or learning modules for specific skills or competencies They are often industry-specific and meet the immediate needs of a job role.

Informal training and development

⇨ Informal education and training is training and workplace learning that doesn't directly result in a qualification.

⇨ However, informal education and training can be equally as important in the development of tangible skills.

⇨ Informal training usually occurs on-the-job. This includes supervision, mentoring and day-to-day assistance, demonstration, advice and support.

⇨ Sometimes informal education and training involves learning to learn, which helps a person to develop their transferable skills.

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8.07 Training and Learning

8C   Training

1. What is the difference between **formal** and **informal training**? How would both of **these** be **relevant** for your future career?

2. How does **on-the-job** training usually happen? Give 2 different examples.

3. Describe instances of **on-the-job** training you have **experienced**.

4. How does **off-the-job** training usually happen? Give 2 different examples.

5. Describe instances of **off-the-job** training **you** have **participated in**.

6. What training should **you do next**? **Why** so?

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1. Partner up. In your work folios, complete a **table** like Leana's (below) for **Gruntle**. For each **type of training** indicate if it is **formal** (for), or **informal** (in), and either **on-the-job** (on), **or off-the-job** (off), and if it is a **micro-credential** (micro).

2. In your work folios, make up **1 more case study** that suits either **your**, or your **partner's**, **training** requirements. Complete a **summary table** for this as well.

Kids can be such a handful

Leana, as a new kindergarten teacher, may be required to develop her skills in a number of areas. With changing attitudes toward child-care, as well as changes in regulations governing the provision of child-care, an early childhood teacher may find that they require training in such areas as child safety, food allergies, as well as the legal and policy aspects of their job.

Ongoing training in the area of infant health may also be necessary, as new health risks are identified in the child population. An example of this would be concerns over meningococcal disease, which is highly contagious and often fatal in babies and infants. Another is ongoing issues surrounding vaccinations.

Leana also has to complete a number of accredited professional development hours each year to maintain her teacher registration.

Person/ occupation	Identification of suitable types of training	Benefits associated with the training	Possible negatives associated with the training
Leana is a new kindergarten teacher, so training she might have done, or might need to do, could be...	...4 years uni training to gain her qualification. (For, off) ...mentoring with an experienced teacher. (In, on) ...attendance at departmental PDs re: legal issues. (For, off) ...reading about current infant health issues. (In, off) ...completing an advanced first-aid course on the weekend. (For, off, micro)	☺ She will be qualified to work in the field. ☺ She will gain valuable on-the-job training. ☺ She will get training from legal experts off-the-job. ☺ She is keeping up-to-date on current issues. ☺ She can become a first-aid rep at the school.	☹ She must invest time and $ completing her degree. ☹ It will take time away from the mentor's schedule. ☹ Her absence at work has to be covered. ☹ She might need more structured training. ☹ She may have to give up her own time.

Braintraining

Gruntle, as a qualified fitness instructor and personal trainer, is required to undertake extensive professional development in order to remain accredited by the governing industry Jobs and Skills Council, *HumanAbility*.

Training is usually offered in workshop formats and often on weekends; or via online modules. If a new type of fitness program becomes popular, such as a combat-style aerobics, or a new dance fitness, then instructors must be trained in its principles before they are allowed to lead a group. This is essential in order to prevent participants from being injured and suing the gym.

Along with this kind of training, there is also a requirement that fitness instructors have up-to-date first-aid qualifications, and an awareness of the training needs and precautions for particular groups such as pregnant women, teenagers (still growing), people with disabilities, and older participants.

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8.09 Vocational Training

Industry-specific skills

When we work, we work within an industry setting. Some key examples are retail, hospitality, community services, construction, or even sport and recreation.

Industry-specific skills refer to particular skills (or competencies) that an individual must demonstrate for a specific occupation within an industry.

Many of these industry-specific skills are closely related to employability skills. But the difference is that industry-specific skills require a worker to develop **specialised task knowledge** for occupations and work tasks directly for their industry of employment.

To successfully complete a task, a person must be **competent** in the specific requirements of that task.

For example, in the Construction industry a carpenter would need to know how to use technology. Specifically for this industry, this may include hand and power tools, safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry a chef would also need to know how to use technology; specifically ovens, fryers, cutting tools, etc.. These are industry-specific competencies and relevant for that occupation in that industry.

When it comes to your career pathways choices you should ask yourself these questions. "Do my personal skills, attributes and capabilities match this industry?" And/or: "Do the industry-specific skills required by workers in this industry match my own personal skills, attributes and capabilities?" These are not the same questions turned the other way around.

Essentially you are asking yourself: "Do I fit this industry", or "Does the industry fit me?" Or even better still - both! So have a think about the suitability of the industry-specific skills that you have been developing through your own VET course.

Competency-based training

The most common way that people develop industry-specific skills is by undertaking vocational training. Competency-based training (CBT) refers to vocational learning based on demonstrating achievement of learning outcomes by performing specified tasks.

Competency-based training is used in qualifications offered through **vocational training**, **VET**, apprenticeships and traineeships via the **Australian Apprenticeship** system, as well as other forms of both on-the-job and off-the-job training.

To successfully complete a competency-based training package, a trainee must satisfy the learning outcomes of that training package. Each qualification under a training package consists of a number of units of competence.

Under competency-based training, there is no fixed or set time for completion. Competency-based training is in essence, self-paced. As the trainee completes a unit of competency this is 'ticked-off'.

Image: iQoncept/ Depositphotos.com

Training packages

Training packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. Training packages include the industry-specific skills required of an apprentice, or a trainee, or a student, undertaking vocational learning.

A training package sets out the requirements for both on-the-job and off-the-job structured training.

Training packages include relevant **competency standards**. These describe the required skills and knowledge needed for a trainee to operate effectively in the workplace.

Competency standards in training packages are recognised Australia-wide. They form the basis of training for a specific industry.

To successfully complete a qualification, a trainee must complete all **units of competence** (core and elective) in a qualification.

This is achieved by completing all of the **elements** that make up each unit of competency; and by satisfying each of the **performance criteria** in each element.

Workplace assessors will assess your competency against the performance criteria for the elements in the training package.

Image: monkeybusiness/ Depositphotos.com

Vocational training   8E

1. **Define** each of these **terms**. An example is always helpful.

2. How do each of these terms **relate to your career pathway**?

Industry-specific skills	Competency-based training	Training packages

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8.11 Formal Training and Learning

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

TAFE offers courses from **certificates** 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 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 WA, training is offered at numerous campuses through the five TAFEs: Central Regional, North Metropolitan, North Regional, South Metropolitan and South Regional. Some courses can be completed partly, or even wholly, online.

Vocational training and education offered through TAFEs is generally more skills-based and provides great entry opportunities into the workforce. For example, **apprentices** will often be enrolled at a local TAFE (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, Perth College of Beauty Therapy 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.

Image: photography33/depositphotos.com

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

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 so that they can 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. This could be as part of a **VET in schools** vocational education certificate or **Australian School-based Apprenticeships**.

For large organisations this might be the case for **Australian Apprenticeships** whereby the organisation itself becomes the RTO.

Image: kzenon/Thinkstock

Training providers   8F

1. What is the **role** of each of these **training providers**? Give **examples**.

2. How **important** is each type of provider for **your career pathway**? Why is that?

TAFEs	Private provider colleges	Registered Training Organisation

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8.13 Formal Training and Learning

Universities

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

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**.

Your teacher is likely to have completed at least 4 years of uni, with many newer teachers starting with 5.

Image: michaeljung/depositphotos.com

Other students undertake broader study in 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 (p.130).

8G   Formal training and learning

1. List **20 occupations** that **require university** qualifications. How **many years**?

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

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Short courses and micro-credentials

As you know there are thousands of different **micro-credentials** that can be obtained through formal training. In some cases, these can be accumulated towards short course qualifications such as first-aid and workplace safety accreditations.

People can also undertake formal **short courses** to acquire **specific skills** or **certifications** that are relevant to particular industries or occupational fields. These short courses often focus on **practical** or **technical**, **hands-on** training that can immediately enhance a person's skills within their current job, or perhaps assist in career growth or transition.

Image: AndrewLozovyi/ depositphotos.com

Short courses and micro-credentials are becoming increasingly popular as they allow individuals to **upskill** in a relatively short amount of time without committing to long-term study. For example, ICT workers may take short courses in coding languages, AI platforms or cybersecurity. Business workers might pursue courses in finance, project management or leadership. These micro-credentials may also align with professional development requirements in many fields. Varied workers undertake first-aid training.

Short courses and micro-credentials offer **flexibility**, as they can be taken online or in person, depending on the provider. As the workforce evolves, especially with the rise of automation and digital transformation, these kinds of training allow workers to remain **adaptable** to changes within their industries, and therefore more **employable**.

First-aid training is a qualification that can benefit anyone.

2. How can **short courses** and **micro-credentials** help make a **young worker** more **employable**? Give examples.

Applied

When you are working you are responsible for the safety and wellbeing of clients, customers, visitors, patrons, colleagues and other workplace stakeholders.

It doesn't matter if you are young or inexperienced, if something goes wrong some of these people (e.g. an injured co-worker, or customers and clients) will look to you to help, guide and even lead them in an incident, accident or emergency.

So how would you know what to do? What type of training will you be given; or might you need? Choose a common 'young worker' occupation like retail, hospitality, sport and recreation, or child-care, and find out. Report back.

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8.15 Formal Training and Learning

Mentoring

A mentor is a person of seniority who acts as an informal **adviser** or guide to someone new. Mentors use their **experience**, **knowledge** and **wisdom** to offer advice to help develop young inexperienced people.

New employees are often teamed up with a mentor or **buddy** to guide and help them adjust to the **culture** of a workplace. A mentoring program might involve formal training to build specific qualifications, as well as many opportunities for day-to-day informal learning through **coaching**, **advice**, **feedback** and **support**. For example:

⇨ Employees with management potential may be assigned a management mentor to guide their career development.

⇨ Sporting teams pair young recruits with older mentors or former players.

⇨ Schools use senior students as guides and peer leaders for younger students.

Mentoring can also work well for specific **demographic groups** who may benefit from extra support due to **socio-cultural barriers** that exist throughout industry. These can include:

⇨ Women in non-traditional occupations, or in male-dominated industries.

⇨ Workers from culturally diverse backgrounds who may have particular language or cultural needs.

⇨ Aboriginal and Torres Strait Islander people who may be underrepresented in the industry, the organisation, or in that occupational field.

⇨ Graduate trainees who are new to a particular profession, who get supported with their induction to the organisation.

⇨ Australian Apprentices and other employees on structured training programs.

⇨ Management trainees and newly appointed and promoted managers who may have to learn and adjust to new patterns of workplace behaviour and management skills.

Work shadowing

Image: depositphotos.com

Work shadowing is an example of informal learning and training because it allows a less experienced employee to learn by **observing** a more **experienced colleague** during their regular work routine. This process involves **on-the-job exposure** to job roles, responsibilities and problem-solving techniques. New employees gain **insight** into how to approach work situations in an **applied context**. The hands-on learning provided by shadowing means that the learner picks up skills organically through observation, interaction, coaching, questions and feedback.

For example, a new aged-care worker is paired with a senior caregiver at a residential aged-care facility. The new worker observes the senior caregiver providing daily assistance to elderly residents, including personal care, medication, administration and mobility support.

By observing and asking **questions**, the new worker gains practical insights into how to provide compassionate, effective care that goes beyond formal training or manuals. This shadowing experience helps the new worker build confidence in their caregiving skills, particularly in the more sensitive and nuanced aspects of aged care.

Team-building activities

Team-building activities are a type of informal learning and training because they focus on enhancing **interpersonal** and **collaborative skills** in a relaxed and interactive environment.

These activities might include group **problem-solving challenges**, **outdoor activities** or collaborative **games** designed to strengthen **trust**, **communication** and **teamwork**. Since these exercises are often playful or scenario-based, they create learning experiences without the formalities of a traditional training session.

Employees develop a better understanding of **team dynamics**, **leadership**, **negotiation** and **conflict resolution**. This informal learning creates a deeper connection among team members, and can support the applied development of **emotional intelligence**.

For example, a hotel chain organises an in-house escape room challenge for staff members from various departments. As the team works together to solve puzzles to complete the challenge, they develop communication, teamwork and decision-making skills. This improved collaboration can then be applied to their day-to-day work roles.

Image: IgorVetushko/depositphotos.com

Trade shows and industry expos

Trade shows and industry expos provide opportunities for informal learning because they often include **information sessions** and face-to-face **advice** provided by **experienced industry stakeholders**.

They might feature **workshops**, **seminars**, remote **presentations** and **demonstrations** that focus on specific topics, innovations and trends in the industry. Attendees can gain new knowledge, skills and even formal **micro-certifications**. For example, a seminar on the latest technological advances in veterinary care might provide exposure to new technologies, as well as industry-specific advice to apply this in practice.

An enterprising example is the annual **WorldSkills Australia Championships** event that feature competitions, "...designed to test your skills and knowledge against other apprentices, trainees and students! Competitors have the opportunity to win gold, silver or bronze medals and gain the chance to go on to compete at a national and international level, all participants will receive a certificate of participation to add to their resume."

Source: **www.worldskills.org.au/get-involved/compete**

Image: artisticco/depositphotos.com

For visitors, the event provides informal learning opportunities by allowing them to observe live demonstrations, interact with industry experts and network with peers. Through these experiences, they gain insights into various vocational fields, exploring different career paths in a fun, hands-on and engaging environment without the structured format of traditional learning.

8.17 Informal Learning

8H   Informal Learning

1. List all of the **bolded** terms in each of the 4 types of **informal learning** from pp.202-3. Add some more important terms if you wish.

2. Use these **terms** to create **3 statements** that **describe** how these types of **informal learning** can **help young job-seekers/workers** better **develop** their **career** pathway opportunities. **Examples** are always good!

Mentoring	Work shadowing

Team-building activities	Trade shows and industry expos

Applied

Interview workers, managers and other relevant stakeholders to find out their experiences of different types of informal learning. Respond to the prompts below. Report back to small groups and/or to the class.

Person/organisation:	Person/organisation:
Informal learning type:	Informal learning type:
What is involved?	What is involved?
Who is involved?	Who is involved?
When does this happen?	When does this happen?
How can/did it help?	How can/did it help?
What advice do they give you?	What advice do they give you?
Person/organisation:	Person/organisation:
Informal learning type:	Informal learning type:
What is involved?	What is involved?
Who is involved?	Who is involved?
When does this happen?	When does this happen?
How can/did it help?	How can/did it help?
What advice do they give you?	What advice do they give you?

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8.19 Training in Action

Industry exposure

It almost goes without saying that the more industry exposure you can get, then the more likely you are to build your industry-specific and technical skills-sets. Direct industry experience helps you to develop the **tangible skills** that employers are looking for in potential workers.

However, employers are seeking well-rounded people who can bring and apply **intangible skills** to their workplace. They are looking for workers who:

✓ show initiative

✓ are able to solve problems

✓ are flexible and adaptable

✓ can take and accept responsibility

✓ will be resilient, and especially

✓ will work collaboratively with other members of a team.

> **Tangible and Intangible Skills**
>
> **Tangible skills**
> These include industry-specific skills, your technical skills and your demonstrable employability skills for work-related situations.
>
> Sometimes these are called your 'hard' skills. "What can the worker do?"
>
> **Intangible skills**
> These include your interpersonal or people skills, as well as your intrapersonal skills, including emotional intelligence and generic skills and capabilities.
>
> Sometimes these are called your 'soft' skills. "What type of person is the worker?"

Industry exposure

- Work placements
- TAFE courses
- TAFE courses
- Industry taster programs
- Industry-specific skills courses
- Industry mentors
- Part-time and casual work
- Career expos

8I   Industry training

1. What types of **industry exposure** have **you had**?

2. From where, and from whom, can you get **help** and **advice** to **broaden** your **industry exposure**?

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Part B:

Use **https://training.gov.au/home/TGA** to research a **training package** that matches an industry occupation that you are interested in. Start by drafting key information here, and then complete this in your work folios.

> **Title, level & code**

> **Training packages that include this qualification**

> **Classifications**

> **Entry requirements**

> Packaging Rules

> **Core units (you'll need more space)**

> **Relevant elective units (you'll need more space)**

Choose a **core unit**. Complete these tasks in your workbooks.

a. What are the **Elements** and the **Performance Criteria**?

b. What **Foundation Skills** are required?

c. List some of the most relevant **Performance Evidence** for you.

d. List some of the most relevant **Knowledge Evidence** for you.

e. List some of the relevant **Assessment Conditions** for you, as well as the **equipment**, **tools** and **technology** required.

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8.21 Graduated Assessment 1

GA1 My training in action - Skills for Work

For this graduated assessment task, you are going to work with a partner to develop statements that describe each others' achievements in **work-related training**.

1. Form into pairs. Interview your partner. Develop 8-10 concise statements that:

   a. Clearly describe your **partner's achievements** in **formal work-related training**.

   b. Clearly describe your **partner's achievements** in **informal work-related training**.

   c. Identify **actions** they can take to **enhance** their **skills** and **competencies** through **further training** opportunities.

2. Do **they agree**? And did you identify **skills** and **abilities** in your **partner** that perhaps they had **taken for granted**? Report back to the class.

Tip: Use the table to start to draft/record your information,

Prepared by:	For:	Date:
Skills/abilities & employability skills	**Can apply this to work-related situation by...**	**Should take further actions to...**

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Decision-Making

9

Activities 9: Decision-Making	p.	Due date	Done	Comment
9A **Planning and decision-making**	211			
9B **SWOT - Internal**	213			
9C **SWOT - External**	215			
9D **My SOAR model**	217			
9E **My PMI Analysis**				
9F **Help them DECIDE**	221			
9G **Be a DARER**	223			
AT1B **Which Way Do I Go? - Investigation**	224-225			

Comments:

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9.01 Planning and Decision-Making

Planning

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

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

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

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

⇨ **short-term planning** (i.e. for you, the next 2-4 weeks)

⇨ **mid-term planning** (i.e. for you, the next 2-6 months)

⇨ **long-term planning**. (i.e. for you, the next 6-18 months).

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

Image: iveline/ epositphotos.com

Decision-making

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

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

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

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

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

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

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

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

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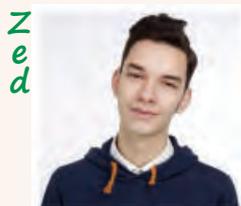
"Dude, I just go with the flow. If it's not meant to be, then it's not meant to be."

Yul

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

Xee

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

Wuz

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

Vye

"You can be all you want, it's always what you know that gets you a job."

Urn
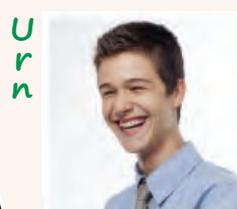
"I applied for a job online but I never even heard back. Lolz to them, I just got Chatz-PGG to do it anyway."

Tam

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

Sal

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

Reg

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

Images: georgemuresan/Thinkstock

Zed	Yul	Xee
Wuz	Vye	Urn
Tam	Sal	Reg

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9.03 SWOT Analysis

SWOT Analysis

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

To undertake a SWOT Analysis, you need to have:

⇨ a focus question, (e.g. How can I improve my school results?) or

⇨ a goal you are trying to achieve, (e.g. How can I get a job?) or

⇨ a problem you are trying to overcome, (e.g. How can I avoid being made redundant?).

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

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

Strengths and weaknesses - Internal

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

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

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

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

Strengths	Weaknesses
☺ What can you do well and what have you demonstrated that you can do?	☹ What are those areas and skills that you are not yet good at?
☺ Consider all those things that you have so far achieved as part of your WACE. Reflect on your demonstrated skills, training, qualifications, experience and so on.	☹ Consider skills in areas in which you still need to develop so as to build your career portfolio. Focus on things you need to improve through training, experience and appropriate qualifications.
☺ Utilise these strengths, consolidate them and consider how to develop them further	☹ Career development is an ongoing process, so get feedback, support and advice to help deal with this.
☺ Ask yourself, what positives could I 'offer' a potential employer right now?	☹ Consider working with others to make up for your weak points.

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

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

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

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

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

9.05 SWOT Analysis

Opportunities and threats - External

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

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

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

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

Opportunities	Threats
☺ What potential good things might occur?	☹ What potential negatives might impact on you?
☺ What broader social and commercial trends and changes are emerging?	☹ What broader social and commercial trends and changes are emerging?
☺ Can your network help you source career opportunities?	☹ Is your network shrinking?
☺ How can you take advantage of what is likely to happen?	☹ What external roadblocks could potentially prevent you from achieving your goals?
☺ Are positive changes happening in your industry, or in your local geographical area?	☹ Are negative changes happening in your industry, or in your local geographical area?

Common External Factors

- Technological change
- Labour market issues
- Government legislation
- Economic conditions
- Industry restructure
- Training opportunities
- Global commerce
- Business competition
- Innovation and research
- Social change
- Global 'shocks'

Image: vitacork/ iStock/Thinkstock

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Undertake a **SWOT analysis** related to **your** own **career pathways** development.

Identify your key **focus question**, **problem** or **issue**. Then outline **key SWOT factors**.

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

Discussion: How useful is a SWOT Analysis to you and your classmates? Why is that?

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9.07 SOAR Model

SOAR model

The SOAR model (**Strengths**, **Opportunities**, **Aspirations**, **Results**) is a proactive and future-focused decision-making and planning tool. The SOAR model focuses on identifying strengths and opportunities, rather than emphasising weaknesses or problems/threats.

Applying SOAR can help you to figure out what you're good at, what's available to you, what you might want in the future, and how you'll know if you're progressing well.

Can You SOAR?

1. Strengths: What are you good at?

⇨ Think about your skills, competencies and aptitudes; and abilities that people compliment you on.

⇨ Are you good at solving problems, working with your hands, or helping others? These are your strengths.

⇨ Identify your employability and work related skills that you are developing on an ongoing basis.

⇨ What makes you stand out? Think about what makes you employable. (Match these to your 'personal career brand'.)

⇨ Maybe you're good at meeting deadlines, or you're a quick learner, or really good with customers. These are qualities that can help you in the future.

2. Opportunities: What chances are out there for you?

⇨ Look at what's happening around you. Are there new job openings, training programs, skills shortages, apprenticeships or even work placements you can try?

⇨ These are opportunities you can take advantage of while at school, as casual/part-time work, or for your future career.

⇨ How can your strengths help you access these opportunities? It's about connecting your skills with what's out there.

⇨ Match what you're good at with what's available. e.g. If you're good at tech tasks, maybe there's an ICT course or job you could apply for.

3. Aspirations: What do you want for your future?

⇨ What are your goals? Picture where you want to be in 6 months, 1 year, 3 years, 5 years etc.

⇨ Do you want to study, combine study and work, get a stable job, start your own micro enterprise, or work in a specific 'field'? This is your goal or aspiration for the future.

⇨ Think about the type of lifestyle you want. Do you want a job that gives you freedom and creativity, or are you aiming for something that offers job security and a 'regular' wage?

4. Results: How will you know if you're on the right track?

⇨ Set some milestones and timelines for goal achievement. For example, finishing a course, gaining your first job, or learning a new skill through micro-credentials.

⇨ These are ways to measure your success. (Apply the SMART goals technique.)

⇨ What does success look like for you? It varies from person to person. Success might be getting your casual job, completing a pre-apprenticeship, or just succeeding in a work placement related to your future goals.

My SOAR model 9D

Apply the **SOAR model** to help unpack the decision-making process related to **your** career pathways **goals post-Year 12**.

You could work with a **partner** and **help** each other to identify **potential strengths** and **opportunities** that you might not always consider just by yourself.

SOAR Model	
Decision/focus	**Person:** **Partner:** **Date:**
Strengths	**Opportunities**
Aspirations	**Results**

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9.09 PMI Decision-Making

The PMI process

The PMI decision-making model takes a 'pros and cons' approach to decision-making. PMI uses three key prompts: '**plus**', '**minus**' and '**interesting**'.

A good way to apply PMI is by identifying a decision, and then use a 3-column table to list the **pros** for it; the **cons** against it, and other aspects of the decisions that are **interesting**.

Then you assign point scores to each pro, con and interesting aspect (usually from 1-5). You add up all the pros and take away all the cons to get a score. Aspects that are 'interesting' might be either pro or con depending on your view of these as they relate to the decision and your situation. (And they don't necessarily need to impact the pro/con score.)

So essentially, PMI is a way of taking an analytical approach to calculate a score. A strongly favourable positive score might indicate that this is a good course of action to take. And vice versa! You can find many examples of PMI online. Take a look.

Applying a PMI Analysis

Steps for applying PMI

1. Identify the decision: Start by clearly stating the decision you're considering.
2. Create a 3-column table.
3. Plus (Pros): List the positive aspects of the decision; things that are advantageous or beneficial.
4. Minus (Cons): List the negative aspects including any risks or drawbacks.
5. Interesting: List any aspects of the decision that don't fit neatly into 'pro' or 'con', but are intriguing, uncertain, or need further exploration.
6. Assign points: Use a scale (e.g. 1-5) to score each aspect for its importance. Assign higher/lower scores to aspects that might mean more or less to you.
7. Calculate the totals: Add up the scores from the 'Plus' column. Subtract the scores from the 'Minus' column.
8. Consider how the 'Interesting' aspects might affect your final judgment. You might include these as scores if they have a significant potential impact on you and your decision-making (i.e. in the longer-term).
9. The overall score can guide whether a decision is strongly favourable (high positive score) or unfavourable (low or negative score).
10. Make a conclusion/recommendation based on your PMI analysis.

Decision:	Should I do an Australian Apprenticeship?	
Plus 'Pros' (18)	**Minus 'Cons' (12)**	**Interesting aspects**
Earn while I learn. (5)	Lower initial pay compared to other jobs. (3)	Potential for ongoing training opportunities. (2)
Gain practical skills and experience. (5)	Physical demands depending on the trade. (4)	Different regions offer more opportunities. (3)
Nationally recognised qualifications. (4)	I have to commit to long-term training. (3)	Apprenticeship/traineeship length varies. (2)
Demand & skills shortages in certain industries. (4)	Less flexibility in career change later. (2)	Potential for long-term career growth. (5)

1. Use the **PMI decision-making model** to unpack to the question of whether you should pursue an **Australian Apprenticeship** for **your** future **career** pathway.

Decision:	Should I do an Australian Apprenticeship?	
Plus 'Pros'	**Minus 'Cons'**	**Interesting aspects**
Total plus:	Total minus:	Relevant pluses: Relevant minuses:
Total PMI:	Conclusion:	

2. Now apply the **PMI decision-making model** for a totally **different decision/** question related to **your future career pathway**.

Decision/ question:		
Plus 'Pros'	**Minus 'Cons'**	**Interesting aspects**
Total plus:	Total minus:	Relevant pluses: Relevant minuses:
Total PMI:	Conclusion:	

Discussion: How useful is the PMI to you and your classmates? Why is that?

9.11 DECIDE Model

DECIDE decision-making model

The DECIDE model is a structured approach to decision-making. It helps individuals and teams identify and evaluate choices so that they can make more informed decisions.

The DECIDE mode is useful for breaking down complex decisions into smaller and more manageable steps.

As a result, users are more likely to analyse a range of options so that they can better choose the most effective decision (or solution).

The DECIDE model can be effective in work-related or educational settings because structured and logical processes are valued as part of a culture of enterprising decision-making.

DECIDE Decision-Making Model

1. Define the problem
Clearly identify and articulate the problem. Understanding what needs to be addressed sets the foundation for effective decision-making.

2. Establish the criteria
Set criteria so that you can assess the success of the decision. Criteria could include factors like cost, time, effectiveness, or achievement of goals.

3. Consider all alternatives
Brainstorm/propose a variety of potential solutions or options. A broad range of choices increases the likelihood of finding a well-suited option.

4. Identify the best alternative(s)
Compare each alternative against the established criteria. Weigh-up the pros and cons. This step involves selecting the option that best meets the needs.

5. Develop and implement a plan of action
Create a specific plan outlining how to put the chosen solution into practice, including timelines, steps and resources required.

6. Evaluate and monitor the solution and feedback
After implementing the decision, monitor results and assess effectiveness. If necessary, make adjustments based on feedback and outcome.

DECIDE in action

Alexa, In Year 12, is trying to decide whether to pursue university studies, TAFE, or to enter the workforce directly. Using the DECIDE model, Alexa might go through these steps.

⇨ **Define** the **problem**: Alexa defines the decision as choosing the best path after high school to support their career goals.

⇨ **Establish** the **criteria**: Alexa sets criteria of affordability, alignment with their interests, time commitment, job prospects and skill development.

⇨ **Consider** all **alternatives**: Alexa considers university, TAFE, or entering the workforce directly, by listing the pros and cons for each.

⇨ **Identify** the best **alternative(s)**: After comparing options against their criteria, Alexa chooses TAFE as the best fit because it's affordable, is faster, offers hands-on skills, and leads to direct job opportunities.

⇨ **Develop** and **implement** a **plan** of **action**: Alexa establishes steps to get accepted into TAFE, including researching courses, meeting course advisers, fulfilling entry requirements, applying, and looking into Free-TAFE and other financial support options.

⇨ **Evaluate** and **monitor** the **solution** and **feedback**: Throughout the year, Alexa meets with their Careers Adviser to get advice on their progress, and broadens their pathways options by considering more potential courses in skill shortage areas.

Help them DECIDE   9F

Your friend in Year 12 (and who doesn't do TAFE) is unsure about the direction in which to go after they finish their VCE. They are into electronics in a big way, and are thinking about either uni (but not sure if they'll get the ATAR they need); or a TAFE diploma to become a electronic engineering technician; or perhaps even an Australian Apprenticeship.

They are also flat broke and are considering a gap year to work and earn money before they embark on further study, or the relatively low-paying option (in the early stages) of an Australian Apprenticeship.

Use the **DECIDE model** to **help them out**. Start by drafting important information below. Perhaps you could **role-play** this and have your partner fill in some other blanks (i.e. personal information, subjects, experience, location, etc.).

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9.13 DARE Away

Putting it all together

As you have just seen, there are a lot of models that you can make use of to help you with the process of decision-making. You might find that when talking with a **Careers Adviser**, that they might start with a **SWOT** Analysis, especially if they don't 'know' you. SWOTs are also often used in **business** planning meetings.

At times **SOAR** is favoured to try and work towards a **future goal** or **objective**. But you really shouldn't see SWOT and SOAR used together.

Some people prefer the **analytical** approach of a **PMI**. But for your purposes, you should always consider PMI a model to be used in **conjuction** with another.

DECIDE is a good step-by-step process. But it can be hard to remember what each of the D, E, C, I, D, and E steps actually stand for. Especially given that each of the **DECIDE steps** refers to some other **element** to be actioned (i.e. Decide/problem, Establish/alternatives, and so on). So when using DECIDE, don't just try to do it in your head. Have the six steps set out on paper or on a screen.

Will you DARE?

As your teacher has led you through each of these models, you have probably realised that each process shows definite similarities. And as you know, making decisions always carries an element of risk due to uncertainty. So do you dare to get it right?

You always start with a **decision** (or issue, or process, or objective) that needs to be clearly, concisely and correctly articulated.

With any decision, there is always a range of **alternative** courses of action that influence any potential decision you might make.

Then you need to identify and consider the **reasons** why those alternatives might turn out to be suitable choices, or not so suitable choices.

And naturally you will then have to **evaluate** any decision or decisions you might make, using criteria that relate to your own course of action by considering positives, negatives, pros and cons, strengths and weaknesses, etc..

So to decide, you need to outline all relevant alternatives, consider the reasons that might drive your decision-making, and evaluate what's best for you. Decisions, have Alternatives, that offer a range of Reasons, so that you can Evaluate what's best for

you. And when actioned, you already know that you always need to **review** how things are going.

So are you ready to be a **DARER**?

Image: marish/ Depositphotos.com

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Brainstorming

Brainstorming is a **problem-solving** technique that you can use to help you to move forward when tackling a problem or issue, or when faced with a **decision**.

With brainstorming, you **list** whatever **thoughts** come into your head that you associate with a key **concept**. During the brainstorming process, no suggestion is criticised or rejected.

The initial idea is to generate a list of **words**/**phrases related** to a decision, issue or problem. This way, brainstorming acts as a great starting point to develop ideas. Brainstorming is useful for generating creative ideas because one word leads to another, and then to another. This can help people come up with new ways of thinking about a decision, issue or problem.

In team brainstorming situations, the words of other people can drive you, or someone else, to come up with new solutions. When the **team** is finished the brainstorming process, the group then focuses on the 'best' ideas.

We all naturally brainstorm all the time when making decisions. When we think of something specific we then start to think of other words, pictures and ideas. This enables our minds to follow different directions and to 'see' possible solutions and outcomes.

Effective team brainstorming

⇨ Write the key idea large and bold for everyone to see on a poster or whiteboard.
⇨ Set a short time limit, perhaps between 2-5 minutes.
⇨ Get someone to write down the responses for all to see.
⇨ Use 'hands-up' for ideas.
⇨ Ideas are not criticised or rejected during the process.
⇨ Encourage everyone to contribute.

Be a DARER   9G

Working in a **team** of **3**, use **brainstorming** to apply the **DARER** process to unpack **decisions** to boost each persons' current **career pathways development**. Start drafting below, then finish in your work folios. **Report** back to the class.

D

A | **R** | **E**

R

9.15 Assessment Task 1B

AT1B Which Way Do I Go?
- Investigation

Overview

For this assessment task, you are required to apply the tools and strategies of decision-making to investigate and analyse your future career pathways options.

Focus

You need to apply the decision-making tools and strategies to help you to analyse these situations.

☐ **Investigate my future career pathways options and choices post-Year 12.**

and/or

☐ **Investigate part-time or casual employment options for me while still at school.**

Your particular focus/question/decision might vary based on your own unique applied career pathways goals as they exist at this moment. So, your teacher will advise you which situation to focus on for this task. They might even recommend that you explore both career pathways situations.

Your investigation: Requirements

1. In your investigation, you must use either:

    ☐ **SWOT** or

    ☐ **SOAR.**

2. You must also use at least **1 other** decision-making **tool** or **strategy**.

    ☐ _____

3. You need to **identify** and **analyse** your **career pathways options** using these **decision-making tools**.

4. You need to **justify suitable** career **pathways recommendations** for you.

5. You must suggest **potential courses** of **action** that you need to undertake:

    ☐ **immediately**/in the **short-term**

    ☐ in the **mid-term** and beyond.

6. You need to summarise the **Career Portfolio documents** and **inclusions** that you need to **prepare**.

7. You need to identify appropriate **resources** that you can access to **assist you** to **achieve your pathways goals**.

8. You need to **present** your **investigation** for **feedback** and **refinement**.

9. You need to finalise your **investigation** (as part of your Pathways Plan).

Note: Your teacher might add other requirements to suit the applied situations of you and your class.

Format/ key dates	What I need to do/ resources I will use.

Your teacher might include an achievement level for your level of performance.

Name:		Key dates:			UNIT 2 AT1B
Tasks - AT1B: Investigation - Which Way Do I Go?	**Must Do?**	**Due Date**	**Done**	**Level**	
⇨ Establish a suitable focus/question/decision.	✓		○		
1. Correctly apply 1st decision-making tool.	✓		○		
⇨					
2. Correctly apply 2nd decision-making tool.	✓		○		
⇨					
3. Identify and analyse my career pathways options.	✓		○		
4. Justify suitable career pathways recommendations.	✓		○		
5. Suggest courses of action that I need to take:					
- short-term/immediate	✓		○		
- mid-term and beyond.	✓		○		
6. Summarise Career Portfolio developments & decisions need.	✓		○		
7. Identify resources that I can access to assist me.	✓		○		
8. Present my investigation for feedback and refinement.	✓		○		
9. Finalise my investigation.	✓		○		
			○		
			○		
			○		
			○		
⇨ Appropriate use of resources and information.	✓		○		
⇨ Submit my final investigation.	✓		○		
🗣 Present my final investigation as required.	✓		○		

Additional information:

Signed: _____ Date: _____

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9.17 Review and Reflection

Review and Reflection

How did I improve my enterprising characteristics and behaviours this unit?

→ _____

→ _____

→ _____

→ _____

How has being enterprising also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How has being enterprising helped to improve my future career prospects?

→ _____

→ _____

→ _____

My performance in developing my enterprising characteristics this unit was:

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

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

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

Signed: _____ Date: _____

Career Building | 10

Activities 10: Career Building	p.	Due date	Done	Comment
10A **Lifelong learning**	230-231			
10B **Taking advantage of work opportunities**	233			
10C **My career network**	235			
10D **Networking**	23_			
10E **Self-promotion strategies**	241			
10F **What would you do?**	242-243			
GA2 **My Career Development**	244			

Comments:

10.01 Career Building

Remaining employable

So far throughout this year, we have talked about applied strategies to make you more employable and to help secure entry into the world of work.

But once you start on your career pathways journey, whether that be in part-time and casual work, in an Australian Apprenticeship, or in your full-time career role, you have to remain **employable**.

There are a range of situations that can threaten a worker's long-term employability.

Image: George Doyle/ iStock/Thinkstock

What can you do to help you climb the ladder to success?

☹ Workers '**ageing**', which means they are less valuable in casual and semi-skilled roles because they need to be paid a higher rate of pay, and cheaper replacement labour is available.

☹ **Changing economic conditions** can lead to downturns that affect business conditions and cause instability, which can lead to lay-offs and redundancies.

☹ **Structural changes** such as technological innovation, market disruptions, industry restructuring and globalisation can lead to reduced demand for certain occupations.

☹ **Geographical factors** can see the decline in market conditions and as a result, employment opportunities, in localised and regional areas.

☹ Workers can become **de-skilled** if they don't undertake lifelong learning and training, or if they stay for too long in the same job role, or even in the same organisation (without access to professional development).

Factors: External change
⇨ Economic conditions
⇨ Global shocks (i.e. COVID-19)
⇨ Industry downturn or growth
⇨ Business closures
⇨ Business competition
⇨ Legislative requirements
⇨ Retrenchment and redundancy
⇨ Government programs
⇨ Skills shortages
⇨ Labour market issues
⇨ Training costs & availability
⇨ Innovation

So your challenge is not only to get a job, but also to keep your job. As part of applying a **growth mindset**, you will develop your career further through experience, upskilling and re-skilling, and advancement and promotion.

In this section you will investigate three main strategies for remaining employable.

1. **Undertaking formal and informal learning opportunities.**

2. **Taking advantage of work opportunities.**

3. **Networking.**

One of the best ways to find out about each of these strategies is to ask experienced workers and managers who have taken action to build their own careers. So throughout this section you will be invited to find out what they got right, what they would do better next time, and of course, what advice they would give you.

1. Undertaking formal and informal learning opportunities.

You already know that you will have to undertake lifelong learning as part of your career pathway. **Lifelong learning** is a natural part of everyone's career given that most of you will have a **career life span** of about 45-50 years. So you are going to have to pick up a few new skills over that time don't you think?

Imagine if next year you start an apprenticeship as an auto mechanic and you complete this in about four year's time. What new skills do you think you will need to develop to still be working on motor vehicles in 2060? Perhaps advanced hoverboard servicing! And what about if you are interested in studying finance or business, or perhaps personal care or nursing? Do you think the skills that you have when you leave TAFE (or university) in a few year's time will be enough to drive your career until 2060?

And what about ICT, which a few years ago was just simply called IT? In the future it will probably be some new acronym reflecting the type of applied skills you will need.

Additionally, you need to consider whether the pathway you set out on will indeed be the one you will be happy to keep pursuing for the remainder of your working life. You might want a different type of job, type of industry, type of work tasks and even type of location (such as overseas).

Formal and informal learning for career building

As you develop your own career you are likely to need to:

✓ Develop new skills that move you beyond entry-level status.

✓ Learn how to safely and effectively work with new technologies.

✓ Develop enhanced industry-specific skills and knowledge as your job role and industry continue to evolve.

✓ Undertake management training as you are promoted into supervisory roles.

✓ Learn skills in finance and accounting as you progress into more senior positions.

✓ Improve cross-communication skills as Australia continues to embrace the global economy.

✓ Engage in applied training in cultural diversity, ethics and sustainability.

✓ Learn about WHS, HR, marketing and legal issues as the world of work becomes more complex.

Formal and informal learning for career change

As you explore new options and change your career goals you are likely to need to:

✓ Learn how to transfer your existing skills to a new role.

✓ Develop an entirely new set of industry-specific skills for a new job role in a different industry setting.

✓ Undertake formal training (part-time or even full-time) at TAFE or university to gain accreditation and qualifications.

✓ Acquire skills and knowledge through informal micro-credentials and e-learning.

✓ Learn advanced people-management skills and/or technological and ICT/AI skills.

✓ Undertake business training, especially if you are interested in starting your own enterprise.

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10.03 Career Building

Updating skills

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, specialisation might relate to that occupation, e.g. a theatre nurse, or be a specific occupational classification in itself, e.g. a midwife. In order to achieve a specialisation you will need to update your skills.

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.

Others take some time to grow into a **specialist field**. Their learning and training, experiences and aptitudes will influence their occupational specialisation. For example, as a person undertakes general formal training in outdoor recreation, they will respond more favourably to certain tasks and activities, perhaps adventure tourism, and naturally develop on-the-job skills through informal learning experiences.

As another example, a vet nurse might find they develop a special affinity with particular types of animals and breeds. They might then develop specialist skills in a particular, and sometimes more difficult, field of expertise.

Image: Depositphotos.com

These positive experiences are likely to guide them into a specialisation that matches their needs, interests and abilities. This is a bit like your picking and then enjoying certain electives and VCE subjects.

However, many people don't know what areas they wish to specialise in and often it is their ongoing experience of work that guides their career development. By working, gaining **experience** and undertaking both **formal** and **informal learning opportunities** in certain fields within an occupation, people start to develop a specialisation.
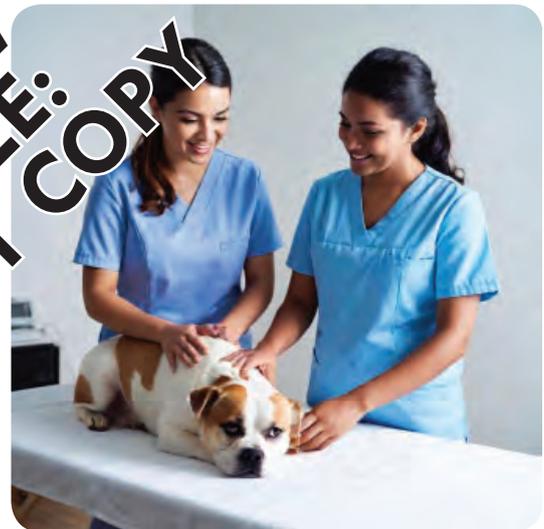
10A Lifelong learning

1. Describe **3 reasons** why **workers** need to **update** their **skills** throughout their **careers**.

2. What types of **formal** and **informal learning** and **training** do you think **you** would **undertake** in your **career** during these **timeframes**? Explain **why**.

In the first 4 weeks.	Within 6 months.	Within 6-12 months.

In 1-3 years.	In 4-10 years.	In 10+ years

Applied investigation

In groups, interview a range of varied workers. Find out from them how and why they have upgraded their skills. Identify any specialist training. What advice do they give you? Report back to the class.

Formal learning/training	Informal learning/training

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10.05 Career Building

2. Taking advantage of work opportunities.

To build a successful career, workers should proactively seek opportunities that enhance their skills, broaden their experience, and align with their longer-term career goals. We can classify these into three key categories: **internal growth**, **external transitions**, and **personal development**.

Also remember, there's no such thing as a 'bad' job (as long as it is not exploitative or unsafe!). We can all learn from any work we do.

In small groups, discuss each of these ways to take advantage of work opportunities.

Taking advantage of work opportunities

Internal opportunities

Taking advantage of internal opportunities within your workplace can help you grow your skills, broaden your experience and position yourself for career advancement.

⇨ **Job rotation**: By working in various roles, you gain diverse skills. By being adaptable you demonstrate applied flexibility and add value to the organisation.

⇨ **Transfers**: Moving to a different team, department, or location grows your network, exposes you to new challenges, and strengthens your expertise.

⇨ **Acting in a more senior role**: Temporarily stepping into leadership showcases your capability and readiness for higher responsibilities.

⇨ **Mentoring programs**: Learning from experienced colleagues provides guidance, industry insights and delivers professional development.

⇨ **Promotions**: Promotions offer challenges and responsibilities to advance your career.

⇨ **Internal training programs**: Participating in work-related training ensures your skills remain up-to-date, and makes you a more valuable member of that workplace; as well as keeping you relevant in a changing job market.

External opportunities

Exploring external opportunities enables you to broaden your horizons, explore new paths, and proactively adapt to changes in the job market.

⇨ **Changing your employer**: Moving to a new organisation can offer better opportunities, new challenges, or a better match with your evolving career goals.

⇨ **Changing your occupation**: Transitioning into a new occupation aligns your career with evolving interests, skills, your personal situation, or emerging industry demands.

⇨ **Working in a completely different industry/occupation**: Switching industries broadens and freshens your expertise and builds resilience by diversifying your experience.

⇨ **Relocating for work opportunities**: Moving to a new location opens doors to larger job markets and fresh career possibilities.

⇨ **Taking a sideways step**: Shifting to a similar role allows you to gain new skills and perspectives that enhance your long-term growth; you could make a 'fresh' start.

⇨ **Retraining**: Acquiring new qualifications ensures your skills match current and future workforce requirements. This could even involve going back to TAFE or uni.

Personal development for career building

Undertaking personal development activities outside of your formal employment builds transferable skills, enriches experiences and demonstrates initiative to employers.

⇨ **Work experiences and placements**: These opportunities provide hands-on insights and practical skills directly applicable to the workplace.

⇨ **Working gap year**: A gap year builds experience, adaptability, independence, maturity and intrapersonal and interpersonal skills that enhance your employability.

⇨ **Internships and trials**: Short-term roles offer exposure to industries, help develop industry-specific skills and may lead to permanent positions.

⇨ **Volunteering**: Contributing to your community demonstrates commitment, teamwork, responsibility, and personal growth, while developing key skills and network contacts.

⇨ **Community involvement**: Engaging in community activities strengthens your leadership abilities, builds networks, and demonstrates applied initiative.

⇨ **Micro enterprise/enterprise activity**: Starting a small venture enhances entrepreneurial skills, problem-solving, responsibility, managed risk-taking and resourcefulness which are valued by employers. You get to see things from the 'other' side - i.e. insight.

Taking advantage of work opportunities 10B

Applied investigation

In your groups, interview a range of workers. Find out from them how and why they have undertaken any of these practices to take advantage of work opportunities. What advice do they give you? Report back to the class.

Internal opportunities	External opportunities	Personal development...

3. Networks

When it comes to successful job-seeking we know one thing for sure. Nobody is ever going to come knocking on your door to offer you a job. You have to get out there and actively search for work.

Networking involves using all of your **contacts**, friends and relatives to help you find employment. Networking is a very useful way to find out about job, work placement and volunteer opportunities. Networking might sometimes even be the most effective way to find work, just as many professionals are discovering using online networking portals such as LinkedIn. There are three main networks that can provide contacts for someone at your stage of career development.

i. Personal network: Family, friends, social contacts and others.

ii. Community network: Classmates, neighbours, other residents, social contacts, sporting, community and religious contacts, online friends, online communities, local traders, your classmates and others.

iii. Professional network: Employers, employees, business owners, teachers, professionals, managers and supervisors, mentors and others.

Networking

With networking, 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 must be made aware of the types of jobs you're looking for. And if you're prepared, with a résumé and other information as part of your **Career Portfolio**, then you're ready to go.

Some benefits of networking include:

☺ you get a diverse range of people taking an interest in your future career

☺ your network might include people who are established and respected within the industry in which you are interested

☺ you might hear of job opportunities before they are advertised

☺ you may get access to hidden job opportunities that are never advertised

☺ you might be given direct contact information that can assist you to 'get a foot in the door'; and many more benefits!

My Network

Image: denphumi/ Photos.com

Family

Friends

Colleagues

Extended family

Teachers and trainers

Peers

Teammates

Family friends

Employers

Community members

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Career mentors

Another networking strategy is to ask someone experienced to be your career pathways mentor. This means that they might provide advice, tips, contacts, feedback, work experience, references and other support to assist you.

This person might have relevant industry experience. They could be a community leader or elder, or they might be experienced in helping younger people.

In the workplace, you naturally work with, talk with, and ask questions of people whom you feel comfortable talking to, and whose advice you listen to; i.e. **coaching** and **mentoring**.

These members of your formal **workplace network** can provide valuable **advice** about how best to deal with day-to-day work **problems** so that you can better do your **job tasks**. They can also give you **insights** into the industry or vocation that you are interested in. They can serve as **mentors** or **role models** to help guide your development and to help you take steps to achieve your career pathway goals.

Building a strong relationship with these types of **natural workplace leaders** means that you have someone who you can quickly turn to when you need help. The result is better-aligned and more productive work teams - **synergy**! And then sometime down the track, that leader might be you.

So have a think about how you could apply **networking strategies** to build your formal and informal networks at work, and for your career development.

Your CAE teacher and/or your Careers Adviser can help you choose who might be best suited to help mentor you. Arrange an appointment with them to get them to help you build your network and contact a career mentor.

> **My career network 10C**

1. What do **you feel** are the key **benefits** of **networking**?

2. What do **you feel** are the key **benefits** of having a **career mentor**?

Networking – benefits		Career mentor – benefits	

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10.09 Networking

e-networks

As the world continues to evolve with digital communication and social media growing as key networking tools, people are experiencing the growing benefits of developing and maintaining a job-seeking e-network. There are a number of guidelines you need to follow when using online media as part of your e-networking strategy.

1. Create and manage a suitable professional digital profile.

⇨ Create a separate 'professional' profile for job opportunities, including a professional email address and social media profiles.

⇨ Any potentially embarrassing and personal posts should be confined to your personal network. You can judge this based on whether you would show these to a job interviewer in a formal interview process. If your answer is 'no way', then you really should re-consider what you post, where you post these, and who can see your posts based on your privacy settings.

⇨ This is all a part of maintaining a responsible digital footprint! If you contact someone digitally asking about employment, you can be guaranteed that one of the first things they'll do is an e-search for you. So what image do you want to project to employers; and what image are you currently projecting?

2. Be safe online.

⇨ If you come across any potential opportunities online, then make steps to find out who you are dealing with.

⇨ Double-check contact details for organisations to make sure they are real, and whether the person 'advertising' or 'replying' to your enquiry is indeed who they say they are!

⇨ Limit sharing of your personal information such as age, private phone number and address. These can be disclosed after positive digital contact and after the person has checked out OK.

⇨ Don't post or mass-share your CV. It can disclose a lot of personal information.

⇨ If someone asks you to PM a photo - don't. Why do they need that? If it is for a 'modelling' job or something similar then you should be even more wary. There are real agencies to handle that type of work. People don't get discovered as 'Albany's Next Top Model' on TikTok, FB, Instagram or X!

3. Communicate professionally.

⇨ e-networking might seem less formal but you are participating in what is really, just a different form of job application. So communicate professionally and succinctly. Everything you 'say' (type) will be assessed and evaluated just as with a job application letter or expression of interest. But watch for auto-correct and dictated text bloopers, and AI hyperbole!

Image: Kronick/ iStock/Thinkstock

⇨ Make sure you send information in a digital format that users can access, based on the type of device they are using.

⇨ Be aware of standard business and industry hours for work-related contact.

⇨ email is still the most widely used business communication tool. So use this appropriately. But many smaller businesses now want a fast response using DMs. So create some scripts for this.

e-Networking Strategies

Formal online networking

The most prominent e-networking site is LinkedIn: **https://au.linkedin.com**

However, it is more suited for professional networking rather than entry-level jobs. But as you progress through post-secondary study you might consider launching a LinkedIn profile.

The site allows you to 'link' into organisations and industries that suit your career pathway. You can also follow key people.

When using sites such as LinkedIn you need to take care to manage your digital footprint.

✓ Manage your privacy settings. Do you want your boss to see that you are scouting for other opportunities?

✓ Is the person who is contacting you reliable, reputable and safe? Anyone can 'pretend' to be whoever they want to be in the digital world.

✓ Is an opportunity too good to be true, especially one whereby you are contacted by someone you don't know? Ask yourself: Why would someone be contacting you offering something completely remarkable? It could be a scam, or worse!

Informal online networking

Sometimes employers or employees share job opportunities through online networks e.g. A bar owner might post on Facebook asking if anyone knows a person who can work weekends in the bistro. A firm might post in an online community forum to see if someone can recommend a person for an apprenticeship.

On the other hand, a job-seeker might 'ask' their network if they know of any jobs going or if they can recommend any potential contacts they could approach.

You should always have a separate 'professional' social media profile with a more 'adult' network of contacts; as well as a professional email (not iloveselfies@lookatme.com or gameallnight@sleepallday.com.au)!

Image: Adapted from Rawpixel Ltd/iStock/Thinkstock

When using informal online networking you also need to take care.

✓ Be very wary of unsolicited offers or offers from people or firms you don't know.

✓ Limit the disclosure of personal information (including your CV) until you have had a responsible adult check the offer.

✓ Strongly consider developing a professional online presence and set of social media profiles, separate from your personal life.

✓ Apply to all opportunities professionally and state where you 'saw' the opportunity.

✓ Many employers search the online profiles of prospective employees. So what did you say/post/comment on last weekend and will it come back to bite you?

Online showcasing

This method of e-networking can be quite useful for artistic, creative, performative and career-based pathways such as digital media, video, film, music, performance, art, design and other related fields.

You might use sites such as YouTube, Etsy, TikTok and relevant forums. Or perhaps you design websites, multimedia, apps or other similar items and make them available for free. You might upload showreels, videos of performances, image galleries, blogs, tutorials and so on.

Having a digital presence can enhance your reputation, showcase your skills in action and broaden your profile. But there's not much point uploading a video of you filling out a spreadsheet, unless it's a tutorial. But what about a video of you preparing a dinner party from your own recipes, or dismantling a gearbox?

If you are using 'showcasing' social media to help broaden your network then you have to make sure that all your communication is professional. And that includes what your friends comment on, as well as how you answer their comments!

You must self-edit. Leave the dross where it belongs, on your phone. There's enough digital clutter in the world already! And go easy on the AI!

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10.11 Networking

10D Networking

Part A: My current network (Identify key people, their role and contact details.)

1. Who might be the key **people** in your **personal** network? **Why** them?

2. Who might be the key **people** in your **community** network? **Why** them?

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3. Who might be the key **people** in your **professional** network? **Why** them?

4. Anyone **else**? **Why** them?

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Part B: Applied investigation

At this stage of your career development, you should be taking active steps to develop your network. You should also consider forming a professional relationship with a career mentor. Complete this action plan, including names, contact details and other important information.

By the end of...	What can I do to develop my network...		
	Who can help me & how?	Contact details	What should I do next?
Today			
This week			
This month			
This term			
This year			
Year 12			

Part C: Applied e-networking

Get advice from experienced workers about how they approach online networking. Also get advice from employers about how they would like to be approached and if they 'check out' potential workers online. Create and share a list of do's and don'ts for e-networking.

When e-networking do...	When e-networking don't...
and always...	**and never...**

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10.13 Self-Promotion

Self-promotion

As you know, no-one is going to knock on your door and offer you a start in the world of work. It is vital that you apply the tools of **self-promotion** to source job opportunities Self-promotion is important for young career builders for a range of inter-related reasons.

✓ **Stand out from the competition**: The job market is competitive, and self-promotion allows you to highlight your unique skills, achievements and qualities.

✓ **Showcase your value**: Employers are more likely to notice and consider you when you clearly communicate how you can contribute to their organisation.

✓ **Build confidence**: Recognising and sharing your accomplishments reinforces your self-belief, and boosts your ability to market yourself effectively.

✓ **Access the hidden job market**: Many job opportunities and openings are not publicly advertised. These roles are often filled through networking, referrals or direct canvassing to employers.

✓ **Build insight**: Promoting yourself helps you to gain a deeper understanding of yourself, the job market, and the industries and organisations you're interested in.

So now is as good a time as any to reflect on self-promotion strategies that you can apply to project the 'best' possible you. Some of these are self-evident. Some you may not have thought about. And others require the types of work you might need to do to improve your career pathway opportunities. Four key strategies are as follows.

1. **Build and maintain a positive 'personal brand'.**
2. **Promote personal achievements.**
3. **Create and maintain a positive online personal brand'.**
4. **Use networks.**

Some people like to talk about themselves - A LOT! So be mindful of too much blah-or-blah-blah!

Self-Promotion Strategies

Image: iqoncept/depositphotos.com

1. Build and maintain a positive 'personal brand'.

⇨ Identify your strengths and interests from school, extracurricular activities, jobs and community engagement.

⇨ Use school projects, volunteer work or hobbies to demonstrate your skills.

⇨ Practice a simple (elevator) pitch about your goals and aspirations, and why you're ready and suited for work.

⇨ Dress appropriately for interviews, work placements, canvassing or industry events, to match the role.

⇨ Ask teachers or mentors for advice, practice and feedback; and about how to present yourself professionally.

2. Promote personal achievements

⇨ Highlight school-based achievements, such as awards, certifications or leadership roles.

⇨ Mention teamwork experiences from sports, group projects, community, or volunteer work.

⇨ Use practical examples, like completing a major project, VET qualifications, or learning new skills.

⇨ Include work-related successes, such as giving customer service, using ICT, tools and equipment, or meeting targets.

⇨ Talk about challenges you've overcome, such as balancing study with work commitments.

3. Create and maintain a positive online 'personal brand'.

⇨ Set up a professional email address and online profile. But keep your specific personal information secure.

⇨ Ensure social media profiles are free of inappropriate content, and, if necessary - private; and delete content that may give the wrong message.

⇨ Share your participation and success in teams, events, competitions, community involvement, etc..

⇨ Showcase creative work, projects, or skills on digital platforms as part of a creative or skills portfolio.

⇨ Consider following industry leaders and organisations on platforms.

4. Use networks.

⇨ Talk to teachers, careers advisers, extended family, friends, managers, colleagues, community members, etc.. about job opportunities.

⇨ Attend school-organised and external career expos or employer presentations, including TAFE.

⇨ Join youth, mentoring or community activities that connect you with industry mentors and professionals.

⇨ Ask for introductions to people working in fields you're interested in. Consider canvassing locally and reach out with tailored messages expressing interest.

⇨ Ask advice from peers and others who have already had success.

Self-promotion strategies 10E

What could **you do** for each of these self-promotion strategies? As always, make sure to get **advice** from experienced industry stakeholders and your **career mentor**.

1. Build/maintain a positive 'personal brand'.	2. Promote personal achievements.
Do now: Do later:	Do now: Do later:
3. Create/maintain a positive online 'personal brand'.	**4. Use networks.**
Do now: Do later:	Do now: Do later:

10.15 Career Building in Action

10E What would you do?

Discuss these **case studies**. **Help** these guys out. What would **you do** in each situation?

Le-li	Alby
Karin	**Johan**
Marnie	...ewis

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What would you do?

Image: Tull Suwannakit

Le-li hears about a new child-care centre opening up next month in Rockingham that is planning to hire some weekend casuals. But the application deadline is in 2 days. She's done some work on her CV in class and she is almost finished her VET course. She just needs to add a career statement. Le-li remembers her teacher saying to include goals, skills, experience and training, and to mention opportunities for future growth. She writes "I want to work in child-care because I love kids, have done lots of babysitting and have almost finished my VET course."

What would you do?

Alby has applied for a course in digital design and one of the supplementary requirements is presentation of a folio at interview. Alby puts together what he thinks is his best work and saves the files as jpegs and movie files to his iPad.

Albi does get an interview and brings along his files on his tablet. At the end of the interview they ask Albi to leave his showreel USB with them. He hasn't prepared one. They remind him that the instructions and formatting advice for a showreel were explained in the PDF that all applicants were instructed to download when applying.

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What would you do? 🗣

Karin posts on Facebook that she is looking for a casual job. Her older cousin Miryanna, a café manager in Warwick, responds that her boss is thinking of putting on a new casual and that she could put in a good word for her with the boss.

Karin 'likes' the cafés FB page and PMs the boss. She gets invited in for a quick interview and everything goes well. The boss says, 'If Miryanna vouches for you then I trust her judgement. She's one of my most valued staff members."

Later that night Karin posts on Instagram about starting her new job, tagging Miryanna, and saying, "Thanks cuz for the hook-up." However, she adds, "...pity that the pay is so crap, I suppose I'll have to suck it up until I can do better lolz!"

Karin doesn't realise that Miryanna is Insta friends with both the boss and the café itself.

Image: Tull Suwannakit

🗣 **What would you do?**

Johan applies online for a job at Fullworths and lists all of his certificates, qualifications and referees. He doesn't hear back for 2 weeks. But then he gets a text asking him to come for an interview the next day at 9am and to bring along certified copies of evidence of all of his achievements and references.

Unfortunately, Johan doesn't have anything organised, is in a panic and doesn't want to show up.

What would you do? 🗣

Marnie is thinking of leaving school and getting a job. She really needs the money. She has had a little experience in hospitality and did a retail work placement a year ago.

She is going through ads on a free Australian online classified site and notices that a lot of young women have photo ads saying they are looking for work.

So she takes a selfie (duckface of course) and posts an ad saying she is looking for work, and will do anything in retail or hospitality in Mandurah. She includes her email and mobile number to make it easy for offers to come in.

But when she tells her dad he goes nuts and makes her delete the ad immediately, but Marnie doesn't know what she did wrong.

Image: Tull Suwannakit

🗣 **What would you do?**

Lewis's family moves to Narrogin and he has to give up his after-school casual job working as a butcher's assistant, which he really liked. He is a talented footballer and immediately joins the local club. Because he is very good he plays in the senior team, but being just 17 and new to town, he is quite shy speaking up around the older men. His girlfriend (who still lives back home) says that he should ask people at the club if anyone can help him find a casual job and maybe one of the club's sponsors could help him out.

But Lewis is reluctant to ask for help and doesn't follow through.

10.17 Graduated Assessment 2

GA2 My Career Development - Career Building

For this graduated assessment task, you will list your key career development actions, as well as an assessment of your current achievement level for these.

You will then meet with your teacher, and/or a Careers Adviser or Career Mentor to discuss your self-reflection. You will make adjustments as advised, including adding other suitable career development actions.

You will then work together to identify specific strategies you should apply to further develop your career (such as training, self-promotion, e-networking, etc.).

e.g. I have completed an elevator pitch, but it is long, especially if I were to send this as a written PM/DM for a social media callout. So I give this a 'low' rating.

A strategy I could take is to video myself giving this pitch then find out how it sounds to others and ask them what I should tighten up. I can also use AI to refine my written pitch, but if so, I must present this to my CAE teacher for review.

Tip: Use the table to start to draft/record your information.

Name:	Advisor/mentor:		Date:
Career development actions	**My current level**	**Further strategies to help**	

Résumé & Career Portfolio 11

Activities 11: Résumé & Career Portfolio	p.	Due date	Done	Comment
11A **Résumé sections**	249			
11B **My career statement**	250			
11C **My skills and competencies**	251			
11D **Résumé - Inclusions**	253			
11E **CV update**				
11F **Which résumé for me?**				
AT2A **My Résumé - Career Portfolio**	260-261			
11G **Career Portfolio - Inclusions**	264-265			
11H **Certifying documents**	266			
11I **My Career Portfolio**	267			
AT2B **My Career Portfolio - Career Portfolio**	268			

Comments:

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11.01 Résumés

Résumés

A résumé (or CV) is still the most commonly used initial selection tool for job applicants.

A résumé should clearly and concisely describe you, your **skills**, your **training**, your **attributes** and your **experience** to potential employers.

It should sell you and get you an interview!

There are some **common sections** that you should use for your résumé. These are shown opposite and explained more fully on p.248. Your teacher will also discuss these in more applied detail for you when you do your own draft.

There are also some useful résumé **templates** online. You could try:

➡ **www.myfuture.edu.au**

➡ **https://www.jobjumpstart.gov.au/article/building-your-resume**

Find one that suits you. However, the internet is filled with American-style, one-page resumes. Give them a miss!

Your teacher or Careers Adviser might also present you with a preferred résumé format they recommend. That's fine, as there's more than one suitable format to use. And some formats certainly do suit different occupations and industries more than others.

The digital age

One thing to remember is that in the age of **digital applications**, many application processes require you to enter your résumé details, section-by-section in pre-determined and pre-formatted **field boxes**, often within a **character length**.

This means you will have to **tailor**, cut and paste your key résumé information to suit different processes; and you may have to keep some information out.

Therefore, your résumé is not a static document, instead it is a **dynamic** document.

You will need to **update** it at least every four weeks, especially as you do more training, develop skills and gain experience.

This also means that you may need **more than one** résumé ready to go, depending on your different occupation and industry interests and goals.

For example, you might have one CV ready to go for a **casual employment** opportunity in retail, and another for your **longer-term career goals** in a totally different industry.

🗣 *When it comes to preparing a good-looking résumé, a computer, and not a tablet, and definitely not your phone, might just be your 'bestie'!*

Image: omgimages/Photos.com

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Your Résumé: Tips

What to do: Formatting...

Image: Depositphotos.com

✓ Use a word processing package.

✓ Use a 12-point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.

✓ Use one consistent font only; and use no more than 2 font sizes.

✓ Use headings and sub-headings.

✓ Use size, bold and italics to show different information/headings.

✓ Insert page numbers at the bottom.

✓ Include plenty of white space.

✓ Use tabs to indent and line up sections.

**A lot of information you are likely to encounter online about résumés is not relevant to Australian conditions.
So, keep it 'local' mate!**

What to do: Content...

✓ 2-3 well-spaced pages are enough at this stage of your career pathway.

✓ Include your name in a header or footer on each page.

✓ List from most recent to earliest.

✓ Use employability or work-related skills to outline your competencies.

✓ Explain how you have contributed in the your work, school or volunteer/community settings.

✓ Include details of supporting referees.

✓ email your résumé using a widely used program such as Word or a PDF.

Résumé Sections

Image: VitalikRadko/ Depositphotos.com

Clear personal details

Current education status

Other qualifications & certificates

Employment/work experience history

Other transferable skills

Other information/ achievements

School and VET subjects and units

Brief career statement/ambition

Employment tasks/work-related competencies

Professional/ technical skills

Referees/ references

Hard copy & digital formats

11.03 Résumés

1. Clear personal details

⇨ Make sure your personal details are shown neatly in their own section at the top. (You don't need your full address unless you are expecting to receive a mailed response.)

⇨ Showing your age can indicate how close you are to driving (don't need your birthdate).

⇨ Use a professional email address as part of your 'personal career brand'.

2. Current education

⇨ There's no need to include specific results under 'Education' unless asked.

⇨ Feel free to explain what you are studying by using full sentences.

⇨ People may not be aware of some qualifications, so clarify these.

3. School and VET subjects and units

⇨ List the subjects that you are studying and also the main units that you are studying as part of VET.

⇨ Pick VET units that best match the job type you are applying for.

⇨ Help@ **https://myfuture.edu.au**

4. Other qualifications & certificates

⇨ List any extra non-school certificates you have obtained, such as VET.

⇨ These might be through work, or TAFE, but they should be listed separately.

5. Brief career ambition/objective

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

⇨ So you might need different ones.

6. Employment/work experience history

⇨ Your 'Employment History' should include all employment, work placement and work experience, and voluntary work.

⇨ Start with your most recent experience first.

7. Employment tasks/competencies

⇨ State clearly what your job position was and when.

⇨ List 3-5 main tasks that you did on a day-to-day basis. i.e. What did you do?

⇨ Also list 5-8 work-related skills that you developed doing this work. State 'ings'; tasks that you can be relied upon to do competently.

8. Your other transferable skills

⇨ Include all the other sections under the heading 'Transferable Skills'.

⇨ This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

9. Your professional/technical skills

⇨ Include all of your other skills under the heading 'Professional Skills'. or

⇨ If you are applying for a trade/technical job add a section 'Technical Skills'.

⇨ Include your abilities with computers, software, tools and equipment.

10. Other information/achievements

⇨ Include any 'Achievements' or awards you have received either through study or sport or community participation.

⇨ One line is enough for hobbies, your boss might be into these too!

11. Referees

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

Résumé sections 11A

1. Do you know **everything** that you should **include** in your **résumé** for these 11 **sections**? Briefly outline **what you think** you should **include** on your résumé.
2. Present this to your **teacher** or **Careers Adviser** for **feedback** and **advice**.

Section	What I think I should include...	Feedback and advice...
Personal details		
Education		
School and VET subjects & units		
Other qualifications & certificates		
Brief career ambition/ objective		
Employment/ work experience history		
Employment tasks/ competencies		
Your other transferable skills		
Your professional/ technical skills		
Other information/ achievements		
Referees		

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11.05 Résumé - Inclusions

Career statement

A career ambition/objective (i.e. career statement) concisely summarises your **ambitions** and **goals**, usually in one to three sentences. Essentially, this is a short **pitch** that introduces you to your prospective employer or course selection officer. It helps them to assess whether, at first glance, you might be a good fit for the job or for their course.

A good career statement means that the employer or selection officer is more likely to read on, rather than pass you over!

Some applicants let themselves down because they don't **modify** their career statements to match the specific job or course they are applying for.

So, you have to make sure your career statement **matches** the **position** or course that you are applying for.

If you don't, the reader is likely to think that you are just cutting and pasting information, and/or just applying for jobs or courses without any clear thought of your suitability for the specific role or course, or for the nature and culture of the enterprise.

In your career statement, focus on **what**, **how** and **why** - which involves a **pay-off** for them. For jobs, always mention further **training** and **development**.

"I make quite a statement!"

> ### Career statement
>
> Step 1: Ignore American advice!
>
> Step 2: Don't use hyperbole. If you are already that good then why do they need to employ you or enrol you?
>
> Step 3: Avoid clichés. Who doesn't say that they are motivated, hard-working, enthusiastic, knowledgeable and skilled, and a good team player?
>
> Step 4: What? How? Why (them)?
>
> e.g. Current student looking for a part-time/casual role.
>
> **What**: I am looking to develop a career in the hospitality industry with the long-term aim of becoming a restaurant chef.
>
> **How**: I have to complete an apprenticeship to develop industry-specific and applied skills, and to become a more valuable worker to my future employers.
>
> **Why (them)**: By working as a weekend kitchen assistant at Joe's Juicy Joints I will gain valuable experience, and learn from your staff about how to apply the competencies I am developing in my VET Cooking certificate for your menu.

Image: mac-sim/Depositphotos.com

11B My career statement

1. Quickly now, and without too much thinking, prepare two **3-sentence career statements** for **jobs**. One for your **long-term ambition,** and a second for a **part/time casual role**. Make up a job and organisation, and don't forget the pay-off!

2. Partner up. Read **your statements aloud** to your partner - taking turns. Ask **them** to write down their **feedback** on what they 'hear'.

3. Use the **feedback** and your own **reflection** to **refine** your **statements**.

4. **Read** the **refined statements** to your partner.

5. Get **feedback** and **reflect**. **Redraft** your statements.

6. Do **one more read aloud**. Make any **final adjustments**. Then **present** these to **your teacher** for feedback and **advice**.

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Skills and competencies

When you are offering your CV to a potential employer, you have to communicate the key **skills** and competencies that you have developed through your varied experiences.

When employers are looking through your résumé, they want to see that you have developed and demonstrated a suite of **industry-specific skills** that apply to the industry, the occupation and the workplace. The more experience you have, then the more likely you are to be able to include relevant industry-specific skills as your work-related **competencies**. So you need to be able to express these skills as short, sharp action statements.

Many of these industry-specific skills are closely related to **employability skills** and are developed through **training** and **experience**. But even if you don't have direct experience, you can still show how your **transferable skills** could be applied to specific situations on your résumé and in your Career Portfolio. That's why **volunteer** and **community placements** are so important to get a start in the **labour market** - they build employability skills and **enterprising capabilities** and **behaviours**.

Image: kues/Depositphotos.com

And keep in mind that when employing young workers, many employers in non-technical fields are looking to find the right person to fit in with their **workplace culture**, rather than the most skilled person. This is because they are confident that they can **train** and skill a **young worker** who has a good **attitude**, the right **aptitudes**, **initiative** and **conscientiousness**.

Keep it real! You don't 'rhyme' it. Don't 'scream' it. And go easy on AI turning you into a superstar!

My skills and competencies 11C

Turn your **skills** and **competencies** into **action statements** that you can use on your **résumé.** Consider: did what, which, how, using which, why, where, etc.. e.g.

⇨ *Used a range drills, including heavy-duty hammer drills on concrete walls.*

⇨ *Correctly processed returns and refunds when working on the service desk.*

⇨ *Used my first-aid training to deal with player injuries during the team's matches.*

11.07 Résumé - Inclusions

Technical skills for occupations

When you drill down into an industry or occupation, you will discover that there will be a range of **technical skills** that need to be applied on a day-to-day basis.

One way to understand the technical skills required for different occupations is to identify the items of **technology** that a worker is expected to use.

Some of these technical skills will be very **occupation-specific**, such as the ability to use digital measuring devices in construction trades, or the ability to use a particular type of fryer for a chef. Others might be more **industry-specific** such as using pallet jacks, lift-trucks and forklifts in industrial workplaces.

A further way to identify technical skills is by clarifying what type of '**ing**' workers would be expected to do. Are they making, creating, fixing, analysing, building, mixing and so on? Then you can go one step further with the 'ings' and ask: are they welding, sawing, baking, injecting, shaving, recording, coding and so on? **Employers** will be expecting to see some '**matches**' to these 'ings' on the **résumés** from applicants interested in these job roles.

You might already have a range of technical **skills** and **competencies** that you have developed through various **experiences**, **training** and **placements**. If you have technical skills, then you need to emphasise these on your CV in your training and qualifications, through your **competency statements** and/or your **job roles**, and in your **transferable**/ **professional skills**.

So, what are the most important 'ings' you should include? To some extent it will depend on the overall aim of your résumé and career statement.

Image: photography33/ Depositphotos.com

Technical Skills

Designing	Creating	Calculating
Making	Preparing	Mixing
Assembling	Recording	Programming
Crafting	Measuring	Coding
Building	Repairing	Analysing
Operating	Driving	Communicating
Engineering	Monitoring	Testing

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1. Identify **your key information** for each of these 4 **categories**. Try to express each statement in **one concise sentence**. Use this page as a starting point, and then continue your lists in your work folios.

My training and qualifications	**My skills and competencies**

My work and transferable experiences	**My attributes and knowledge**

2. Present your **drafts** to your **teacher** or **Careers Adviser**. **Redraft** your statements based on the **feedback** you get.

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11.09 My Résumé

Résumé: Ethelred Johnson, Sept 2025

(1)

Ethelred Johnson
Springtown, 3523 Born: April 2009
M: 0412 0412 0412 ethelred@pmail.com.au

Education

2025: Springtown College, currently completing WACE (Yr 11) and Cert. II in Retail Services.

WACE subjects include: (2)

- Careers and Employability
- English General
- Mathematics Essential
- Business Management and Enterprise
- Outdoor Education

Certificate II in Retail Services units include: (3)

- Apply point-of-sale handling procedures
- Interact with customers
- Organise and maintain work areas
- Operate retail technology
- Work effectively in a customer service environment
- Communicate in the workplace to support team and customer outcomes
- Apply safe work practices.

2021-2024: Completed Years 7-10, Springtown College.

> **Note: If you need more space on this page then list these in 2 columns.**

Qualifications & Training (4)

- Apr 2025: Certificate in Basic First Aid
- Nov 2024: Certificate I in Food Hygiene.

Career Ambition (5)

I wish to enter the Retail Trade Industry and develop a career, supported by vocational training in customer service and operations, eventually moving through to management.

Employment History (6)

Employment

➔ The $3 Shop, 202 Elcheapo St, Mayloika

Position: Retail sales assistant Duration: July 2025 - current

Tasks: Serving customers, visual merchandising, managing stock, cleaning and working on registers.

Competencies: Some of the main competencies I have demonstrated include:

(7)

- ➔ Effective communication with customers
- ➔ Working with other staff as part of a sales team
- ➔ Using electronic point-of-sale equipment and balancing register
- ➔ Maintaining stock levels and completing stocktakes
- ➔ Preparing and arranging visual merchandise
- ➔ Being flexible, working evenings and weekend shifts
- ➔ Following store WHS processes
- ➔ Solving customer problems and complaints.

Page 1 of 2

Résumé: Ethelred Johnson, Sept 2023

Employment History (cont.) (**6**)

Work Experience

➔ The Deject Shop, Springtown Plaza, Springtown Hills.

Position: Retail assistant   Duration: June 2024 - 2 weeks

Tasks: Helping customers, cleaning, sorting stock and packing shelves.

Competencies: During my work experience my key roles and tasks included:

(**7**)
- ➔ Dealing with customers in a professional manner
- ➔ Working with other staff to process orders
- ➔ Using hand pallet jacks
- ➔ Applying safe and effective lifting techniques
- ➔ Cleaning and store tidying every day
- ➔ Organising appropriate product presentation and packaging.

Transferable Skills   (**8**)

Leadership

- 2025, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2024, coordinated Year 10 small business activity, baking and selling cakes to raise money for Oxfam.

Clubs

- Member of Springtown Tennis Club since 2018.

Professional Skills   (**9**)

- Able to use Word, Excel, Canva, PowerPoint and business email applications.
- Current learner's permit.
- Can speak some German.
- Can use business and office equipment including photocopiers and desktops.
- Experience in multimedia design and visual displays.
- Able to operate media equipment and devices including projectors and cameras.
- Able to install computer hardware components.

Achievements   (**10**)

2024, school achievement award for Best Small Business Student.

Hobbies/Interests

Computer games, internet and multimedia, tennis and keeping fit.

Referees   (**11**)

Mr. Ian Knott	Ms. Jay Duty	Mr. M. Khurious
CAE Coordinator	Store Manager	President
Springtown College	The $3 Shop	Springtown Tennis Club
P: 82222 2222 (BH)	M: 04 1404 1404	P: 4444 4444 (BH)

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11.11 My Résumé

11E CV update

Before completing your **final résumé**, you need to undertake this **audit**.

Section	Ask yourself...	Answer/Action?
Personal details	Are these up to date? Are you disclosing too much or too little personal information? Have you got a professional email address?	
Education	Is this up to date? Does it make sense to someone who doesn't understand the education system?	
School and VET subjects & units	Do you need to list your grades? Have you listed relevant VET units to suit the industry or job?	
Other qualifications & certificates	Have you included all your other qualifications? Have you included both on-the-job and off-the-job training achievements? Do you have copies of certificates? Have you got certified copies?	
Brief career objectives/ statement	Is this up-to-date to match your changing goals? Does your statement suit the industry or job?	
Employment/ work experience history	Have you listed paid work, volunteer work, community work and work placement? Is it in reverse chronological order? Have you done any community or enterprise activities that can be listed?	
Employment tasks/ competencies	Are you describing your key roles actively? Have you listed relevant competencies using 'ings'? Do your competencies reflect a range of tasks and skills, including teamwork, work-related technologies and following WHS practices?	
Your other transferable skills	Have you identified other skills, experiences and abilities that are relevant?	
Your professional/ technical skills	Have you listed a range of professional or technical skills that are relevant to your industry? Have you included skills developed personally, through school, through VET and through work?	
Other information/ achievements	Have you included other information such as awards and achievements? Do you have information that shows community involvement, leadership and teamwork?	
Referees	Are they the most appropriate referees for your industry/job? Have you checked that it's still OK to use these people; and is their info up-to-date? Have you notified them you are applying?	

Which résumé for me? 11F

1. Why is a **résumé** important?

2. What is the main **information** required on an Australian **résumé** for an entry-level job-seeker such as **yourself**, while still at school? Do you need a **photo**?

3. Source at least **3 different résumé formats**. Compare the **strengths** and **weaknesses** of each format, for you.

4. Choose and **justify** a suitable **résumé format** for **you** at this stage of your career development.

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11.13 My Résumé

Résumé:

(1)

Education   (2)

(3)

Qualifications & Training   (4)

Career Ambition   (5)

Employment History   (6)
Employment
➔

Position: Duration:

Tasks:

Competencies: Some of the main competencies I have demonstrated include:
                  ➔

(7)

Résumé:

Employment History (cont.)   (**6**)

➔

Position: Duration:

Tasks:

Competencies: Some of the main competencies I have demonstrated include:

➔

(**7**)

Transferable Skills   (**8**)

Leadership

Clubs

Professional Skills   (**9**)

Achievements   (**10**)

Hobbies/Interests

Referees   (**11**)

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11.15 Assessment Task 2A

AT2A My Résumé
- Career Portfolio

Required

For this assessment task, you are required to draft and prepare a complete entry-level **résumé.**

After completing a series of graduated tasks, you will use appropriate software to complete your **résumé**.

Part 1: Investigate résumés

a. Explain the importance of a résumé.

b. Clarify the main information required for an entry-level job-seeker still at school.

c. Source at least 3 different résumé formats.

d. Compare the strengths and weaknesses of each format, for you.

e. Choose and justify a suitable résumé format for you.

Other information and dates

Part 2: Prepare and complete your current résumé

Clearly communicate your:

a. Relevant personal details

b. Current education

c. VET, training and other qualifications

d. Career objective/statement

e. Work and work-related experiences

f. Skills and competencies

g. Transferable skills and other information

h. Professional, technical, practical or specialist skills

i. Personal attributes, knowledge and achievements

j. Appropriate referees.

Other information and dates

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

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Name:	Key dates:			UNIT 2 AT2A
Tasks - AT2A: Career Portfolio - My Résumé	**Must Do?**	**Due Date**	**Done**	**Level**
Part 1: Investigate résumés for me.				
a. Explain importance of a résumé.	✓		◯	
b. Clarify main information required on a résumé.	✓		◯	
c. Source at least 3 different résumé formats.	✓		◯	
d. Compare strengths & weaknesses of each format for me.	✓		◯	
e. Choose and justify a suitable résumé format for me.	✓		◯	
	◯		◯	
Part 2: Prepare my draft résumé.	✓		◯	
a. My personal details.	✓		◯	
b. My current education.	✓		◯	
c. My training and qualifications.	✓		◯	
d. My career objective/statement.	✓		◯	
e. My work and work-related experience.	✓		◯	
f. My skills and competencies.	✓		◯	
g. My transferable skills and other information.	✓		◯	
h. My professional, technical, practical, specialist skills.	✓		◯	
i. My personal attributes, knowledge and achievements.	✓		◯	
j. My appropriate referees.	✓		◯	
	◯		◯	
🗣 Get feedback and advice to refine my draft.	✓		◯	
⇨ **Appropriate use of resources, including digital.**	✓		◯	
🗣 **Use feedback to complete my 'final' résumé.**	✓		◯	
⇨ **Finalise and submit my résumé and other documents.**	✓		◯	
🗣 **Present or report to my teacher or class if required.**	◯		◯	

Additional information:

Signed: _____   Date: _____

11.17 Career Portfolio

Career Portfolio

When you are preparing to apply for jobs you need to start assembling your Career Portfolio. Your **Career Portfolio** will include all the **evidence**, **examples**, **certificates**, **results** and other **documentation** of your work readiness and achievements.

And now that many application processes have gone **digital**, you will also need to create and collate appropriate **digital versions** of all of these 'artefacts'.

Some requirements are **universal** such as a résumé, cover letter, education and training completion evidence, and referees. Others will be **minimum entry pre-conditions** such as an RSA for hospitality, a 'White Card' for construction, or a Working with Children check for child-care.

Some will be **job-specific** such as a manual license, or a performance showreel. Others **add value** to your **employability** such as first-aid, community involvement or leadership programs.

So what have you got ready, what do you still need to set up, and which do you still need to go and do?

Career Portfolio

Pathways Plan	Résumé
Cover letter	Application letter
Career ambition	'Image' résumé
School results	School certificates
VET results	VET certificates
TAFE results	TAFE certificates
Visual portfolio	Showreel
Industry-specific certification	WHS evidence & certifications
School awards and commendations	Community participation
Short courses and certificates	First-aid
Working with Children	Licenses
Tax file number	Pre-test results
	Resident status
Statement of attainment	References

When you are applying for jobs, list the evidence you need, the format required, and tick these off as you organise each requirement.

Image: belozerzky/ depositphotos.com

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Portfolio formats

In the contemporary world of job-seeking, you must compile both an **analogue**, i.e. a hard copy portfolio, and a **digital** Career Portfolio. In reality, your portfolio will be a combination of both physical and digital information and artefacts - a **hybrid portfolio**.

You also need to understand that some documents and inclusions are **static** and require you to make certified copies, e.g. official certificates. Whereas, your own user-generated documents are **dynamic**, meaning you should be adding to and **updating** these regularly. At this stage of your education journey, this should be at least every month.

Whether you need to submit an analogue portfolio, or a digital portfolio, or a hybrid portfolio is entirely dependent on the application process. Many application processes are now fully digitised, as too are many course application processes. However, you might still need to lodge (and certify) digital copies of hard-copy documents.

But keep in mind, some employers, especially people running local small businesses, might be old-school and prefer written documents, particularly for quick face-to-face interviews, when cold-calling, or for answering a call-out on social media.

And at the other end of the continuum, larger organisations and public sector employers might be completely digital-only, with strict requirements, until you move up the selection process to the interview stage.

And as far as we know, it will still be a person interviewing you - not an AI HR-bot! So if you progress to an interview stage, it is often more convenient to bring along hard copy documents and artefacts for easy display and communication in most (but not all) employment situations. So in essence, all contemporary career portfolios are a hybrid of both physical and digital information and artefacts.

We also need to introduce two sub-forms that you need to consider as they relate to your own career pathways goals.

All job-seekers need an **industry-specific portfolio** to showcase their industry experiences, training, skills and competencies; including in some cases, digital evidence of these as images or videos. You might also need more than one industry-specific portfolio; i.e. one for the industry associated with your long-term career pathway, and another for your casual/part-time work in a different industry.

Some job-seekers will also need a **creative portfolio** (or performative or demonstrative portfolio). These portfolios showcase works, creations, processes and experience in art, design, performance, manual and practical tasks, product development, sport and recreation, computing, media and many other fields where it is expected that you have worked towards creating some type of demonstrable output.

Although many elements of career portfolios are similar for all people, these also will be specific for the individual.

Image: luislouro/Depositphotos.com

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11G Career Portfolio - Inclusions

Your teacher will lead the class through an explanation of many of the **inclusions** required in **career portfolios**. In the table explain the **meaning** and **formats** of each. Then, explain the **relevance** of each inclusion **for you**, including the **extent** to which **you have created** and/or **prepared** this inclusion.

Inclusion	Explanation/Examples	Relevance for me/ Where am I at?
Pathways Plan		
Résumé		
Cover letter		
Application letter		
Career objective/ ambition		
'Image' résumé/ Showreel		
School results		
School certificates		
VET results		
VET certificates		
Visual portfolio		
Industry-specific certification		

Inclusion	Explanation/Examples	Relevance for me/ Where am I at?
WHS/OHS certifications		
School awards & commend-ations		
Community participation		
Short courses and certificates		
First-aid		
Licenses		
Tax file number		
Resident status		
Statement of attainment		
References		

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11.21 Career Portfolio

Certifying documents

A Career Portfolio refers to the basic documents and artefacts that every job-seeker and worker needs to create to support their job-seeking activities and varied application process.

Naturally, a Career Portfolio includes:

⇨ **user-generated documents** such as a résumé

⇨ examples of application and cover letters, and

⇨ explanation and documentation of courses, experience and achievements, and other relevant information about you.

Your Career Portfolio might also include **externally generated documents** such as school certificates, results and evidence of school completion, VET and TAFE statements of attainment, VET, TAFE and short course completion certificates, personal references and other external documentation and evidence.

Sometimes, as part of an application process, you will have to get these external documents **certified**. This means that any copy of a document has to be **witnessed** by an **authorised professional** such as:

✓ a school principal

✓ certain medical professionals, including pharmacists

✓ a police officer

✓ a Justice of the Peace, or a judicial officer

✓ a minister of religion authorised to celebrate marriages

✓ a Notary Public,

✓ and a range of other official positions and roles.

Now there are certain **inclusions** and **exclusions** on who can certify documents, and these might apply depending on the **function** of the document being witnessed, and the **jurisdiction** for use e.g. a particular state vs the whole of Australia, or for overseas use. So you will need to find out the local **state** or territory **rules** that apply to you.

And many professionals working in their normal roles might indicate that they do not 'witness' documents due to overwhelming demand that impacts on their ability to perform their usual job.

But as you can see, there's one 'person' on that list who can set this right while you are still at school. Who is that? 🗣

11H Certifying documents

Based on you and **your location**, **who** would be most able to **certify documents**?

Summarise the most important inclusions for your **Career Portfolio** that **you have ready now**. Add specific information. Tick whether you have **hard copies** or **e-files**. Record the **date** you made these. Show if you need to **update** these.

Career Portfolio		Date:		
Name:	hard copy	e-file	Date done	Up-date?
A: My résumé				
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
B: My job-seeking skills				
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
C: My work-related experience				
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
D: My network and referees				
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
E: My supporting documents and visual evidence				
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐
-	☐	☐	☐	☐

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11.23 Assessment Task 2B

AT2B My Career Portfolio
- Career Portfolio

Required

For this assessment task, you are required to **compile**, **organise** and **present** your **Career Portfolio**.

After receiving **feedback** from your teacher and or Careers Adviser/ Career Mentor, you will prepare your **analogue** and **digital portfolio**, as it stands now.

You will also discuss and outline what you need to **add** to your **Career Portfolio** over the remainder of the year as part of your **Pathways Plan**.

The specific actions required are outlined below, but your teacher may refine these and add others.

Name:	Key dates:			Unit 2 AT2B
Tasks - AT2B: Career Portfolio - My Career Portfolio	**Must Do?**	**Due Date**	**Done**	**Level**
a. Identify the inclusions I need for my Career Portfolio.	✓		◯	
b. Clarify the analogue/digital requirements of these.	✓		◯	
c. Organise the analogue inclusions for my Career Portfolio.	✓		◯	
d. Organise the digital inclusions for my Career Portfolio.	✓		◯	
e. Obtain any relevant certifications for inclusion.	✓		◯	
f. Finalise my current analogue résumé.	✓		◯	
g. Finalise my current digital résumé.	✓		◯	
			◯	
			◯	
			◯	
			◯	
🗣 Present my Career Portfolio for feedback.	✓		◯	
⇨ **Appropriate use of resources, including digital.**	✓		◯	
🗣 **Present draft of my Career Portfolio and inclusions.**	✓		◯	
⇨ **Finalise my Career Portfolio and inclusions.**	✓		◯	
🗣 **Present my final Career Portfolio for review.**	✓		◯	
⇨ **Identify my requirements for remainder of year.**	✓		◯	
🗣 **Refine, update and present my Pathways Plan.**	✓		◯	

Additional information:

Signed: _____ Date: _____

Nature of Work | 12

Activities 12: Nature of Work	p.	Due date	Done	Comment
12A **What's going on?**	271			
12B **Employer responsibilities**	273			
12C **Employee responsibilities**	275			
12D **Hazards and risks**	277			
12E **Dealing with hazards and risks**	278-279			
12F **National Employment Standards**	28?			
12G **Agreements and awards**	28?			
12H **Minimum pay rates & contractors**	284			
12I **Finding out**	28?			
12J **Employment contracts**	?2-293			
12K **Retention & career progression**	295			
12L **Retention & worker safety**	296			
12M **Retention & benefits/incentives**	299			
12N **Retention & employee needs**	300			
AT4 **Careers and Employability - Response**	301			
AT3 **Nature of Work - Investigation**	302-303			

Comments:

12.01 Work Health and Safety

Work health and safety

One of the most important workplace rights that you have is the right to a safe workplace. Nationally, **work health and 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.

WHS is commonly used in WA workplaces and around Australia. However, as at late-2024, Victoria still uses the term occupational health and safety (OH&S).

Workplace safety is a **shared responsibility** and different **workplace stakeholders** play an important role in maintaining safe work practices. Workplaces deal with a range of **external stakeholders** on a daily basis. They must ensure that all work activities, products, services and facilities have been developed to **minimise hazards** for external stakeholders when they are visiting a workplace.

Therefore **employers**, as **WHS leaders**, together with **employees**, as **WHS facilitators**, must take an active role in ensuring the safety of all these **workplace visitors**.

Work ready

Nobody should get injured at work. When you leave for work each day you should expect to arrive home safely at the end of your workday. Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of workplace safety, then both your own and other people's safety is at risk.

Young workers have an increased risk of being injured. According to **Safe Work Australia**, young workers are especially at risk in manufacturing, accommodation and food services, health care and social assistance, and in construction industries.

Before you enter the workplace you need to be work-ready. You need to have an awareness of common health and safety issues, hazards and risks in workplaces. You also need to build an understanding of specific WHS issues, hazards and risks that are likely to occur in the types of workplaces in which you might do work experience or work placement.

Certain industries (mining), occupations (electrician), certain work environments (construction sites) and certain work tasks (driving) are inherently dangerous. In addition, some work tasks that do not seem obviously hazardous at first, such as working on small ICT devices every day, can present **hazards** and **risks** associated with repetition and overuse.

A growing safety issue is increased **workload** which can cause workers to **rush**, cut corners and be **careless**. And of course there is the ever-present danger of workplace **bullying**, **harassment**, threats and **intimidation**. These are not acceptable in any workplace!

Image:
Arnel Manalang
iStock/Thinkstock

Workplace Stakeholders

| Owners/ employers | Employees | Managers/ supervisors |

| Customers & clients | | Volunteers & visitors |

| Suppliers | | Contractors |

| Unions | | Local community |

Senior and experienced staff have a large role to play in helping guide younger workers in safe work practices.

Image: SergeBertasiusPhotography/ Depositphotos.com

Government agencies e.g. WorkSafe

What's going on? 12A

Complete the following for each of the images. (More space = use work folios!)

1. Identify the **type** of **workplace** and/or **occupations** shown.

2. Identify the **type** of **work-related stakeholders** shown.

3. Describe the **safety issue(s)** and hazards that might occur, or are occurring.

4. Outline what **employees** and/or **employers** need to **do** to **prevent** the **hazard**.

Image: johanna goodyear/Photos.com
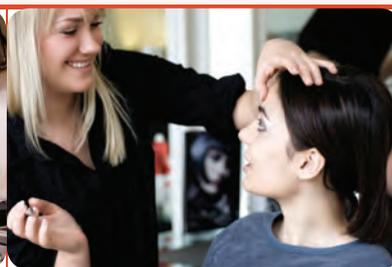
Image: Jakob Jeske/Photos.com

12.03 Work Health and Safety

Safety authorities

Safe Work Australia is a Commonwealth Government body that develops national policies on work health and safety and workers' compensation.

But Safe Work Australia does not have responsibility for regulating work health and safety laws because workplace safety laws are governed by a regulatory body in each state. However, the responsibilities are very similar in each jurisdiction.

In the west, **WorkSafe WA** has responsibility for workplace safety, and **WorkCover WA** looks after insurance and workers' compensation. Some of their main responsibilities include:

- ✓ helping to avoid workplace injuries occurring
- ✓ enforcing local WHS laws
- ✓ working to educate employers and industry
- ✓ conducting workplace safety inspections
- ✓ providing workplace injury insurance for employers
- ✓ assisting injured workers to get back into the workforce
- ✓ managing the workers' compensation scheme for injured workers.

Image: Eris Reis/ iStock/ Thinkstock

Employer roles and responsibilities

Workplace safety is a **shared responsibility** between all workplace stakeholders. However, it is the **owners** and **employers** who have the initial responsibility for ensuring an effective workplace.

They are responsible for designing, maintaining, controlling and reviewing all of their work **activities** and **processes**, to ensure that all safety **laws**, rules or **guidelines** are met. They must provide safety **induction** and training to workers. They need to supply appropriate **PPE** and other safety equipment. They need to appoint **health and safety reps**. And they must also ensure that workers can **report safety issues** through supportive feedback process.

<div style="writing sideways">workplace safety</div>

🔍 State and Territory Safety Bodies

- ⇨ WorkSafe ACT:
  www.worksafe.act.gov.au
- ⇨ SafeWork NSW
  www.safework.nsw.gov.au
- ⇨ NT WorkSafe:
  www.worksafe.nt.gov.au/home
- ⇨ WorkSafe QLD
  www.worksafe.qld.gov.au
- ⇨ SafeWork SA:
  www.safework.sa.gov.au

- ⇨ WorkSafe Tasmania
  www.worksafe.tas.gov.au/home
- ⇨ WorkSafe Victoria
  www.worksafe.vic.gov.au
- ⇨ WorkSafe WA:
- ⇨ Work Cover WA:
  www.commerce.wa.gov.au/WorkSafe
  www.workcover.wa.gov.au
- ⇨ Safe Work Australia
  www.safeworkaustralia.gov.au

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Employer Roles and Responsibilities
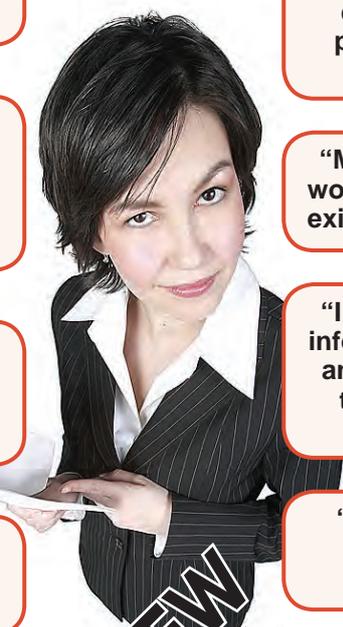
"I have to provide and maintain safe machinery and equipment."

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

"My workplace has to have safe workplace conditions such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' safety."

"If needed I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public, are not endangered by the conduct of my business."

Employer responsibilities 12B

Choose **3** of the **employer responsibilities** shown above. For a **workplace** you are familiar with, **explain** what that **employer** actually does to meet this responsibility.

Employer/workplace:
e.g. My employer Sal Gee at Sal's Tile Emporium contracted in an expert Safety Auditor to do a workplace safety audit, because workers were starting to have a lot of little accidents when using the tile production machinery.
1.
2.
3.

12.05 Work Health and Safety

Rights and responsibilities

Workers have a natural and undeniable right to a safe workplace. This means that you should not be harmed by the work activities you perform in work-related situations.

Governments develop and pass WHS **legislation** that becomes **law**. This helps protect this right to workplace safety. For example, the licensing of tradespeople such as electricians.

WorkSafe enforces these laws. It does this by preparing **guidelines** to help employers and employees work safely, as well as by offering **training**.

Examples include industry-specific hazard control resource packages, and training such as that offered to workplace safety reps.

WorkSafe also provides a range of **support services** and **resources** to ensure that **employers** develop, design and implement safe work procedures for all employees and other work-related stakeholders.

Employee roles, duties and responsibilities

However, **you** have to be an **active participant** in workplace safety. It is up to you to ensure that you **follow** all WHS **guidelines**, and that you **report** any safety **issues** and problems to the appropriate workplace personnel. This is part of your workplace **responsibility** - it is your **duty**!

You also have to take care not to **harm yourself**, or any **other** workplace **stakeholders**, while you are carrying out your work activities.

For example, truck drivers must not risk the safety of other road users; manufacturers must dispose of chemicals and waste properly, and hospitality workers must ensure that all food served to customers meets appropriate hygiene guidelines.

Some of the key roles, duties and responsibilities of workers are outlined opposite.

Workplace safety is a shared responsibility.

Employee Roles, Duties and Responsibilities

"We are expected to take care of our health and safety by working safely."

"We must always follow all safety guidelines/ systems of work according to training and instructions."

"We must inform our supervisor about potential hazards or physical problems that we notice in the workplace."

"We cannot operate any industrial equipment unless we have the appropriate certificate of competency."

"We need to take reasonable care not to affect the safety of others in what we do, and also not risk the safety of others by failing to act where needed."

"We must immediately report any injury to the WHS supervisor or person responsible for WorkCover."

"We are expected to actively work with our employer to make the workplace safer."

Image: IgorVetushko/ depositphotos.com

Employee responsibilities 12C

As a class, or in teams of 3-4, discuss and develop a **list** of **workplace safety rules** or **guidelines**, that you must follow if you are **undertaking a work placement**. List these below.

Work setting/activity:	
e.g. I will immediately ask my supervisor if I don't understand how to use equipment properly and safely.	
1.	2.
3.	4.
5.	6.

Applied

Reflect on your own experiences working, in work placements or volunteering. Which safety rules and guidelines were communicated to you when you started?

12.07 Hazards and Risks

Hazard control and risk assessment

It is vital that you are able to assess risks and control **hazards** in work-related settings. One way to help you to achieve this is by using a hazard control process.

A **hazard control process uses** a procedure that has consistent steps that can be followed and applied for all workplace tasks, activities and jobs, such as the **ESEAP Hierarchy of Control**.

Some industries even have their own specialised hazard control processes to deal with common work-related safety hazards, such as the handling of dangerous chemicals in the Manufacturing industry.

Once hazards have been identified, it is important to both anticipate, and assess, potential **risks** associated with these hazards. **Risk assessment** refers to identifying the likelihood of an injury/illness occurring, as well as assessing the potential level and seriousness of **harm** associated with a hazard.

For example, hazards in the Construction industry include using industrial machinery and equipment. This presents associated noise hazards. Prolonged exposure to excessive noise is a risk to workers. This hazard can cause serious harm and permanent damage leading to hearing loss.

As another example, chefs working in hospitality also use hazardous tools and equipment such as cutting implements and food slicing and grinding equipment. This hazard presents the risk of cuts, abrasions and even potentially far worse injuries, such as permanent disfigurement or even amputations.

Common Workplace Hazards

- Using hand tools
- Slips, trips and falls
- Repetitive work activities
- Dangerous chemicals
- Electrical hazards
- Fatigue and long hours
- Exposure to weather & outdoors
- Working with sharp objects

- Manual handling

- Exposure to noise
- Lifting of objects
- Using machinery and equipment
- Transport/mobile equipment
- Inadequate lighting
- Working at heights
- Working with flames and heat
- Work-related stress

- Bullying and harassment

Image: MaxHalanski/ depositphotos.com

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Work-Related Risks: Injuries/ Illnesses

Dislocations

Musculoskeletal strains/sprains

Internal injury

Crushing

Burns

Stress/mental disorders

Exposure

Skin diseases

Infections

Broken bones

Image: Adapted from pixologicstudio/ Photos.com

Cancers

Concussion

Cuts and wounds

Eye injuries

Piercing by foreign bodies

Hearing loss

Digestive system illness

Breathing/ respiratory illness

Electrical shock

Poisoning

Hazards and risks 12D

1. Choose an **occupation** you are interested in. Describe how a **worker** might be **exposed** to **hazards** as part of their day-to-day work-related activities.

2. What are the **risks** to **workers** from these **hazards**? How might these **risks** be **reduced**? (Such as PPE, etc..)

Occupation:		
Hazards	**Risks**	**How to reduce risks?**

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12.09 Hazards and Risks

Be LASER sharp

As you know, workplace safety is a shared responsibility. This means that all workplace stakeholders need to be responsible for ensuring that workplace safety is a priority.

If you are a paid employee, or undertaking work placement (or work experience), or even a volunteer worker, you are expected to take on key workplace safety responsibilities as part of your day-to-day work roles and duties.
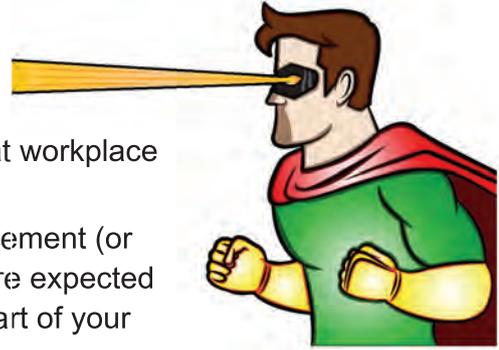
Image: putragin/depositphotos.com

One way that you can apply this responsibility is to be a **Workplace Safety LASER**. Being a Workplace Safety LASER involves these 5 interrelated responsibilities.

1. You must take responsibility for your workplace safety **Learning**.

2. You must take responsibility for your workplace **Actions** and do these safely.

3. You must take responsibility for the safety of other workplace **Stakeholders**.

4. You must take responsibility for workplace safety in your work **Environment**.

5. You must take responsibility for **Reporting** workplace safety issues.

So form into small groups and have a talk about what young workers, such as yourselves, would have to do to be a responsible Workplace Safety LASER.

12E Dealing with hazards and risks

1. Describe **examples** of the types of **actions** a **young worker** would need to **take** for each of the **5 LASER responsibilities**.

Workplace Safety LASER: Learning

Workplace Safety LASER: Actions

Workplace Safety LASER: Stakeholders

Workplace Safety LASER: Environment

Workplace Safety LASER: Reporting

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2. Read each case study. What would **you do**? **Why**?

3. What could the **workplace do better** to deal with these hazards and risks?

Te-Ona is starting her first full day in her new job as a personal care assistant in an aged-care facility in Joondalup. She has got her Certificate IV in Aged Care and has had a one-day induction program at head office.

It's 45 minutes into doing rounds during her shift when she notices that one of the fire extinguishers seems to be missing. This also makes Te-Ona realise that she doesn't know how to work these extinguishers. She also checks an emergency exit door which is locked. She realises that she doesn't know the keypad code to open this.

Te-Ona is not sure what she should do and she certainly doesn't want to look bossy or stupid on her first day.

Sami is working on registers at a supermarket in Leeming and it is an extremely busy shift just before a public holiday.

He has a line of impatient-looking customers; also the elderly man he is serving is talking at him about how he hopes the Dockers will beat the Eagles in the upcoming derby this weekend.

He looks over his register and notices that an unsupervised young boy about 5 metres away is trying to pull out a cube of Pepsi Max from the bottom of the stack that is on sale.

Sami has just a moment to decide what he will do!

Discussion: What safety induction and training have you had? Was it effective? Why/why not? Report back in your small groups.

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12.11 Workplace Agreements

Workplace agreements

When you start employment, you are required to sign some official documentation from your employer. One of these documents will be your **employment declaration** relating to your tax file number. The other main document is likely to be your employment contract or agreement.

Your employment contract will state whether you are employed under a **registered agreement** or according to a **national award**. About two-thirds of Australian employees are employed under one of these two methods. You will most likely be employed under one of these two workplace arrangements when you start working.

Employment contract

All employment is governed by an employment contract regardless of your job, industry, state or type of workplace arrangement. The employment contract will stipulate a range of important factors, classifications, conditions and entitlements. The employment contract is a legal document.

The conditions and entitlements can vary depending on whether you are working under one of the following arrangements; a **registered enterprise agreement**, or an **award**, or simply employed under the **minimum national conditions**. However, all contracts must meet minimum **conditions** outlined in the **National Employment Standards**, and **minimum pay** rates set by the **Fair Work Commission**.

Western Australia is the only state that operates under both the national industrial system and its own state industrial system. This means that some WA employees are not covered by the federal NES.

Many employees are unaware of the **type of workplace arrangement** they are employed under. What about you?

National Employment Standards

As at late-2024, all employees working in Australia are protected by a set of 11 minimum workplace rights and conditions of employment called the **National Employment Standards** (NES).

The **NES** are the basic entitlements that apply to all full-time employees, and to part-time employees (on a **pro-rata** basis). The NES acts as a '**safety net**' and apply in conjunction with the **minimum pay rates** reviewed annually.

Image: samuraitop/Depositphotos.com

Many employees might be entitled to other and better conditions than those in the NES, as well as higher rates of pay, depending on the type of workplace arrangement (registered agreement or award) they are employed under.

Therefore, workers who are employed under awards, and those employed under registered agreements, are likely to have more favourable conditions and higher rates of pay than the NES provides.

However, the 11 National Employment Standards act as a minimum. Hence the NES is a safety net!

National Employment Standards

1. Standard full-time working week of 38 hours, plus 'reasonable' additional hours.

2. A right to request flexible working arrangements to care for a child under school age, or a child with a disability.

3. Casual employees (employed before 26 August 2024) who have worked for their employer for 6 months (and who meet eligibility) to be offered the option to convert to relevant permanent employment (12 months for small business).

4. Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.

5. Four weeks paid annual leave each year (pro-rata).

6. - 10 days paid personal/carer's leave each year (pro-rata)
   - 2 days paid compassionate leave
   - 2 days unpaid carer's leave, when permissible

- family and domestic violence leave of 10 days paid leave each year.

7. Community service leave for jury service (paid up to 10 days); or activities dealing with certain emergencies or natural disasters (unpaid).

8. Long service leave.

9. Paid days off on public holidays unless required to work.

10. Notice of termination and redundancy pay.

10a. Employers must make contributions to eligible employees' superannuation funds

11. The right for new employees to receive the Fair Work Information Statement; and the Casual Employment Information Statement to all casual employees.

Note: Entitlements for casuals may vary.

(Note: As at late-2024)

www.fairwork.gov.au/employment-conditions/information-statements/fair-work-information-statement

National Employment Standards 12F

1. What are the **National Employment Standards**? Which ones **relate most** to you?

_____

_____

_____

_____

_____

_____

2. How does the **NES** act as a **safety net**? Give an example.

_____

_____

_____

_____

_____

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12.13 Workplace Agreements

Registered agreements

Most employees in Australia (about 66%) are covered under either a **registered agreement**, or by an **industry** award, or are **award/agreement-free** employees covered under the national minimum wage.

Registered agreement

⇨ A registered agreement (or enterprise agreement) is an agreement negotiated between an employer (or employers) and employees; or most likely by a union acting on their behalf (such as the *Woolworths National Supermarket Agreement, 2020*).

⇨ Many medium-sized and large organisations use these to set wages and conditions.

⇨ Workers employed under these agreements usually have much better wage rates and conditions than the NES and usually better pay rates than (modern) awards.

⇨ An agreement will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up these through:

www.fwc.gov.au/work-conditions/enterprise-agreements/find-enterprise-agreement

---

Many medium-sized and large organisations use registered agreements. Most retail workers who work for the big retailers or national chains, and the employees of national fast-food chains (but not all of them!) are likely to be on registered agreements. A lot of trades and manual workers who work for larger employers will also be on **registered agreements** (sometimes referred to as **enterprise agreements** and often it's known as EBAs).

Some industries and workplaces have a history of successful **unionisation**, and as such are more likely to have negotiated registered agreements. This is because unions have one of the major roles in negotiating the pay and conditions on behalf of their members as part of the process of getting registered agreements approved by the Fair Work Commission.

As a result, teachers, nurses, community service employees and many other similar employees are also likely to be covered under registered agreements. Most public sector workers will be covered under a registered agreement.

Some of the most relevant registered agreements for younger workers include those that cover Big W, Bunnings, Coles, Hungry Jacks, KFC, K-Mart, Officeworks, Target, Woolworths. (Note: Some of these might have expired by now, while some might have been re-negotiated).

Many workers employed by large retailers and fast-food chains are employed under a registered agreement - and this includes a large proportion of young workers.

12G   Agreements and awards

What is the difference between a **registered agreement** and an **award**?

Industry awards

Most other workers not on registered agreements will have their pay and conditions set according to national **industry awards** (or WA state industry awards).

> ### Awards
>
> ⇨ Awards (modern awards), apply to an industry or to an occupation and prescribe a set of minimum conditions for employers and employees across Australia who work in that same industry or occupation (such as the *General Retail Industry Award 2020).*
>
> ⇨ Awards usually stipulate minimum terms and conditions related to pay, hours of work, rosters, breaks, allowances, penalty rates and overtime.
>
> ⇨ These minimum employment conditions apply in addition to those set down in the National Employment Standards. Therefore awards must provide pay and conditions either at, or above, the NES minima.
>
> ⇨ Some employees in the WA industrial relations systems are employed under specific state awards and not under the national awards.
>
> ⇨ Awards might not apply to some managers, nor high-income employees on contracts.
>
> ⇨ You can look up awards through:
>
> **https://services.fairwork.gov.au/find-my-award**

There are more than 120 industry or occupation awards covering about 2.8m people who work in Australia. Some of the most common (industry or occupational) awards are:

⇨ *Aged Care Award 2010* (In Nov. 2022 a 15% pay rise to many workers in direct caring roles was approved: 10% took effect from July '23 and 5% from July '24.)

⇨ *Hospitality Industry (General) Award 2020* (Will apply to many workers in smaller and local operators.)

⇨ *General Retail Industry Award 2020* (Will apply to many workers in smaller and local retailers.)

⇨ *Fast Food Industry Award 2020* (Covers most McDonald's workers and other fast-food outlets without registered agreements.)

⇨ *Miscellaneous Award 2020* (This is a relevant award for workers on a traineeship.)

⇨ *Children's Services Award 2010*

⇨ *Building and Construction General On-site Award 2020*

⇨ *Clerks - Private Sector Award 2020*

⇨ *Hair and Beauty Industry Award 2010*

⇨ *Real Estate Industry Award 2020*

⇨ *Manufacturing and Associated Industries and Occupations Award 2020*

⇨ *Vehicle Repair, Services and Retail Award 2020.*

Many small businesses rely on national awards under the federal system, or the minimum conditions of the **National Employment Standards**, (or relevant state awards for WA).

In most cases, senior managers and other highly-skilled professionals are likely to be on **individually negotiated contracts**.

Image: belchonok/Depositphotos.com

**For our small businesses it's just easier to use awards.
This means that we get things right for our workers.**

12.15 Workplace Agreements

Minimum pay rates

So you know a little about **registered agreements** and **awards**, as well as the **National Employment Standards**. The next piece of the 'Workplace Conditions' puzzle is **minimum pay rates**.

A national minimum wage applies to most of the other employees who aren't covered by an award or a registered agreement. Sometimes they are called **award & agreement-free** workers. It is estimated to apply to about 200,000 employees Australia-wide.

No employee can be paid less than the minimum pay rates because minimum pay rates are just like the NES and act as a **safety net**. However, workers employed under an award, or a registered agreement, are usually paid more than these minimum rates.

Many workers employed by small or micro businesses might find they are paid according to the national minimum wage rate. This could be you.

It is also important to understand that some independent **contractors** (such as food delivery drivers) are not considered 'employees', and fall outside of this minimum safety net. They have their own pay and conditions set by the business that engages them.

The Australian government agency, the **Fair Work Commission**, reviews minimum wages each year. Any increases to the minimum wage also flow onto pay rates in awards.

⇨ From July 2024, the minimum wage rose to $24.10/hour for 2024/25 (approx. $915.90 for a 38-hour week) for adults, a 3.75% rise from $23.23/hour in 2023/24.

⇨ Junior employees under 21, get a percentage of this amount, based on their age.

⇨ Minimum pay rates in awards were increased by 3.75% as well.

⇨ Casuals get an extra 25% hourly. Apprentices get between 55-95% of this rate.

⇨ Junior trainees qualify for 1 of 3 different National Training Wage classifications based on the job, their level of school completion, and years out of school (from $398.70 to between $716.10 and $809.70 per week). There are also adult, part-time trainee and disability rates.

Source: Annual Wage Review, Fair Work Commission, 2024 & 2023.

Image: Kanghyejin/ Depositphotos.com

12H Minimum pay rates & contractors

1. Who are **award & agreement-free** workers? How are their **pay** and **conditions worked out**?

2. Find out the **minimum pay rates** for this **financial** year. By how much did this **change** compared to the previous year?

Contracted workers

You have seen how enterprise agreements, awards and minimum pay rates apply to about two-thirds of all employees in Australia. But what about the other 33%?

First off, there are well over 2 million people who are working as **owner/operators** of their own **businesses**.

Many of the remaining workers will be employed under an individual **common law contract**. Some mid-level **management**, nearly all **senior** and **executive** managers, and many professionals, will have their pay and conditions set according to an individually-negotiated common law contract. And there's many hundreds of thousands of these senior workers.

Image: Golden Sikorka/ Depositphotos.com

Think of these **high-income 'workers'** when you hear about CEOs, GMs, executive positions, AFL coaches (getting sacked!) and other high-flyers. One day it might be you.

Workers engaged as **sub-contractors**, **contractors** and in **consultant** positions will also be engaged under common law contracts - and there's about 1 million of these.

Consider tradies working as '**subbies**', security, cleaning and maintenance contractors, many couriers, short-term workers, fixed-term contractors working on specific projects, freelance creatives, as well as many performers and arts practitioners. Note: Australian Apprentices cannot be engaged as sub-contractors in their field of apprenticeship.

Also, think of these work roles when you are using app-based digital services and their **drivers** or **delivery** drivers or **riders**. Those businesses engage their workers as **independent contractors**, and not 'employees' and have resisted challenges, including legal challenges, to engage their workers as 'employees'. Why might that be? And notice how the use of the term '**workers**' has a different meaning here from the term '**employees**'.

It is VERY UNLIKELY and SURPRISING that you will be employed under an individual contract in the early stages of your career (unless you are a contractor e.g. delivering pizzas, or a fully qualified tradesperson working as a sub-contractor). If so, you should do more investigation and seek advice from the **Fair Work Ombudsman** or a **union**.

But take note, although all workers sign **employment contracts** - only some employment contracts will be 'individual' contracts; that is, not part of a registered agreement, or not part of an award, or not even the national minima.

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3. What **types** of **workers** are likely to be **contractors**? Explain whether you see this **happening** in **your future**?

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12.17 Workplace Agreements

Western Australian industrial relations system

All employees working in Australia are protected by a set of minimum workplace rights and conditions of employment. However, Western Australia is the only state that operates under both the national industrial system and its own state industrial system. This means that some WA employees are not covered by the federal NES. Instead, they are covered as non-national system employees under a state award.

Generally, the following types of organisations are covered under the Western Australian industrial relations system and not the national system.

⇨ Sole traders (such as a single-owner milk bar, or a tradie that is not a company).

⇨ Partnerships (such as a pair or group-owned milk bar, or pair or group of tradies that is not a company).

⇨ Other unincorporated entities such as some trusts.

⇨ Non-trading corporations such as some not-for-profits and community organisations.

State public sector and local government employees are also covered by the state award system. However, if any of these organisations use registered agreements (which are part of the national system) then their employees are covered within the national system.

Organisations that are incorporated entities, e.g. companies, are covered under the national industrial system.

WA employment arrangements

Workplaces in the state system will be covered by one of the following employment arrangements.

✓ WA awards that apply to certain industries and occupations (these are similar to national modern awards).

✓ Registered industrial agreements (or enterprise agreements or EBAs) applying to specific businesses that must be registered with the Western Australian Industrial Relations Commission (these are similar to national registered agreements).

✓ Registered individual agreements between an employer and an employee and known as an EEA (**Employer-Employee Agreement**).

✓ Common-law employment contracts where the employee isn't covered under an award. These usually apply to executive, senior and advanced positions. e.g. Andrew McQualter's coaching contract will almost certainly be a common law contract and definitely not part of the state award system.

The *Minimum Conditions of Employment Act* provides a minimum standard of pay and conditions that underpin all of these employment arrangements. This is much like the national Fair Work Commission's minimum pay rates.

Image: redstallion/Thinkstock

"So how much do we get paid?"   **"Beats me, I just work here!"**

As you have seen, finding out your relevant workplace conditions can be quite complex! The easiest way to get help is by calling the **Fair Work Infoline** on **13 13 94** between 8am - 5:30pm, Mon to Fri. You should do this before starting a new job.

Another way is by **asking employers** and **employees** who are working. Complete the table about **wage** and **pay rates** by **interviewing** an employer of, or an employee working as, an occupation in a **workplace** in which you are interested.

Interviewee:			
Workplace & Occupation:		F/t, p/t or casual?	How long in job?
Award name? or Registered agreement name? or (other?)			
Rates of pay: (Include penalties, casual loadings and junior rates if applicable).			
Superannuation:	Allowances / bonuses:		Other pay-related conditions:

Applied investigation: What are the **important elements** of these **statements**?

Fair Work Information Statement	Casual Employment Information Statement

12.19 Workplace Agreements

Fair Work Information Statement

The Fair Work Information Statement (**FWIS**) is a 3-page document provided by the **Fair Work Ombudsman** and is essential for employees and employers.

It outlines **key information** on **employee rights**, **employer obligations**, and **workplace entitlements** under the *Fair Work Act 2009*.

Employees must be provided with a copy of the Fair Work Information Statement before they start their new job (or as soon as possible after).

The FWIS also includes an easy to understand summary of the **National Employment Standards** on p.2.

The FWIS covers topics like the minimum pay, NES, awards and agreements, leave entitlements, termination rights, workplace flexibility, and protection from unfair dismissal.

There's also a separate **Casual Employment Information Statement** (CEIS) for casual employees, detailing specifics like conversion to permanent employment.

Image: odua/ Depositphotos.com

Fair Work Information Statement

| Fair Work laws | Awards | Enterprise agreements | Employment contracts |

Other information statements

Who can help?

| Fair Work Ombudsman | Fair Work Commission |

National Employment Standards

| Full-time & part-time employees | Casual employees |

Right of entry

Agreement making

Transfer of business

Protections at work

Ending employment

www.fairwork.gov.au/employment-conditions/information-statements/fair-work-information-statement

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Casual Employment Information Statement

The Casual Employment Information Statement (**CEIS**) is another important document mandated by the **Fair Work Ombudsman** (FWO).

The CEIS outlines the **rights** and **entitlements** of **casual employees**, along with **obligations employers** must follow. One major purpose is to ensure that casual workers, who essentially are employed regularly and consistently, get the opportunity to become permanent employees (and all the rights that go with this).

Just like the FWIS, employers must provide the CEIS to all new casual employees. This ensures that employees are aware of their entitlements and can refer to the statement as needed.

The main aspects covered in the CEIS include these, but the statement goes into much more detail. Unlike the **Fair Work Information Statement**, the Casual Employment Information Statement is quite complex and new workers need to get someone experienced to help explain the nuances of the document. But for now, your teacher will lead you through a discussion of these main elements.

⇨ **Definition of casual employment**

Explains what qualifies as casual employment, typically where there's no **firm advance commitment** to ongoing work with an agreed and regular pattern of hours.

⇨ **Casual loading**

The CEIS explains that casuals generally receive a **higher hourly rate** to **compensate** for **not having paid leave entitlements** like sick and annual leave.

⇨ **Firm advance commitment**

Firm advance commitment refers to an employer's obligation to guarantee regular, ongoing work with a predictable schedule or pattern of hours, such as with full-time and part-time workers. When there is no firm advance commitment, the employee is typically considered **casual**, meaning they **do not** have **guaranteed hours** or a **set roster**.

Typically, casual workers are usually **called in** as needed, their hours can **vary** from week to week and they are paid a **casual loading**. There's no expectation of a set pattern of work hours or shifts in the future. They may be employed or work extra hours when needed, i.e. at Christmas time in retail, and then not be needed at all!

⇨ **Casual conversion**

Casual conversion refers to casual employees' right to **request conversion** to permanent (part-time or full-time) employment after **6 months** of work (12 months for small businesses) if they meet certain **eligibility criteria**. (If employed before August 26, 2024.)

The statement also specifies that employers must offer conversion if the employee has worked **consistent shifts** over the last six months, unless there are valid business grounds not to.

"I've been working here as a 'casual' for 13 months. Same shifts every week, no holidays, no sick days, no job security!"

Image: nullplus/ Depositphotos.com

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12.21 Employment Contracts

Employment contracts

All employment is governed by an employment contract regardless of your job, industry, state or type of workplace arrangement. Your 'contract' will stipulate a range of important factors, conditions and entitlements. The most relevant of these are listed below, including information related to the six main areas you should be aware of.

Employment Contracts

- Job classification
- Work arrangements
- Rates of pay
- Probationary period
- Hours of work
- Rosters and shifts
- Additional hours
- Meal breaks
- Penalty rates
- Leave entitlements
- Allowances
- WHS standards
- Travel arrangements
- Key job duties
- Performance standards
- Uniform/dress code
- Performance bonuses
- Vehicle use
- Meal breaks
- Confidentiality
- Company policies
- email & internet policies

"All your entitlements are in here. So make sure you read this contract."

Image: monkeybusiness/ Depositphotos.com

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1. Position

⇨ The position relates to the job description (hence the term job or position description).

⇨ The position will outline the duties, roles and responsibilities associated with the job.

⇨ The position also sets down the job classification such as the level, junior, trainee, class, grade or other relevant classification.

⇨ The position will also govern the pay rates and other remuneration requirements.

2. Employment type (status)

⇨ Employment type refers to whether an employee is full-time, part-time or casual.

⇨ Full-time and part-time receive leave such as sick/carer's, annual, long service and bereavement as well as unpaid parental leave.

⇨ Casual employees are paid an extra rate (usually 25%) in lieu of other benefits.

⇨ Type might also refer to fixed-term, subcontractors, commission and piece-rate employees.

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3. Probationary period

⇨ Some employment contracts may stipulate a probationary period.

⇨ This can range from a few days or a week, up to three months. Australian Apprenticeships normally have a 3-month period.

⇨ Workers must be paid at the full rate of their job classification, including all entitlements, during the probationary period.

⇨ Assessment for continued employment should be conducted formally, with the results in writing.

⇨ Unpaid trial work is different and is usually only allowed for a very short time, under direct supervision, to assess that an applicant can perform specific tasks.

4. Relevant award/agreement

⇨ The employment contract will clearly state which registered agreement or award you are employed under.

⇨ Many WA jobs are covered by a WA state award.

⇨ Some organisations might have a registered state agreement.

⇨ Companies and some other organisations will have registered national agreements.

⇨ Employees not covered by agreements or awards will be either part of the national system (if employed by a company, etc.) or be a (WA) award-free employee.

⇨ Minimum rates for award-free employees apply; similar to the national system.
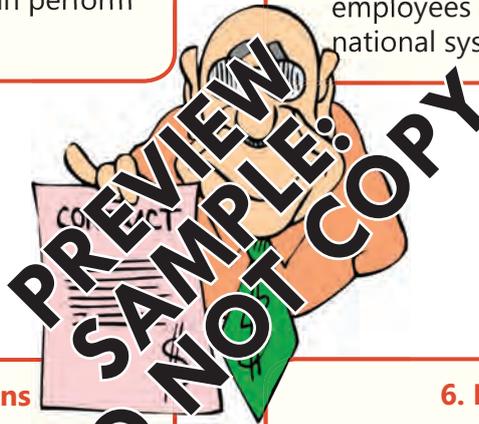
5. Pay and conditions

The contract will detail things as part of the remuneration package such as:

⇨ wage rates per hour (or salary per year, pro-rata for part-time)

⇨ casual loadings

⇨ junior pay rates

⇨ apprentice and trainee rates

⇨ piece rates and commission payments

⇨ allowances (such as meals, travel, tools, uniform, higher duties, first-aid and so on)

⇨ shift rates and loadings

⇨ weekend, holiday and penalty loadings

⇨ annual leave provisions

⇨ long-service leave provisions

⇨ superannuation

⇨ other industry-specific entitlements.

6. Hours of work

The hours of work you are required to perform must be outlined.

⇨ Ordinary hours are accepted as 38 hours a week for full-time employees within a designated span of hours.

⇨ Penalty rates apply for work done outside the span of ordinary hours.

⇨ Overtime rates might also apply for hours worked above 38 hours.

⇨ Reasonable additional hours means a defined maximum number of extra hours that are not excessive.

⇨ Can include specific requirements for hours worked by children.

⇨ Can also include breaks, breaks between shifts and minimum shift lengths.

⇨ Some contracts will have RDO provisions.

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12.23 Employment Contracts

12J   Employment contracts

Part A: Choose an **occupation** you are interested in pursuing as part of your career pathway. Find out the key **features** set down by its relevant **employment contract** such as wages, conditions and other entitlements.

Tip: You might be best to interview a manager or experienced worker.

Employer:		
Occupation:		
Correct classification:		
Award/agreement name:		
Probationary period:		**Termination/notice:**
Adult wage:	Junior rates:	Casual rates:
Penalty rates:	Overtime rates:	Allowances:
Annual leave:	Personal leave:	Other leave:
Hours of work:	Shift lengths:	Breaks:
Other:	Other:	Other:
Other:	Other:	Other:

Part B: Choose an **Australian Apprenticeship** and find out the key **features** set down by its relevant **employment contract**.

Employer:		
Occupation:		
Correct classification:		
Award/agreement name:		

Probationary period:	Termination/notice:

Adult wage:	Junior rates:	Casual rates:
Penalty rates:	Overtime rates:	Allowances:
Annual leave:	Personal leave:	Other leave:
Hours of work:	Shift lengths:	Breaks:
Other:	Other:	Other:
Other:	Other:	Other:

PREVIEW SAMPLE: DO NOT COPY

Applied: Which wages and conditions?

Your teacher can guide you on how to find more information or advice if you need it. A great starting point is the **Fair Work Infoline (13 13 94)** or by searching for the **PACT tool** through **www.fairwork.gov.au** We'd recommend calling first!

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12.25 Employee Retention

Employee retention

For most organisations, their major expenditure category is for the wages, salaries and other remuneration payments made to their workers.

When an employer takes on a worker they are making a big investment in that individual. They hope that the employee will use their skills, expertise and training to help achieve the goals of the enterprise.

Employers also realise that satisfied employees are more likely to help them generate a better return on their investment in **human resources.**

So it is vital that employers not only find and hire the most suitable employees, but they also train and develop these employees, reward them appropriately, keep them safe in the workplace, and help cater for evolving needs of employees as people both within, and outside the organisation.

This is all about **employee retention**.

Have you ever heard the saying, "Those with get up and go, get up and go!" What do you think it means?

Career progression

One way to retain employees is to offer them the chance to develop their careers over the long-term.

People go through different stages of life and a career. Career progression aims to enhance the skills of an employee throughout the course of their employment. Appropriate career development aims to recognise these stages and properly align the goals of the individual with the goals of the enterprise.

By successfully nurturing or 'growing' their employees, an organisation can retain their best employees. They proactively achieve this by encouraging and supporting workers to develop new skills and abilities that add greater value in the longer-term.

Loyal, fulfilled and highly-skilled staff create a **positive workplace culture** and provide the opportunity for the enterprise to identify future leaders.

Staff that are unfulfilled lose direction and may get stuck at a particular level in the organisation. This can create a negative corporate culture and may harm productivity, increase absenteeism and lead to higher labour turnover.

Career change

As you know, people go through different stages of their lives as part of their **career life cycle**. This means that they will have different expectations in regards to career development. We can describe these different stages as:

1. **Entry**: Less loyal; trying to establish their careers. Likely to trade income for leisure time.

2. **Development**: Looking to get higher satisfaction, and may seek promotion or more motivating jobs to progress their career.

3. **Consolidation**: May be seeking work/life balance in regards to work and family responsibilities. Looking for longer-term financial security through employment. Expect to be recognised and rewarded for their skills and experience.

4. **Change**: Aiming to fully develop and achieve to their potential in a different, rewarding and usually, senior role; or in a less-financially rewarding, but more satisfying role.

Professional development

Once an employee has entered a profession or occupational field, they are expected to continue to **upgrade** their skills. This is especially true today with **technological advancement** and **innovation**.

Professional development may take many forms. It may be provided to a whole staff on-site, or it may target particular skills and areas of expertise and be conducted off-site. It may consist of **micro-credentials**, it could be formal **off-the-job training**.

Employees may be given a chance to request areas of specific professional development, or programs may be chosen by supervisors or managers according to needs identified by them that best satisfy the organisation's goals, objectives and strategic direction.

Organisations are expected to provide a certain amount of **training** to their staff, based on the size and value of the organisation. In addition, professional development may be linked to the **performance appraisal** process and to the process of **continuous improvement**.

One of the most common examples of professional development is management skills training for staff who are promoted, or who are acting in leadership positions. This training works to support **career development** and also helps an organisation improve the **quality** of work.

A growing area is training for **cultural diversity** and **cross-cultural communication**. And naturally, **AI** seems to be the key to the future which means that varied occupations are encouraged to find out how they might apply the tools of it to their workplace and work roles.

Retention & career progression 12K

1. What is **employee retention**, and why is it **important**?

2. Suggest 3 **reasons** why **enterprises** are more likely to **retain** their **employees** by **providing** them with **career progression**.

Discussion: How might strategies to help your career progress keep you loyal to your employer? Compare your answers in groups and report back to the class.

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12.27 Employee Retention

Physical health and safety

The **physical safety** of workers can be directly threatened by **hazards** and **risks** from using machinery, technology, tools and implements, chemicals and other workplace equipment and materials; as well as **harm** caused by other people.

The physical safety of workers can also be directly threatened by the **processes** and **workplace practices** that they undertake such as: handling goods and materials, manual lifting, driving, working at heights, working with dangerous goods and systems, and many other processes.

And the physical safety of workers is also directly threatened by **stress** and **time constraints**, pressuring workers to rush, cut corners and neglect safety - leading to falls, trips, slips, accidents and overuse injuries.

Mental health and safety

Mental **health** and **wellbeing** is a big problem in the contemporary world of work. Workers' mental health and wellbeing is commonly threatened by four interrelated factors.

- ☹ **The nature of the job itself** with some occupations inherently high-pressure, stressful and emotionally draining, such as health-care roles, teaching and emergency service work; and all jobs dealing with people face-to-face.
- ☹ **The workplace culture** including manager-employee communication and support, expectations on employees, and unrealistic work demands.
- ☹ **Interpersonal conflict** including clashes and conflict with colleagues, with managers, with customers and clients, and from other stakeholders.
- ☹ **Unlawful workplace practices** including exploitation, bullying, harassment, discrimination and other hurtful and harmful behaviours.

Providing a safe and healthy environment

Employers have both a **formative**, and then an **ongoing responsibility**, for ensuring safety is maintained in all their processes, products and dealings with all workplace **stakeholders.** This includes both **physical** and **mental health** and **wellbeing**.

If employers neglect this responsibility, their workers will very quickly feel **unsafe**, **insecure** and **not valued**. In response, they will look for a work environment that prioritises health and safety as part of a **positive** and **supportive workplace culture**, instead of the dangerous and exploitative one in which they currently work.

12L   Retention & worker safety

Applied investigation:

a. Consider this statement. How would you respond?

"Employers must work proactively with employees and other WHS stakeholders, to ensure that measures exist for the protection of both physical and mental health and wellbeing. Otherwise, employees are likely to leave the organisation."

b. Ask around, and find out if workers have indeed left their jobs due to safety concerns. Report back to the class.

Positive workplace mental health: Employer roles

1. **Communication**: Clearly communicate about job expectations, responsibilities and roles; and support workers to achieve work/life balance.
2. **Behavioural standards**: Develop preventative behavioural policies and protocols including anti-discrimination, anti-harassment and anti-bullying.
3. **Training**: Conduct training sessions to increase awareness about mental health, stress management and emotional wellbeing.
4. **Culture**: Develop a supportive culture to have open communication, and to provide a safe space for employees to discuss their concerns.
5. **Support**: Offer access to support, guidance, mentoring, counselling and mental health resources, to help employees cope with stress and challenges.
6. **Flexibility/balance**: Offer flexible work options (if possible) such as working from home, flexible hours, or part-time arrangements.
7. **Recognition**: Recognise and celebrate employee achievements and provide constructive feedback to ensure workers feel valued.
8. **Workload/balance**: Assess and adjust workloads based on individual capabilities; and provide resources to manage tasks effectively.

Involving workers in safety planning and monitoring helps improve both physical and mental health and wellbeing.

Image: Thananit/ Depositphotos.com

Positive workplace physical health: Employer roles

1. **Communication**: Employers need to develop safe work practices and protocols in accordance with WorkSafe laws, guidelines and advice; to protect all stakeholders including employers, customers and clients, and any others.
2. **Risk assessment**: Employers must undertake suitable risk assessment and hazard control plans and audits.
3. **Training**: Employers must induct and train workers to prevent physical accidents and injuries.
4. **Personal Protective Equipment**: Employers need to supply the correct PPE to workers to protect them from physical harm.
5. **Equipment**: Employers must maintain and service equipment, machinery and tools.
6. **Reporting**: Employers need to implement processes for ongoing monitoring of safety, and support employees in reporting safety issues.
7. **Information**: Employers must keep employees informed about guidelines, resources and updates related to physical health and safety.
8. **Monitor**: Employers must continuously assess the effectiveness of safety programs and policies through feedback, data analysis, and employee involvement, making adjustments as needed.

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12.29 Employee Retention

Providing employee benefits and incentives

Obviously, workers are paid wages, salaries, commissions or piece-rates for their work and these are set down as part of a **remuneration package** in an **employment contract**.

In addition, employers can provide other **benefits** and **incentives** to their employees to help build **motivation**, **satisfaction** and to **reward** productive and **loyal** workers. Benefits and incentives create a sense of appreciation, aligning individual goals with organisational objectives and building **loyalty**.

By offering competitive and meaningful incentives, organisations demonstrate their commitment to **employee wellbeing**. These can include:

☺ **Workplace perks and benefits**: Coffee, breakfast, vehicles and fringe benefits.

☺ **Financial incentives**: Product discounts, bonuses, profit-sharing and share options.

☺ **Better conditions**: Over-award wages, extra annual leave, extended maternity/paternity leave, higher superannuation payments, RDOs.

☺ **Health and wellness benefits**: Comprehensive health insurance, gym memberships, wellness programs, or access to health support.

☺ **Professional growth**: Subsidies for education, certifications, qualifications or ongoing professional development, study leave and support.

☺ **Workplace flexibility**: Flexible schedules, flexitime, remote work options, work-from-home, onsite creches, or subsidised childcare.

☺ **Recognition and rewards**: Employee of the month programs, awards, or personalised recognition for contributions.

The free coffee saves me heaps each week, and helps the environment too!

Image: GaudiLab/ Depositphotos.com

Freebies, perks and discounts

⇨ Some employees are given other benefits that come from working for enterprises that produce particular goods and services.

⇨ They may be entitled to discounts on travel, home loans, specific products and other non-income benefits.

⇨ Some organisations also offer employees workplace perks and incentives such as free gymnasiums and health-care, massages, childcare facilities, free food and snacks and even alcohol(!), as well as coffee, coffee and more coffee.

⇨ But you should really see what happens when employees have to buy their own milk!

⇨ Some of these perks, such as discounts, are actually fringe benefits!

⇨ Ask your teachers about all the perks they don't get!

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Fringe benefits

⇨ Many professional and managerial workers are rewarded with fringe benefits as part of their salary package.

⇨ Fringe benefits may include items such as company cars, fuel allowances, rent allowance, travel allowance, devices, school fees, gym memberships, health insurance and other relevant benefits.

⇨ Fringe benefits are paid instead of cash income. The employee receives these fringe benefits as part of their employment package but doesn't have to spend their own cash to pay for these items.

⇨ By 'sacrificing their salary' an employee receives a lower income and might pay less tax, but still gets the benefit!

⇨ The employer pays fringe benefits tax on these benefits.

Social & community rewards

⇨ Some enterprises, especially those employing younger more 'cool' employees may offer social activities and benefits to reward employees and build team spirit and loyalty.

⇨ These include dress-up party days, social gatherings such as dinner, movies or other recreation, sporting clubs, recreation events (such as paintball) and many more.

⇨ Other employers allow their workers to donate some work time and skills to community support initiatives which creates a win:win situation.

PREVIEW SAMPLE: DO NOT COPY

Retention & benefits/incentives 12M

1. What are employee **benefits** and **incentives** and how do these **help retention**?

2. Describe 3 examples of how **enterprises** you are familiar with provide **benefits** and **incentives** to their **employees.**

Discussion: How might benefits, perks and incentives keep you loyal to your employer? Compare your answers in groups and report back to the class.

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12.31 Employee Retention

Responding to employee needs

Employees have diverse and evolving needs depending on their stage of life, career phase and goals, varied personal circumstances - including family responsibilities, and values. Addressing employee needs helps create job satisfaction and reduces staff turnover. This builds a more inclusive and supportive environment whereby workers feel heard, respected and supported.

Organisations that recognise the sometimes complex needs of their workers can implement many strategies to retain their valuable human resources. Here are just a few responses, and over the year you have investigated many more!

☺ **Family-friendly policies**: Working from home (where suitable), parental leave, flexible hours, child-care support, and private health insurance.

☺ **Work/life balance**: Flexible working arrangements, policies for extra leave, fair and responsive rostering, job rotation, and clear boundaries for after-hours communication.

☺ **Mental health support**: Access to employee assistance programs, stress management training, team-building activities, and a supportive workplace culture - such as policies to eliminate aggression.

☺ **Career growth**: Clear pathways for promotion, job rotation, targeted career development programs, training and professional development, and mentoring opportunities.

☺ **Ethics and environment**: Reducing waste, using green technologies, promoting ethical sourcing, and engaging with community and environmental initiatives.

☺ **Diversity and inclusion**: Equal opportunity, affirmative action, cultural awareness training, accessible workspaces, modified work practices and career initiatives, can create a sense of belonging and strengthen employee loyalty.

Image: Kerkezz/ Depositphotos.com
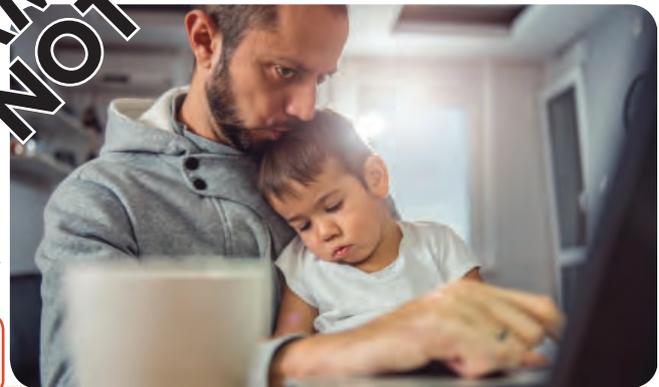
12N Retention & employee needs

Describe **3** examples of how **enterprises** you are familiar with, have **initiatives** to better cater for **employee needs**.

🗣 **Discussion**: How might your needs as an employee change over your career life cycle? Compare your answers in groups and report back to the class.

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Response

For this assessment task, you might be required to do varied tasks depending on your school's teaching program. However, it is likely this assessment task will be completed under test conditions.

For Unit 2 it is likely that you will have to respond to **multiple** (complementary) areas of **Career knowledge and understanding** and **employability skills,** by completing some or all of these types of tasks.

❑ Multiple choice questions.

❑ Short answer questions that require a specific 'closed' response.

❑ Extended response questions that require a more detailed or 'open' response.

❑ Structured questions that include a combination of short and extended answers, retrieval charts, diagrams/templates, case study responses, etc..

You will be expected to provide examples and evidence from your applied investigations and experiences of work-related situations, as well as from your application of key issues to your own career pathways development. You might also have to respond to stimulus material such as a case study, article, graph, table of information or other relevant information.

You might have to complete more than one 'response' task or sub-task throughout the unit. Your teacher will give you specific information regarding this assessment, so record this below.

Format/ key dates   **What I need to do/ resources I will use.**

Format/ key dates   **What I need to do/ resources I will use.**

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12.33 Assessment Task 3

AT3   Nature of Work - Investigation

Overview: Investigation - Nature of Work

For this assessment task, you are required to undertake an investigation into the nature of work by focusing on one of the areas you have investigated in Section 12.

- ❑ **The importance of work health and safety legislation.**
- ❑ **The importance of key government documents related to employment.**
- ❑ **The key features of employment contracts.**
- ❑ **Strategies used to retain employees.**

You are also required to create descriptive examples of how factors related to your nature of work focus area, might impact on your career pathways development and choices.

Format

Your teacher will discuss a suitable format for this investigation (e.g. a report with sub-headings, dot points and tables). However, you should include a digital/multimedia component, as well as a written and/or an oral component.

Required

For your focus area, complete the following tasks. Your teacher might modify these or add others depending on your applied situation.

1. Introduce your **focus area**.
2. Explain the key **elements** and/or features related to this focus area.
3. Describe the **importance** of your focus area.
4. Summarise the main ways that your focus area relates to **employees**. Use examples from workers and/or enterprises you are familiar with.
5. Summarise the main ways that your focus area relates to **employers/ organisations**. Use examples from enterprises you are familiar with.
6. Explain any **other** interesting, important or relevant **elements** related to your focus area.
7. Describe how the focus area relates specifically to:
   - ⇨ you and your choices as an entry-level worker
   - ⇨ you and your choices as your career pathway develops.

Format/ key dates	What I need to do/ resources I will use.

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

Tasks - AT3: Investigation - Nature of Work	Key dates:			UNIT 2 AT3
Name:	**Must Do?**	**Due Date**	**Done**	**Level**
⇨ Choose a suitable focus area.	✓		◯	
1. Introduce my focus area.	✓		◯	
2. Key elements/features of this focus area.	✓		◯	
3. Importance of this focus area.	✓		◯	
4. How the focus area relates to employees.	✓		◯	
Examples of the focus area relating to employees.	✓		◯	
5. How the focus area relates to employers/organisations.	✓		◯	
Examples relating to employers/organisations.	✓		◯	
6. Other relevant elements related to the focus area.	✓		◯	
7. How the focus area relates to me and my choices:				
- As an entry-level worker	✓		◯	
- As my career pathway develops.	✓		◯	
	◯		◯	
	◯		◯	
	◯		◯	
⇨ **Appropriate use of resources and information.**	✓		◯	
🗣 **Draft my investigation and get feedback.**	✓		◯	
⇨ **Submit my final investigation.**	✓		◯	
🗣 **Present or report to the class (if required).**	◯		◯	

Additional information:

Signed: _____   Date: _____

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12.35 Unit Review and Reflection

Unit Review and Reflection

How did I improve my employability skills this entire unit?

➜ _____

➜ _____

➜ _____

➜ _____

How did I improve my enterprising capabilities this entire unit?

➜ _____

➜ _____

➜ _____

How has developing my employability skills improved my future career prospects?

➜ _____

➜ _____

➜ _____

My performance in developing my employability skills this entire unit was:

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

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

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

Signed: _____ Date: _____

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