

# CAREERS AND EMPLOYABILITY

CAE  
G11

## Unit 1 (Section/headings subject to possible change)

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| 6. Career Building           |    |

## Unit 2 (Section/headings subject to possible change)

7. Personal Management
8. Exploring Work & Learning
9. Being Enterprising
10. Career Building
11. Résumés & Portfolios
12. Nature of Work

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CAE G11 Careers and Employability --- Draft

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PREVIEW SAMPLE  
SUBJECT TO CHNAGE**

Unit 1: Assessment tasks		Due Date?	Done?
Investigation	AT1A:		
	AT1B:		
Career Portfolio	AT2:		
	AT3:		
Response	AT4:		

# Skills For Work

1

1.01 Careers and Employability .....	2	1.11 Core Skills for Work.....	12
1.05 Generic Skills .....	6	1.13 Industry-Specific Skills .....	14
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1.09 6 CAE Employability Skills.....	10	1.19 Graduated Assessment .....	20

Activities 1: Skills For Work	p.	Due date	Done	Comment	
1A Careers and Employability			<input type="checkbox"/>	<input type="radio"/>	
1B Career knowledge and understanding			<input type="checkbox"/>	<input type="radio"/>	
1C Generic skills and abilities			<input type="checkbox"/>	<input type="radio"/>	
1D My employability skills			<input type="checkbox"/>	<input type="radio"/>	
1E CAE employability skills			<input type="checkbox"/>	<input type="radio"/>	
1F Core Skills for Work			<input type="checkbox"/>	<input type="radio"/>	
1G Industry-specific skills			<input type="checkbox"/>	<input type="radio"/>	
1H Personal and social competencies			<input type="checkbox"/>	<input type="radio"/>	
1I Multiple intelligences			<input type="checkbox"/>	<input type="radio"/>	
GA1 Our skills and abilities			<input type="checkbox"/>	<input type="radio"/>	

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Comments:

## 1.01 Careers and Employability

### Careers and Employability

Welcome to your studies of Careers and Employability General 11. Choosing to do this subject is one of the best decisions you have made for your future.

The **world of work**, and the **labour market**, are becoming increasingly complex. So it is important that young people approaching the completion of their secondary schooling have the right **information**, **knowledge**, **skills** and **strategies** to assist them to make informed **career pathways** decisions.

### Career knowledge and understanding

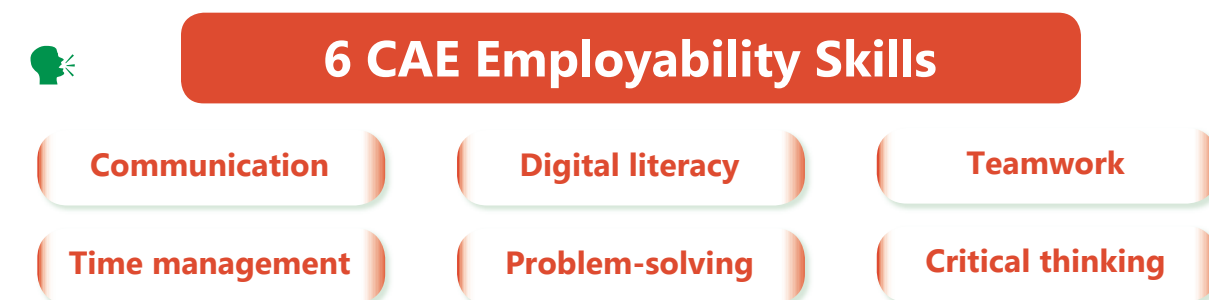
Over the course of this year you will start to investigate and apply strategies to plan and develop your career so as to help you become your more employable.

In both units 1 and 2 you will find the **Career knowledge and understanding** learning material is organised under five main sections as outlined below. These match sections 2 to 6 for Unit 1, and sections 7 to 10 in unit 2. It is important to emphasise that all these sections cross over with each other and naturally also build upon one another.



### The 6 CAE employability skills

Your Careers and Employability course requires you to develop and apply six key **employability skills** areas. These employability skills, along with other **transferable skills-sets** and **enterprising characteristics**, are vital for successful workplace participation and career pathways development. You will start your Careers and Employability studies in Section 1 by investigating the nature and importance of employability skills, as well as a range of transferable skills-sets.



Careers and Employability 1A

Your teacher would have led you through a **discussion** of the 5 areas of **Career knowledge and understanding** and the 6 CAE employability skills.



1. Briefly, in your own words, what do each of the 5 areas of **Career knowledge and understanding** mean to **you**?

Career knowledge and understanding	What these mean to me.
Personal management	
Enterprising behaviours	
Learning and work exploration	
The nature of work	
Career building	

2. Choose an **occupation** you are interested in. How would **you** use (i.e. apply) each of the 6 CAE employability skills when working in that occupation?

Occupation:	
Communication	Time management
Digital literacy	Problem-solving
Teamwork	Critical thinking

Applied TBC



## 1.03 Careers and Employability

### Career knowledge and understanding

So let's start by unpacking the varied elements that make up each of the five areas of Career knowledge and understanding. Your teacher will lead you through a discussion of these.

As you unpack each of these key words/concepts to consider, reflect on how each element might relate to you right now at the start of Year 11, and for your future career. (Note: On these pages, the 5 areas are listed in the order they appear in your study syllabus).

So, how do you fit in?



## Career Knowledge and Understanding

### Personal management

Key words/concepts to consider:

- Motivations and aspirations change.
- Strategies to manage behaviours.
- Attitudes and emotions.
- Be constructive.
- Boost productivity.
- Improve work satisfaction.
- Positive self-concept.
- Impact on relationships.
- Change and growth.
- Promote wellbeing, mental and physical health.
- Navigate challenges.
- Build meaningful relationships.
- Make informed decisions.

### Enterprising behaviour

Key words/concepts to consider:

- Social, cultural and tech changes.
- Globalisation.
- Emergence of new technologies.
- Artificial intelligence.
- Use of natural resources.
- Environmental sustainability.
- Focus on customers and expectations.
- Impact on individuals, workplaces, businesses and regions.
- Enterprising behaviours and capabilities.
- Development and prosperity.
- Skills, attributes and behaviours.
- Recognise opportunities.
- Develop innovative solutions.
- Fast-moving, changing and uncertain future.

### Learning and work exploration

Key words/concepts to consider:

- Changing labour market.
- Global trends.
- Digital and ICT technologies.
- Demographic shifts.
- Increasing flexibility and casualisation.
- Reliable sources of information.
- Future employment prospects.
- Skills shortages.
- Industry growth areas.
- Emerging industries.
- Current and future trends.
- Lifelong personal and professional learning.
- Knowledge, skills and competencies.
- Professional excellence.
- Personal development, competitiveness and employability.



**The nature of work**

Key words/concepts to consider:

- Complex and changing nature of work.
- Work processes and quality.
- Create products and perform services.
- Local, national & global market forces.
- Adaptation of workplaces.
- Manage resources efficiently and effectively.
- Human, physical, financial and technological resources.
- Policies and procedures set boundaries and conditions.
- Workplace and management processes.
- Compliance with workplace legislation
- Workplace health and safety.

**Career building**

Key words/concepts to consider:

- Varied life roles.
- Paid and unpaid work.
- Lifelong learning.
- Leisure activities.
- Community and family responsibilities.
- Dynamic and ongoing process.
- Securing and maintaining work.
- Career-enhancing decisions.
- Changing nature of life and work roles.
- Managing life through learning, transitions and work.
- Personally determined future.

**Career knowledge and understanding 1B**

Choose 2 of the key words/concepts from each of the 5 elements of Career knowledge and understanding. For each, explain how it relates to your own career pathways development. Get advice about one of these from a current worker.



Career knowledge and understanding	How this relates to my own career pathway.	How this relates to my career pathway.	Advice from a person working.
Personal management			
Enterprising behaviours			
Learning and work exploration			
The nature of work			
Career building			

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## 1.05 Generic Skills

### Generic skills and abilities

All workers need a basic set of **generic skills and abilities** so as to function as an effective employee. These generic abilities are closely related to your personal and social competencies, and therefore will help form the basis of your work skills.

Key generic abilities include literacy and numeracy skills, including digital literacy and numeracy, as well as other personal qualities and attributes.

Undertaking an honest **evaluation** of your generic skills and abilities is an important part of assessing your current potential for **employability** at this early stage of **career development**.

So, have a look at these listed in this diagram and reflect how you rate in each of these generally.



Collaboration and communication are vital generic skills.

Image: vadimphoto1/  
depositphotos.com

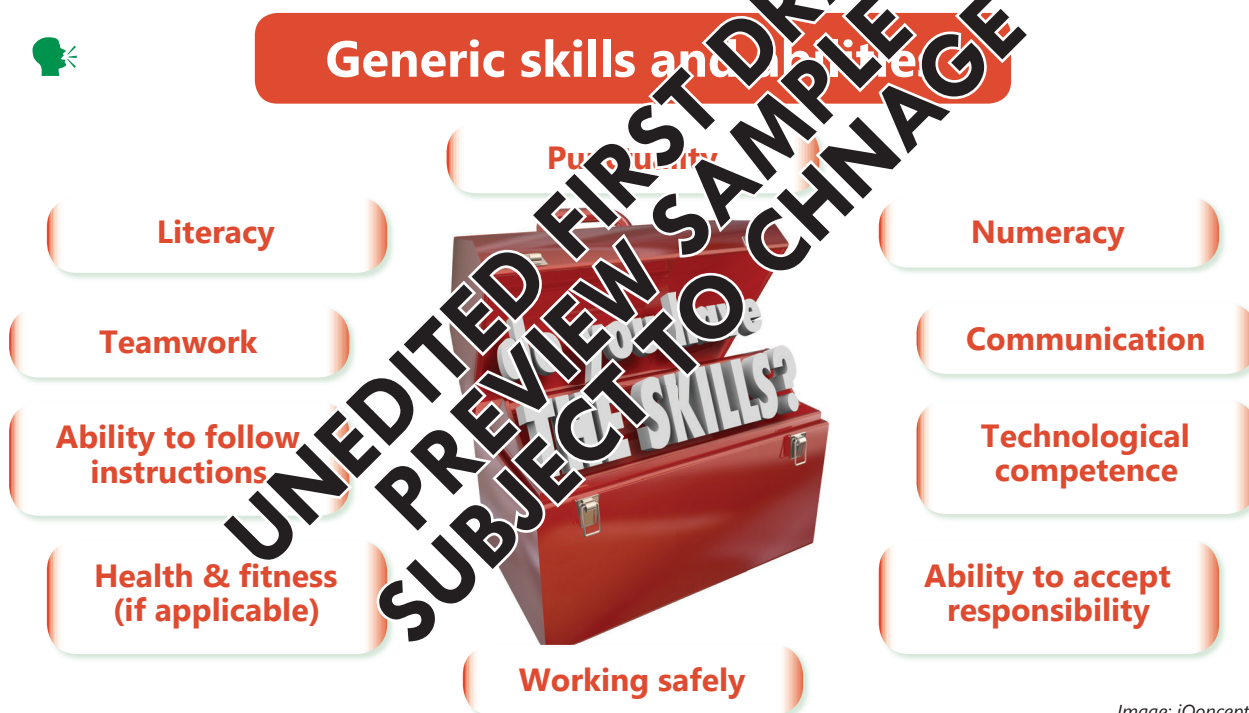


Image: iQconcept/  
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### 1C Generic skills and abilities

1. Complete the table, by giving examples that describe **your** successful **demonstration** of generic **skills** and **abilities** in **personal/social**, **school** and **work-related** situations. Add some others if relevant to you.
2. Identify **3 actions** you could take to **improve** your **generic skills and abilities** so as to make you more **employable**.



#### Applied discussion

How do you think you would communicate to potential employers that you have these generic skills. Why not ask them and find out?

Generic skills and abilities	Personal/Social settings	School settings	Work-related settings
Punctuality			
Literacy			
Numeracy			
Teamwork			
Communication			
Ability to follow instructions			
Technological competence			
Health & fitness (if applicable)			
Ability to accept responsibility			
Working safely			

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2. Actions I could take to improve my generic skills and abilities include:

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## 1.07 8 Employability Skills

### The 8 Employability Skills

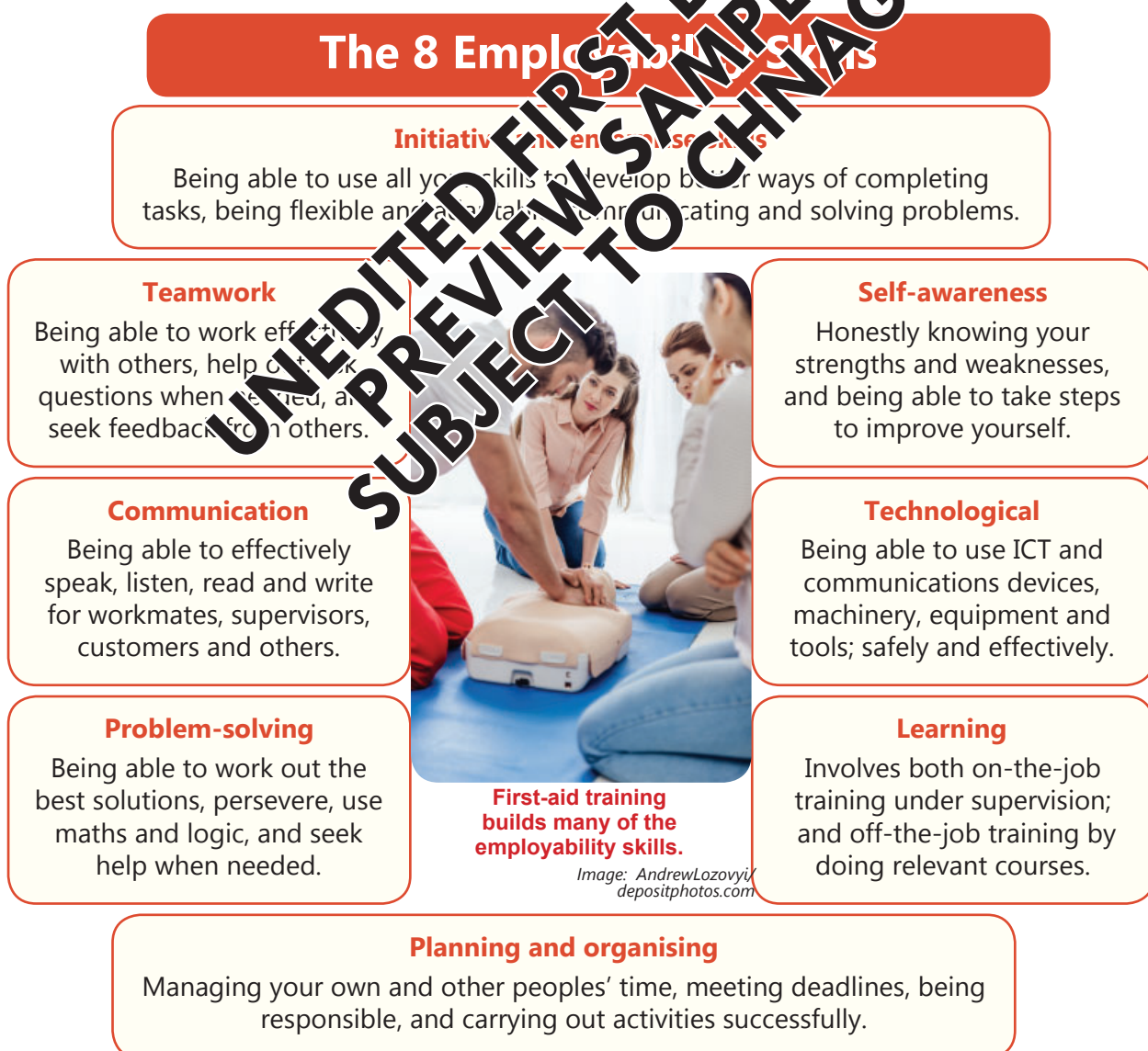
The contemporary world of work requires you to demonstrate a range of employability skills. Way back in 2002 (yes that's right, before you were even born!), the *Employability Skills For The Future Project*, identified a set of eight essential (in four skills-sets) that you develop and apply through work, education and training; and at times through your personal life experiences. And these eight essential **Employability Skills** still relate today.

It is expected that all workers in all work settings should be able to demonstrate these eight common skills as part of their day-to-day work activities. Therefore, these Employability Skills are essential to gain **entry-level employment**.

Employees are also expected to grow and develop their Employability Skills as part of lifelong learning as their career develops.

Workers that demonstrate and develop these 8 Employability Skills become more **productive** employees for their organisation. Being more productive makes you more **employable** and will help you build a better **career pathway**.

Workers use employability skills in combination such as technological skills, learning and problem-solving.



**My employability skills 1D**

1. Complete the table, by describing examples of **your strengths** in each of the 8 'official' **Employability Skills** areas.
2. Identify at least 1 **area of improvement** you need to undertake in each of the 8 official **Employability Skills** areas.

8 Employability Skills	Examples of my strengths:	However, I still need to improve:
Examples e.g. Learning	- At home I have taught myself to touch-type by chatting online. - I have completed a certificate in basic first-aid and CPR.	I still really need to get my driving hours up for my 'Ls', I've only done 20 hours so far.
Communication		
Teamwork		
Problem-solving		
Planning and Organising		
Self-awareness		
Learning		
Technological		
Initiative and Enterprise Skills		

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## 1.09 6 CAE Employability Skills

### Six employability skills for CAE

As you know, your Careers and Employability course requires you to develop and apply **six key employability skills areas**. These are the employability skills against which you will be assessed for CAE. But it is important to understand the relationship between your CAE employability skills and the 8 official Employability Skills, as those 8 might be used in your workplace, in VET and vocational training, at TAFE, and in other external situations.

## 6 Employability Skills for CAE

### Communication skills

Include but are not limited to these.

- ⇒ Use correct terminology, spelling, and grammar for clear communication.
- ⇒ Demonstrate written and verbal skills considering purpose, audience and format.
- ⇒ Use non-verbal communication, facial expressions and tone, to connect with the audience.
- ⇒ Practice active listening by focusing on the speaker, asking questions, and responding thoughtfully.

### Digital literacy skills

Include but are not limited to these.

- ⇒ Effectively locate reliable information online.
- ⇒ Implement online safety measures to avoid unlawful activity.
- ⇒ Implement online safety measures to preserve your digital footprint.
- ⇒ Communicate using email, text messages, video calls and webinars.
- ⇒ Create documents, presentations, and spreadsheets using work-related software.

### Teamwork skills

Include but are not limited to these.

- ⇒ Contribute to team work, group and unit.
- ⇒ Complete team responsibilities effectively and efficiently.
- ⇒ Reliably complete tasks in time and by meeting expectations and standards.
- ⇒ Consider team members' ideas and opinions as part of consensus.

### Time management skills

Include but are not limited to these.

- ⇒ Plan, organise and prioritise tasks to meet specific deadlines.
- ⇒ Make use of tools and applications to improve productivity and efficiency.
- ⇒ Track and evaluate progress when completing tasks.
- ⇒ Review and re-assess priorities to deal with unexpected events.

### Critical thinking skills

Include but are not limited to these.

- ⇒ Apply research skills to gather reliable, relevant information.
- ⇒ Analyse, compare and evaluate information to develop actions and solutions.
- ⇒ Identify and reflect on any biases that may influence actions and decision-making.

### Problem-solving skills

Include but are not limited to these.

- ⇒ Use open and closed questions to unpack and understand a situation or issue.
- ⇒ Use problem-solving tools and techniques to create a list of potential solutions.
- ⇒ Apply decision-making techniques and models to plan, implement and evaluate solutions.

- For each of these **statements**, identify which **CAE employability skill** it **directly relates** to. Identify a **second CAE employability skill** it is also likely to relate to. (You can use abbreviations).
- Rate yourself** from 1 (low) to 5 (high) based on your **current ability** for each. If you don't understand what that skill is, or have never heard of it, use 'DN' (don't know).

a. Analyse, compare and evaluate information to develop actions and solutions.			
b. Apply decision-making techniques and models to plan, implement and evaluate solutions.			
c. Apply research skills to gather reliable, relevant information.			
d. Communicate using email, text messages, video calls and webinars.			
e. Complete team roles and responsibilities effectively and efficiently.			
f. Consider team members' ideas and opinions as part of consensus.			
g. Contribute to team harmony and unity.			
h. Create e-documents, presentations, and spreadsheets using work-related software.			
i. Demonstrate written and verbal skills considering purpose, audience and format.			
j. Effectively locate reliable information online.			
k. Identify and reflect on any biases that may influence actions and decision-making.			
l. Implement online privacy practices to avoid unlawful activity.			
m. Implement online safety measures to protect your digital footprint.			
n. Make use of tools and applications to improve productivity and efficiency.			
o. Plan, organise and prioritise tasks to meet specific deadlines.			
p. Practice active listening by focusing on the speaker, asking questions, and responding thoughtfully.			
q. Reliably complete tasks on time and by meeting expectations and standards.			
r. Review and re-assess priorities to deal with unexpected events.			
s. Track and evaluate progress when completing tasks.			
t. Use correct terminology, spelling, and grammar for clear communication.			
u. Use non-verbal communication, facial expressions and tone, to connect with the audience.			
v. Use open and closed questions to unpack and understand a situation or issue.			
w. Use problem-solving tools and techniques to create a list of potential solutions.			

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## 1.11 Core Skills for Work

### Core Skills for Work

Employability skills are an important set of skills used in many work-related situations and learning programs. However, as the contemporary world of work evolves, we have seen the emergence of newer skills-sets classifications that describe important work-related skills with a slightly different focus.

The *Core Skills for Work Development Framework* created a set of 10 **Core Skills for Work** considered important for contemporary workers. Some learning, workplace and industry stakeholders prefer to use this newer Core Skills for Work set as a focus for career and skills development (rather than employability skills). The set of Core Skills for Work is organised into three clusters.

The first two skills are part of *Cluster 1: Navigate the world of work*. These relate to building and developing a career by maintaining **work/life balance**; and through an understanding of the **roles, rights** and **responsibilities** of a **worker**.

*Cluster 2: Interact with others*, focuses on generic **interpersonal skills** that all workers are expected to demonstrate and develop in work-related situations.

*Cluster 3: Get the work done*, involves day-to-day **work-related skills** that are essential for all workers in the contemporary world of work.

Many of these 10 core skills are similar to, or even cross-over with, employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

💡 So how do you think these 10 Core Skills for Work relate to your own situation?

**Core Skills for Work**

**Core Skills for Work**  
**Cluster 1 - Navigate the world of work**

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

**Core Skills for Work**  
**Cluster 2 - Interact with others**

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

**Core Skills for Work**  
**Cluster 3 - Get the work done**

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

Image: IgorTishenko/Depositphotos.com

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Core Skills for Work 1F

Complete the table by explaining how **you** have **shown**, or **developed**, the 10 **Core Skills for Work** in each of these 3 settings.

- **Personal/Social:** Through helping others, hobbies, sports, interests, etc..
- **School:** Through doing assignments, projects, assessment tasks, training, etc..
- **Workplace:** Through employment, volunteering, work experience/placement, etc..

Core Skills for Work	Personal/Social settings	School settings	Workplace settings
Examples	e.g. Manage career and work life. I have to juggle sport, school and leisure with my job by....	e.g. Plan and organise. For VCE: VM we have to plan an integrated PDS/Literacy activity that involves	e.g. Connect and work with others. In my work placement I have to take direction from my boss by....
Manage career and work life.			
Work with roles, rights and protocols.			
Communicate for work.			
Connect and work with others.			
Recognise and utilise diverse perspectives			
Plan and organise.			
Make decisions.			
Identify and solve problems.			
Create and innovate.			
Work in a digital world.			

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## 1.13 Industry-Specific Skills

### Industry-specific skills

Industry-specific skills (**competencies**) are certain skills that an individual must demonstrate for a particular occupation within an industry.

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

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

And in the Retail Trade industry, a store manager needs to know how to use technology such as point of sale systems, e-commerce platforms and inventory management software. These are industry-specific competencies and are relevant for that occupation in that industry.

Employees need to develop full competence in tasks related to their specific industry or industry sub-sector for particular occupations. Industry-specific skills are developed through both **on-the-job** and **off-the-job vocational training** (e.g. **learning**).

Consider these key characteristics of industry-specific skills by thinking about an occupational role you are interested in.

- 1. Specialisation:** These skills are specialised and tailored to the unique needs of a specific industry or job role.
- 2. Relevance:** They are directly applicable to tasks that an employee will encounter in their job.
- 3. Technical proficiency:** Often involve technical knowledge and practical abilities that are necessary for performing specific job functions.
- 4. Continuous learning:** Due to technological advancements and evolving industry standards, these skills require continuous learning and updating.



## Industry-Specific Skills

Image: ZavgSG/  
iStock/Thinkstock




1. Identify an **employability skill**, and an **industry-specific skill**, being demonstrated in the images. Add 1 more image. Your class will discuss the answers.



		
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2. Choose an **industry** that you are interested in. Identify and explain **3-5 industry-specific skills** that are important for **3 occupations** within that industry. (Try: [www.myskillsbase.edu.au](http://www.myskillsbase.edu.au) for search for an occupation, then follow relevant links.)

<b>Industry:</b>		
Occupation 1	Occupation 2	Occupation 3
⇒	⇒	⇒
⇒	⇒	⇒
⇒	⇒	⇒
⇒	⇒	⇒
⇒	⇒	⇒

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## 1.15 Transferable Skills

### Transferable skills

Many people have a range of **personal** and **social competencies** that are transferable to workplace situations. You need to be able to recognise how the things you are good at in your everyday lives are **transferable**.

By performing work-related tasks while still in school you are building transferable skills that can be developed into one or more of the **employability skills**.

You might also have **technical** and **specialist** skills that are also transferable to work-related situations.

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

This way you can offer employers a suite of transferable skills that can make you more employable.



**“I’ve always been handy around the house, ever since I was a little kid.”**

### Personal competencies

Personal competencies are those skills that you have a natural **aptitude** for, and are usually the things that you naturally **enjoy** doing. Personal competencies, which might also be referred to as **intrapersonal skills**, usually reflect your **personality**, and stem from your abilities and **aptitudes**.

Your abilities and aptitudes are things that you can do quite well without even thinking about them. You might just have a natural aptitude or ability to do something, e.g. sport, fixing things, cooking, looking after children, using technology, selling and marketing, art and design, maths, and so on.

Varied personality traits suit different tasks and different occupations. So, it is important to try and build your career around things you enjoy doing. If so, you are more likely to see your career progress naturally and successfully.

 Key personal competencies include these, but there are many more! As a class, suggest others.

- ⇒ How well do you deal with stress?
- ⇒ What is your level of patience and understanding?
- ⇒ How much attention to detail do you have?
- ⇒ How reliable and punctual are you?
- ⇒ What motivates you?
- ⇒ How much responsibility are you able to handle?
- ⇒ To what extent do you embrace a growth mindset?

**“Helping my little brother learn different sports has made me more patient and confident in my ability to communicate.”**



**Social competencies**

Social competencies refer to your skills in dealing with **people**, and your ability to do well in **social situations**.

You build social competencies through your everyday **life experiences** and interaction with other people. Social competencies can also be developed through involvement and participation in social events, teams, clubs, education and other situations. As such they are a driver of your **interpersonal skills**.

**Workplace learning** and **volunteer** work are excellent ways to develop social competencies. These **experiences** also allow you to mix and work with a different peer group, which helps you become more work ready.

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



Some key social competencies include these, can you think of others?

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

The girl always been good with children and has attributes such as patience and good communication. She values social interaction and is interested in child welfare. She hopes to study childcare or pre-school education.



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**Personal and social competencies 1H**

Quickly now, and without too much deep thinking. List 5 of **your personal** and 5 of **your social competencies** that could be transferable to work-related situations.

**Transferable personal competencies**

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

**Transferable social competencies**

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

## 1.17 Transferable Skills

### Multiple intelligences

The capabilities, attributes, skills and ultimately the competencies you develop are strongly influenced by your varied multiple intelligences. Harvard University professor Howard Gardner is recognised as the developer of these eight ‘**multiple intelligences**’.

You should consider that different people are likely to have different levels of intelligence in each of these eight categories. You should also understand that you are likely to have a combination of different co-related intelligences. These intelligences will strongly influence the type of tasks, work environments, jobs and industry settings you might be suited to.

 So which of these multiple intelligences sound more like you?

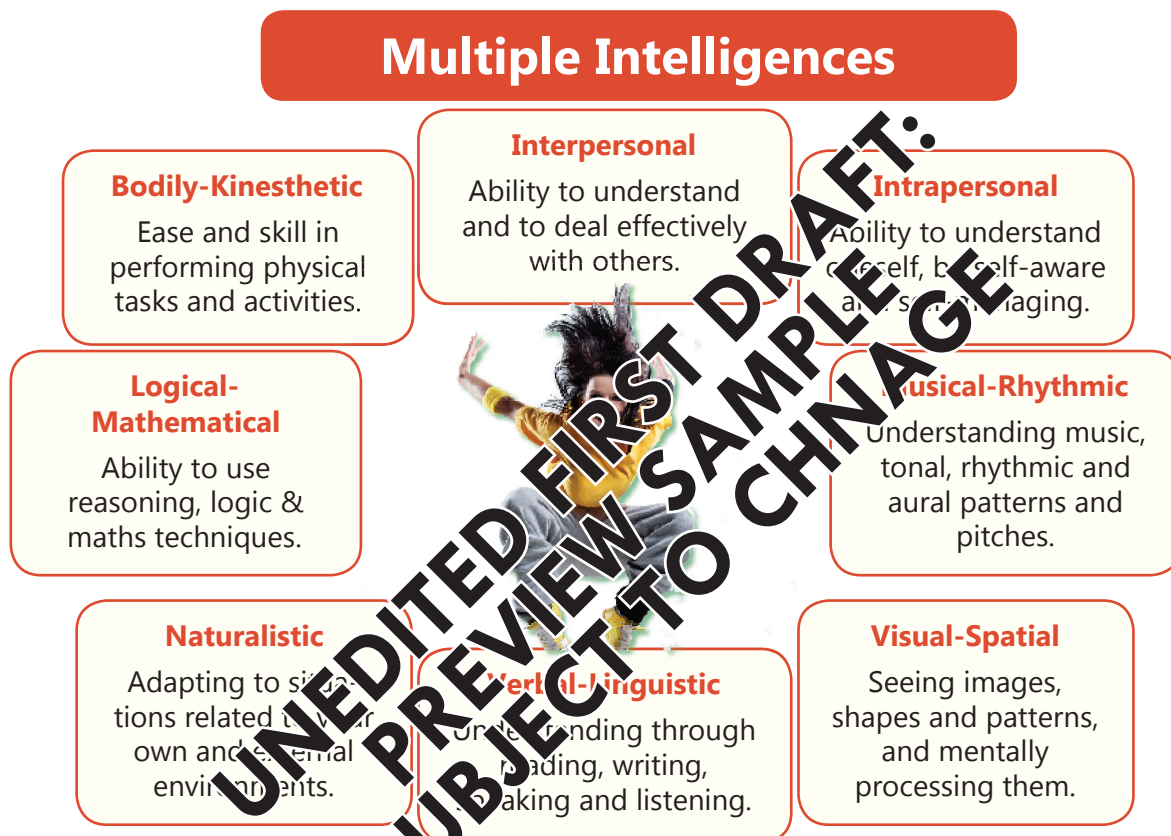


Image: AYakovlev/  
iStock/Thinkstock.com

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#### Part A

1. List each **multiple intelligence** and **rank yourself** from *very low, low, medium, high, very high*.

Interpersonal			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

2. Tabulate and discuss these as a class. In which intelligences are classmates stronger, and less strong? Why do you think this is the case?

**Part B**

3. Describe 3 of **your multiple intelligence strengths** that you could apply in **work-related situations**. Ask yourself, "What could I be relied upon to do well?"
4. Now, describe 3 of your **multiple intelligence weaknesses** that might cause you to struggle in **work-related situations**. Ask yourself, "What might I need help with and/or need to develop further to become more employable?"

My multiple intelligence strengths...	My multiple intelligence weaknesses...
i.	i.
ii.	ii.
iii.	iii.

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5. Match each of the **11** intelligences to the most suited **occupations**. Add 2 more.

physiotherapist _____	author _____
musician _____	entrepreneur _____
park ranger _____	aged-care worker _____
architect _____	mechanic _____
social worker _____	retail worker _____
fitness instructor _____	baker _____
vet nurse _____	truck driver _____
ICT programmer _____	child-care worker _____
_____	_____

Applied TBC

## 1.19 Graduated Assessment

### GA1 Our skills and abilities - Skills for Work



For this graduated assessment task, you are going to work with a partner to develop statements that describe each others' skills and abilities, and employability skills.

- Form into pairs. Develop 8-10 concise statements that:
  - Clearly describe your partner's strongest **generic skills and abilities** and **employability skills**
  - Explain how this **skill** and **ability** would be **important** for a **worker** to have, for an occupation or industry in which they are interested
  - Identify an **action** they can take to **further enhance** their personal **capability** in this area.
- Do **they agree**? And did you identify **skills** and **abilities** of 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:	Partner's name:	Date:
Skills/abilities & employability skills	Can apply this to work-related situations	Should take further actions to...

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# Nature of Work

2

2.01 Nature of Work .....	2.23 Work Environments .....
2.05 Industries and Occupations .....	2.25 Workplace Diversity.....
2.11 Employment.....	2.27 Motivation and Job Satisfaction ....
2.17 Flexible Work Arrangements.....	2.31 Assessment Task 1A.....

Activities 2: Nature of Work	p.	Due date	Done	Comment	
2A Nature of work			<input type="checkbox"/>	<input type="radio"/>	
2B Work			<input type="checkbox"/>	<input type="radio"/>	
2C Australian industries			<input type="checkbox"/>	<input type="radio"/>	
2D Occupation categories			<input type="checkbox"/>	<input type="radio"/>	
2E Main employing industry			<input type="checkbox"/>	<input type="radio"/>	
2F Employment			<input type="checkbox"/>	<input type="radio"/>	
2G Australian Apprenticeship			<input type="checkbox"/>	<input type="radio"/>	
2H Flexible work arrangements			<input type="checkbox"/>	<input type="radio"/>	
2I Work environments			<input type="checkbox"/>	<input type="radio"/>	
2J Workplace diversity			<input type="checkbox"/>	<input type="radio"/>	
2K Motivating factors			<input type="checkbox"/>	<input type="radio"/>	
AT1A Nature of Work - Investigation			<input type="checkbox"/>	<input type="radio"/>	

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Comments:

## 2.01 Nature of Work

### The nature of work

When it comes to planning and developing your future **career pathway**, it is important to understand about the nature of work.

The nature of work in modern, developed Western market economies such as Australia will influence the type of **employment opportunities** that are available to workers, including young future job-seekers such as yourself.

Different **occupations** require varied **employability** and **industry-specific skills**. These varied occupations also have different **entry-level requirements** including **qualifications, certification** and **licensing**.

The nature of work in Australia is also influenced by the types of **industries** that operate and the **growth** and **decline** of different industries and industry sub-sectors.

Added to this is the need to understand how the nature of work is evolving in **emerging industries** in response to changing **customer** and **client needs, innovation, environmental sustainability, government policies** and the pressures and opportunities presented by increased **globalisation**.

The nature of work involves the **job status** of workers such as **full-time, part-time, casual, contract** and other types of employment. **Australian workers** also need to understand the nature of work from their own perspective, as they experience both on-the-job and off-the-job **training**, often in occupational areas facing significant **skills shortages**.

The nature of work both influences, and is influenced by, the types of **work environments** that exist within workplaces. As part of this, future workers need to also consider changing nature of work environments and **work arrangements** in response to **technology, workplace flexibility** and **customer needs**.

Another element to consider is the need for a greater emphasis on **workplace diversity** to reflect the diverse culture that makes up Australia. This includes eliminating **discrimination** and promoting **equal opportunity**.

And of course, you as an individual such as yourselves need to understand the importance of factors that influence **job satisfaction** and **motivation** such as:

- ⇒ the importance of **job security**,
- ⇒ the level and types of workplace **pay** and other **conditions** and **benefits**,
- ⇒ the opportunity for personal and professional **growth** through the applied use of your **skills** and **abilities**,
- ⇒ the vital importance of **workplace safety**.

*Image: Rawpixel/  
depositphotos.com*

**The nature of work is changing and evolving for all of us, and let's not forget about All!"**



Nature of work 2A

The passage, 'The nature of work' on p.22 includes a lot of **bolded** key terms. At times it can be hard to make clear sense of information when there are a lot of key points. A good strategy is to make **word chains** that feature key words or terms.

- Based on 'The nature of work', complete **word chains** for **these key words**. Some key words might feature more than once. Then develop one **final summary word chain**.

occupations	
industries	
job status	
work environments	
workplace diversity	
job satisfaction	
Nature of work	

- Consider these lists. Add your own jobs to each. Try to find **older workers/retirees** who do/did these jobs and ask them how **job changes impacted** on them.

Jobs that have almost disappeared due to the changing nature of work:	Jobs where roles have changed due to the changing nature of work:
⇒ Switchboard operators	⇒ Travel agents
⇒ Typists	⇒ Bank tellers
⇒ Photo processors	⇒ Journalists
⇒ Elevator operators	⇒ Copywriters
⇒	⇒
⇒	⇒

**Discussion: A job by any other name is still...**

What do these contemporary 'fancy' job names do? Is it really much different from the past? Report back to the class and suggest some other examples.

⇒ Customer experience specialist	⇒ Produce fulfilment specialist
⇒ Brand strategist	⇒ Food and beverage executive
⇒ IT solutions architect	⇒ Guest experience coordinator
⇒ Transit operator	⇒ Customer support specialist
⇒ Automotive service technician	⇒ Student success coach

## 2.03 Nature of Work

### Work

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

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

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

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

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

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

Work also includes people who give their labour, skills and expertise to **community, volunteer and charity** organisations - even if they aren't paid for their efforts. Work can also include students and trainees who undertake work experience or **structured work placement** as part of their vocational education program or for their TAFE and university qualifications.

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

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

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

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

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

And perhaps more importantly - why?



Some work is practical and requires technical skills.

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



Image: Umkehrer Richard/Photos.com

Image: tyler olson/Photos.com

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



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

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2. Look at the 3 **images** on p.24. Name each **worker** and complete the following.

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

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

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

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

<p><b>Person 1:</b></p> <p><b>Job:</b></p> <p><b>Work Tasks:</b></p> <p>i.</p> <p>ii.</p> <p><b>Workplace characteristics:</b></p>	<p><b>Person 2:</b></p> <p><b>Job:</b></p> <p><b>Work Tasks:</b></p> <p>i.</p> <p>ii.</p> <p><b>Workplace characteristics:</b></p>	<p><b>Person 3:</b></p> <p><b>Job:</b></p> <p><b>Work Tasks:</b></p> <p>i.</p> <p>ii.</p> <p><b>Workplace characteristics:</b></p>
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## 2.05 Industries and Occupations

### What is an industry?

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

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

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

For example:

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

🧠 What other industries are you aware of?

### Industry names

In Australia, industries are grouped and named according to **19 divisional classifications** as part of **ANZSIC 2006**. ANZSIC provides further classifications for industry sectors and industry sub-sectors.

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

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

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

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

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

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

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



Image: Peter M. Fisher/  
Fuse/Thinkstock



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

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

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## 2.07 Industries and Occupations

### Occupations

So what do you want to 'be'?

Butcher, baker, barista or boilermaker?

Nurse or nurseryperson - arborist or zookeeper?

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

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

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

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

About 25% of all jobs in Australia are in the top 1% occupational classifications. And the top 50 jobs in Australia account for about 50% of all employment opportunities.

🧠 So what are you interested in?

### Uncommon Knowledge

#### Top occupations

In Australia, as at August 2023, the largest occupations were: ???

1. General Sales Assistants.....595,400
2. General Clerks.....296,600
3. Registered Nurses ..... 294,000
4. Aged and Disabled Carers ... 274,000
5. Retail Managers .....213,400
6. Truck Drivers .....212,100
7. Accountants .....206,600
8. Receptionists..... 191,600
9. Electricians .....186,200
10. Storepersons.....169,800
11. Advertising Sales Managers...162,100
12. Software & App Program's..158,800
13. Primary School Teachers ..... 157,100
14. Waiters..... 151,200
15. Kitchen Hand's .....146,600
16. Commercial Cleaners .....142,800
17. Secondary School Teachers.140,700
18. Office Managers.....140,100
19. Child carers .....136,100
20. Checkout operators/Cashiers 131,800

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

## 21 Broad Occupational Categories

Accounting, Banking and Financial Services

Administration and Human Resources

Advertising, Public Relations, Media & Arts

Agriculture, Animal and Horticulture

Automotive, Transport and Logistics

Construction, Architecture and Design

Education and Training

Electrical and Electronics

Engineers and Engineering Trades

Executive and General Management

Government, Defence and Protective Services

Health and Community Services

Hospitality, Food Services and Tourism

Information & Communication Technology

Legal and Insurance

Manufacturing

Mining and Energy

Personal Services

Sales, Retail, Wholesale and Real Estate

Science

Sports and Recreation



Occupation categories 2D

Occupations in Australia are grouped into 21 broad categories (see p.28).

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

i.	ii.	iii.
----	-----	------

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

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

- Discuss the predictions as a class. Are there any patterns? Why so/why not?
- If someone is surprised by the predictions, discuss with them why you think they might be suited to this category.
- What about you, were your classmates accurate? Why/why not?

## 2.09 Industries and Occupations

### Industry of occupation

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

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

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

A storeperson might be employed in the Wholesale trade industry (20%)<sup>1</sup> or in the Retail Trade industry (26%)<sup>1</sup>. And we might see chefs employed mainly in accommodation and food services (85%)<sup>1</sup>, but also in health care and social assistance (5%)<sup>1</sup>, and a small but

growing proportion in manufacturing (2%)<sup>1</sup>. Why would that be?

Source: [www.joboutlook.gov.au](http://www.joboutlook.gov.au), based on ABS Census 2016

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

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

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



### 2E Main employing industry

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

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



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



Part B: Use <https://www.jobsandskills.gov.au> to complete the table.

1. Select Industries from the main menu and choose an industry to investigate. Write the **description**.

2. Click through to an industry. List some of the **occupations** you are most interested in.

3. Choose 4 occupations that you might be interested in pursuing. Use the links to research other information about the occupation.

Occupation:	Occupation:
Specialisations:	Specialisations:
Prospects:	Prospects:
Pathways:	Pathways:
Other information:	Other information:
Occupation:	Occupation:
Specialisations:	Specialisations:
Prospects:	Prospects:
Pathways:	Pathways:
Other information:	Other information:

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4. Based on your choices, how would you describe the future prospects for employment in this industry?

5. What might you need to consider when planning your career pathway in this industry? (e.g. Skills shortages).

## 2.11 Employment

### Employment

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

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

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

### Definition


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

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

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

Those who are not counted as being employed include:

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

 So where do you fit in?

**Australian Bureau  
of Statistics**

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

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



### Uncommon Knowledge

#### Employment

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

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

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

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

Paid workers who work for charities are also employed.

But unpaid volunteers are not officially counted as employed even though they are 'working'.

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

In Australia, as at July 2024, 14.46 million people were employed (full-time represented 69.1%).

(Source: ABS 6202.0)

## Employment Status



Full-time

Casual

Apprentice

Trainee

Volunteer

Part-time

Contractors

Sub-contractors

Owner/operator

Self-employed

Many younger workers are employed as casuals.

### Full-time

- ⇒ A work arrangement whereby a worker is employed on a regular basis for a standard working week.
- ⇒ This is set at 38 hours per week in Australia; but some industries and occupations may set this as 35 hours/week.
- ⇒ In Australia about 70% of all employees are full-time.

### Part-time

- ⇒ A work arrangement whereby a worker is employed for fewer hours than the accepted full-time amount.
- ⇒ Part-time is regular work but workers work less hours than full-time. e.g. 2 days, (or 2 or 4 half days).
- ⇒ Part-time workers are paid and accrue other benefits on a pro-rata basis.

### Casual

- ⇒ A flexible work arrangement whereby a worker is employed on an 'as-needed' basis without regular set hours.
- ⇒ Workers normally receive a higher rate of pay (% loading) but give up leave and other benefits and conditions.
- ⇒ About 20-25% of all workers in Australia are casual.

### (Sub) Contractor

- ⇒ A contractor or sub-contractor is engaged for a set period of time, or for a particular task or project (e.g. onsite tradies or ICT consultants).
- ⇒ Contractors are not employees and usually have to cover their own costs such as insurance, vehicle, tools, etc..
- ⇒ Many delivery drivers are sub-contractors and are paid per 'job'.

### Apprentice (ship)

- ⇒ An apprentice is employed on a special contract of training as part of the Australian Apprenticeship scheme.
- ⇒ Apprenticeships usually apply to skilled 'trades-related' occupations such as carpenter, plumber, mechanic, chef, hairdresser, as well as many more.
- ⇒ Apprentices complete on-the-job training, as well as external training at a TAFE or RTO (trade school).
- ⇒ Apprenticeships usually involve 3.5 to 4 years of structured training.

### Trainee (ship)


- ⇒ Traineeships usually apply to trades-support occupations; or to customer service roles, or to business, ICT and admin assistants, or in care occupations.
- ⇒ A trainee is also employed under a special contract of training as part of the Australian Apprenticeship scheme.
- ⇒ Trainees are paid a training wage and complete the equivalent of one day of 'external' training a week.
- ⇒ Traineeships usually involve 12-24 months of structured training.

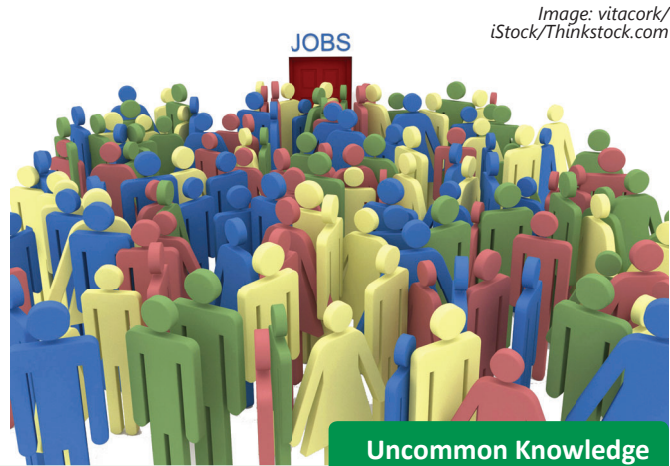
## 2.13 Employment

### Unemployment

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

Just because a person is not working, it does not mean that they necessarily are counted as being unemployed.

 So how do you think that works?



Uncommon Knowledge

#### Unemployment

People are only counted as being officially unemployed if they are **actively seeking work**. According to the ABS, the official definition of unemployment requires:

- ⇒ someone to be aged **15+**, and who was **not employed** during the reference week to:
  - ✓ have **actively looked for work** during the previous four weeks,
  - ✓ and be **available to start work** in the reference week if a job is available.


It is important to understand that many people who are not employed are not necessarily unemployed.

These might include retirees, aged people, invalids, non-working spouses, high school and post-secondary students, stay-at-home parents, unpaid volunteers, and other people not part of the labour force for one reason or another and who **choose not to work**, and are **not actively seeking work**.

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

In Australia, as at July 2024, 627,500 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 2%. (Source: ABS 6202.0)

### 2F Employment

-  1. Match the most appropriate terms from pp.32-34 to their meaning.
- a. The minimum number of hours worked per week to be officially counted as employed. \_\_\_\_\_
  - b. The agency that collects and reports on key statistics. \_\_\_\_\_
  - c. People who work for 'free' to help out a community. \_\_\_\_\_
  - d. Wages, salaries, commission, profit, etc.. \_\_\_\_\_
  - e. Employees engaged for a full working week, i.e. 38 hours. \_\_\_\_\_
  - f. People who own and work in their own business. \_\_\_\_\_

- |                                    |                                   |  |
|------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> ABS       | <input type="checkbox"/> one hour | <input type="checkbox"/> self-employed |
| <input type="checkbox"/> full-time | <input type="checkbox"/> payment  | <input type="checkbox"/> volunteers    |

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

Person	Employed Category	Person	Employed Category

3. Use examples to explain **your preference** for the different types of **employment status now**, and for after you have **completed** your secondary education.

Employment status	Suitability for me now.	Suitability for me in my future...
Full-time		
Part-time		
Casual		
(Sub) Contractor		
Apprentice (ship)		
Trainee (ship)		

Applied (TBC)

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## 2.15 Employment

### Australian Apprenticeships

An Australian Apprenticeship is an excellent type of **entry-level training** for many occupations.

Australian Apprenticeships involve a combination of on-the-job and off-the-job **competency-based training** (CBT).

The apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation as part of their apprenticeship.

Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (**ASbAs**), while still at school, to get a head-start on their careers.

Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?

### Trades and services

The more traditional, practical or **trade** types of Australian Apprenticeships normally take about 3.5 to 4 years to fully complete. These include occupations as diverse as light vehicle mechanic, hairdresser, carpenter, heavy mechanical engineering tradesperson and human services. It is interesting to note that many of these occupations have significant skills shortages.

The more service-oriented Australian Apprenticeships take about 12-18 months to complete.

These **traineeships** include ICT technician, customer service officer, office assistant, dental nurse, trades assistant, retail worker, child-care worker as well as hundreds more. Many of these occupations are the first step to further career development as a **para-professional**.

**“At times it seems like a tough start in the beginning. But we can tell you, it’s worth it in the end!”**



Image: photography33/  
depositphotos.com

### Australian Apprenticeships

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

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



**Australian Apprenticeships: Advantages and Disadvantages**



There are a number of advantages for a young career builder in undertaking an Australian Apprenticeship.

- ☺ **Practical experience:** Gain hands-on experience while learning on the job.
- ☺ **Earning while learning:** Get paid while you train and study.
- ☺ **Career head start:** Begin your career early, often with job security upon completion.
- ☺ **Pathway to further education:** Can lead to further qualifications and career advancement.
- ☺ **Industry demand:** Many apprenticeships are in high-demand fields with good job prospects.
- ☺ **Nationally recognised qualifications:** Completing an Australian Apprenticeship provides a qualification recognised across Australia, enhancing mobility and employability within the job market.

- ☺ **Mentorship:** Receive guidance from experienced professionals in your chosen field, which can greatly enhance your learning and professional development.

However this vocational pathway does also present some potential disadvantages.

- ☹ **Time commitment:** Requires a long-term commitment, often 3.5 to 4 years for traditional trades.
- ☹ **Work-life balance:** Balancing work, off-the-job training, and personal life can be challenging.
- ☹ **Lower initial earnings:** Apprentices typically earn less during training compared to qualified workers.
- ☹ **Physical demands:** Many apprentices, especially in trades, can be involved in demanding work, which may not suit everyone.

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

**Australian Apprenticeships 2G**

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

Industry 1	Industry 2	Industry 3

2. Choose 1 of these occupations. Describe an example of how each of the CAE employability skills would apply for apprentices/trainees doing this job.


**Discussion**

In small groups or pairs, discuss the advantages and disadvantages of Australian apprenticeships as a career pathway. Report back to the class. Does this pathway options suit you and/or your peers? Why or why not? Report back to the class.



## 2.17 Flexible Work Arrangements

### Types of work arrangements

**Workplace flexibility** is a key force for change impacting on the nature of work, resulting in flexible work arrangements across many industries.

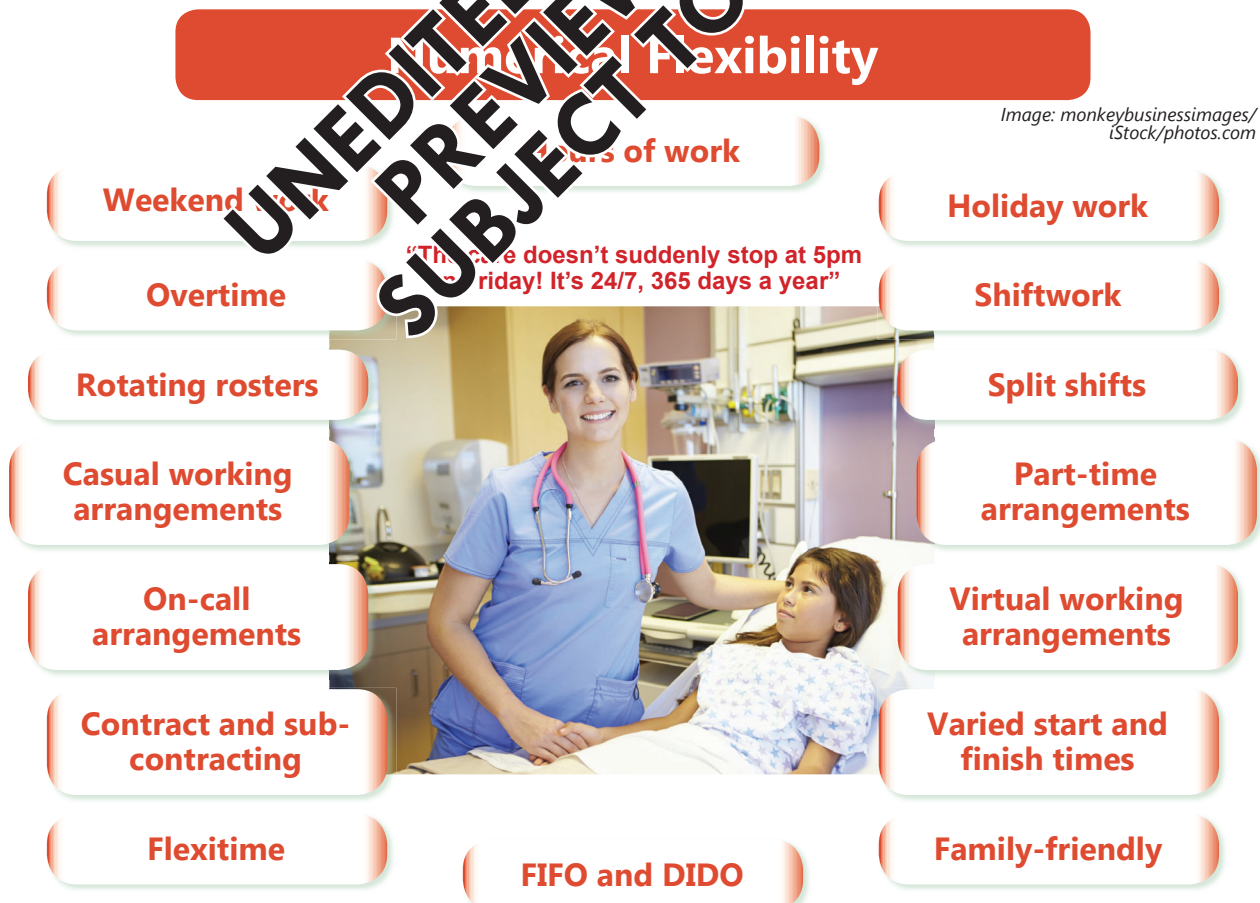
At the most basic level, we can categorise workplace flexibility as being either **numerical flexibility** which refers to **when** an employee performs their tasks; and **functional flexibility** which refers to **what** an employee actually does when performing those tasks.

Numerical flexibility is concerned with flexible workplace arrangements used to engage employees. More and more workers might be employed under part-time, casual, contracting, sub-contracting, outsourcing, rotating roster, tele-commuting, job-sharing, flexi-time, FIFO and DIDO, and other work flexible arrangements.

For example, in the Accommodation and Food Services industry, employees are expected to work varied hours on different days. So, working this rotating roster is an example of numerical flexibility. In addition, an employee that is trained for a variety of responsibilities such as front-of-house, operations, catering and other hospital functions is a more functionally flexible employee.

As you develop your career you will be increasingly expected to become both numerically flexible (when you are available to work) and functionally flexible (what you can do at work).

Many workers are now expected to have greater **technological skills** and **competencies**, better **communication** skills, are able to **learn faster** and to have almost around the clock **availability**.



### Flexible work arrangements

As the contemporary world of work continues to evolve, it is important that you are aware of the nature of these three different types of flexible working arrangements.

#### 1. Shiftwork

Shiftwork refers to a work schedule whereby a worker's regular rostered hours fall outside the traditional workday (i.e. Mon-Fri from 8am-6pm ish). It involves employees working at different times of the day or night, often in rotating shifts, to ensure that operations continue around the clock or at varying hours.

#### Hence numerical flexibility.

Some common occupational examples of shift work are explained below. But you could easily think of others - perhaps people you know - or even yourself!

**"The only way you can get fresh bread daily is for me to start very, very early!"**



Image: ArturVerka/Thinkstock, depositphotos.com

#### Occupations commonly working shiftwork

- ⇒ **Health-care workers:** Nurses and doctors often work in hospitals that operate 24/7 all year around. They may be assigned to the morning, evening or night shifts to ensure continuous patient care.
- ⇒ **Hospitality workers:** Waiters, chefs and kitchen staff, and hotel receptionists might work evening or night shifts to serve guests who arrive late or dine late. In traditional meal houses, restaurant workers might also work a day shift from 7am to 3pm and then from 10pm to 6am later for peak times.
- ⇒ **Manufacturing workers:** In a manufacturing plant that operates continuously, workers might be scheduled in three 8-hour shifts: morning (6am to 2pm), afternoon (2pm to 10pm), and night (10pm to 6am) to keep production running without interruption.
- ⇒ **Law enforcement officers:** Police officers may work rotating shifts to ensure public safety at all times. For example, they might work a day shift (7am to 3pm) for one week and then switch to a weekend night shift (11pm to 7am) the next week.
- ⇒ **Retail workers:** Employees in a supermarket might work different shifts to cover all hours of operation over the week. A stocker might work the overnight shift (10pm to 6am) to restock shelves when the store is less busy.
- ⇒ **Transport workers:** Long-haul truck drivers often work overnight shifts to avoid traffic and meet tight delivery schedules. Similarly, airline pilots might fly during late-night or early-morning hours to ensure flights operate on time. Train drivers have to ensure trains operate to extended timetable hours across the week.
- ⇒ **Emergency service workers:** Firefighters and paramedics often work rotating shifts of 10-14 hours, followed by days off, to ensure that emergency services are available at any time of day or night. Of course, if they are actively engaged on a job they have to keep working beyond their rostered times.



Image: Keith Brofsk/Thinkstock

## 2.19 Flexible Work Arrangements

### 2. Contracting

A **contractor** or **sub-contractor** is engaged for a set period of time, or for a particular task or project (e.g. onsite tradies or ICT consultants).

Contractors offer their 'employers' **flexibility** in managing their workforce. Companies can hire contractors for specific **projects** or **peak periods** without the long-term commitment that comes with employing staff. This is particularly useful in industries with **fluctuating demand**, such as construction, ICT, or delivery services.

Contractors are not employees, and usually have to cover their own **costs** such as insurance, vehicle, tools, etc..

In Australia, there are about there's about 1 million workers engaged as sub-contractors, contractors and in consultant and support positions on contracts. Consider tradies working as '**subbies**' on housing estates, 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. And the proportion of independent contractors in the workforce is growing.

Think of all of those work roles that need to be filled where people use **app-based** digital services to place an order. Many **drivers**, **couriers** and **delivery people** are sub-contractors, and are paid per 'job'. 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?



Image: Syda\_Productions/depositphotos.com

## Contracting and Sub-Contracting

Cost efficiency

Labour flexibility

Pay for output

Digital innovation

"We're all subbies, and that accounts for most of our work and income. The flannie shirts are an extra bonus."

Outsourcing

Gig economy

Globalisation

Events

Seasonal work

Short-term labour needs

Project-based work

Reduced legal obligations

Expertise on demand

Market uncertainty



Image: AndreyPopov/depositphotos.com

### 3. FIFO & DIDO

Industry and workplace evolution has meant that workers can no longer expect to find work opportunities in their immediate local geographical location.

The importance of **FIDO** and **DIDO work arrangements**, the ongoing move towards 'working from home' and a more **mobile workforce** generally, means that workers must be proactive and ready to take a more flexible approach to sourcing entry-level work opportunities.

#### FIFO (Fly-In Fly-Out)

FIFO is a work arrangement where employees are flown to a remote work site, such as a mine, or an oil or gas site, for a specific period (typically a few weeks) and then flown back home for a period of rest.

FIFO is crucial in Australia's mining and resource industries. FIFO enables firms to access qualified and skilled operational and support workers at worksites in remote and isolated areas without the need for permanent residential infrastructure.

FIFO helps maintain workforce **flexibility** and ensures operations in areas where a local workforce might be insufficient.

As you know, FIFO is highly prevalent in Western Australia due to the state's vast, remote mining and resource sites. It's a key component of employment in the resource sector, impacting the social and economic landscape significantly. It is estimated that there are at least 60,000 regular FIFO and DIDO workers in the sector.

#### DIDO (Drive-In Drive-Out)

DIDO is similar to FIFO but involves workers driving to a remote worksite rather than flying. Workers typically 'commute' with a driving distance of the site and commute there for their work shifts.

DIDO provides an alternative to FIFO, particularly for sites that are not as remote or where local accommodation is not feasible. It allows workers to maintain closer ties to their homes and communities. It is often used for less isolated sites or where infrastructure supports commuting by road.

Of course, working remotely in mining, resources and construction has created a flexible pool of FIFO and DIDO workers (but not without societal costs). But many other industries also expect workers to embrace a mobile work environment that traverses and extends beyond geographical boundaries. Mobile jobs

include transport, trades, sales, engineering and many other fields.

And of course Western Australia is such a huge state that geography can present some issues when starting your career. There's not much point applying for a job opportunity in Broome if you live in Albany. Unless you are prepared to move, or if it's a FIFO, that is!

*Image: Kzenon/depositphotos.com*



## 2.21 Flexible Work Arrangements

### Shiftwork: Advantages and Disadvantages

#### Advantages

- ☺ **Flexibility:** Shiftwork allows employees to have flexible working hours, making it easier to balance personal commitments or pursue further education.
- ☺ **Higher pay:** Often, shift workers receive additional compensation like penalty rates or overtime pay, which can lead to higher overall earnings.
- ☺ **Increased job opportunities:** Industries that operate 24/7, such as health-care, manufacturing, and transportation, often require shift workers, expanding job opportunities.

#### Disadvantages

- ☹ **Disrupted sleep patterns:** Working irregular hours can disrupt circadian rhythms, leading to sleep disorders and long-term health issues.
- ☹ **Social isolation:** Shiftwork can interfere with social life and family time (work/life imbalance), as workers might be on different schedules than their loved ones.
- ☹ **Increased fatigue and stress:** The irregular hours can lead to chronic fatigue, higher stress levels, and burnout, which can affect job performance and overall well-being.

### Contracting: Advantages and Disadvantages

#### Advantages

- ☺ **Flexibility:** Can choose when, where and how much they work, to balance other personal or professional commitments.
- ☺ **Diverse opportunities:** Offers a wide range of job opportunities across various industries, allowing workers to diversify their skills and income streams.
- ☺ **Autonomy:** By being self-employed, they can source work, jobs, gigs and contracts quickly to help earn extra income.

#### Disadvantages

- ☹ **Income instability:** Earnings can be unpredictable, which can lead to financial insecurity, especially during slow periods.
- ☹ **Lack of benefits:** Typically do not receive traditional employment benefits such as paid leave, which can lead to work/life balance.
- ☹ **Work-life balance challenges:** Need to cover their own vehicle costs, insurances, 'tools' and other expenses.

### FIFO/DIDO: Advantages and Disadvantages

#### Advantages

- ☺ **High income potential:** FIFO/DIDO roles often come with competitive pay and benefits, including housing allowances, which can significantly boost income.
- ☺ **Clear work-life separation:** The scheduled nature of FIFO/DIDO allows workers to have dedicated time off, leading to a clear separation between work and personal life.
- ☺ **Access to specialised roles:** Workers can access occupations not available in urban or local settings. This can lead to unique career opportunities, and the chance to work on significant projects, such as in the mining, oil, and gas industries, that require expertise in remote areas.

#### Disadvantages

- ☹ **Extended time away from home:** Workers spend long periods away from their families, which can strain relationships and lead to feelings of loneliness or isolation.
- ☹ **High stress and fatigue:** The demanding nature of the work, combined with long shifts and the stress of being away from home, can lead to physical and mental exhaustion.
- ☹ **Limited social interaction:** Being in remote locations can limit social interaction outside of work, contributing to feelings of isolation.

Flexible work arrangements 2H

1. Name some **occupations** that operate using these **3 types of flexible work arrangements**. (Note: Some might utilise more than 1 type of flexible work arrangement).
2. How **likely** are you to **work** in an **occupation** using **these types of flexible work arrangements**? Explain.
3. Flexible work arrangements can create potential risks and hazards that may impact on **physical** and **mental safety** and **wellbeing**. Outline potential **risks** and **hazards** associated with each of these **types of flexible work arrangements**.

1. Shiftwork	2. FIFO/DIDO	3. Contracting
Occupations:	Occupations:	Occupations:
For me?	For me?	For me?
Risks and hazards:	Risks and hazards:	Risks and hazards:

**Applied** (Note: You might do this in pairs or trios, and then report back to the class.) Interview 3 different workers who work, or who have worked, doing shiftwork, FIFO/DIDO and contracting and sub-contracting. Ask them about the pros and cons of these work arrangements, and advice that would give to young career builders.

Shiftwork	FIFO/DIDO	Contracting (sub)

## 2.23 Work Environments

### Types of work environments

As the world of work changes so too do key features of **work environments**.

Traditionally a worker went to work, clocked on, took their place at a static work station and did their work until knock-off time. But things are markedly different now! Organisations are increasingly using flexible, open plan work environments, supported by ICT and mobile and adaptable equipment.

There has been a huge rise in the use of **virtual workplaces** enabling global connections and helping to promote family-friendly work arrangements, including working from home. In addition, the growth in **on-site service provision** has led to a growing army of mobile employees who bring their skills, expertise and equipment directly to their clients.

All workplaces present both **physical** and **mental** safety **risks** and **hazards**. However, some work environments, by their very nature, are inherently **dangerous**, such as mining, construction, industrial and manufacturing plants, transport and many others.

Work environments can generally be classified into four general categories.

1. **Traditional physical work spaces.**
2. **Contemporary physical work spaces.**
3. **Mobile work environments.**
4. **Virtual workplaces.**

### Types of Work Environments

#### 1. Traditional physical work spaces

These fixed workspaces are generally used by larger 'task-orientated' professional and administrative organisations, manufacturers, large retailers and static service providers such as banks and schools.



Image: Felipe Dupouy/Digital Vision/Thinkstock

#### 2. Contemporary physical work spaces

These open plan, and hybrid models, are often preferred by more progressive, flexible and 'people-centred' firms in professional and administrative industries such as marketing and ICT, and people-focused service provision.



Image: monkeybusinessimages/iStock/Thinkstock

#### 3. Mobile work environments

These feature in many industries and include on-site service provision (e.g. trades, construction and technical workers), mobile service, sales professionals and transport services; as well as contractors and providers of both domestic and industry support services.





**4. Virtual workplaces**

These are increasingly being used by many different industries to enable people to link and work across geographical boundaries using ICT. Online education, data and information roles and professional services often use tele-commuting (working from home).

Image:monkeybusinessimages/iStock/Thinkstock



**Work environments 21**

1. Name some **organisations** that operate using each of these **types of work spaces**. (Note: Some might utilise more than 1 type of work environment/ worksite).
2. How **likely** are you to **work** in each of **these** types of **work spaces**? Explain.
3. All workplaces are inherently dangerous and have risks and hazards that can affect both **physical** and **mental safety** and well-being. Outline different **risks** and **hazards** associated with each of these **types of workplace/ environments**.

<p><b>1. Traditional work spaces</b></p> <p>Used by:</p> <p>For me?</p> <p>Risks and hazards:</p>	<p><b>2. Temporary work spaces</b></p> <p>Used by:</p> <p>For me?</p> <p>Risks and hazards:</p>
<p><b>3. Mobile work environments</b></p> <p>Used by:</p> <p>For me?</p> <p>Risks and hazards:</p>	<p><b>4. Virtual workplaces</b></p> <p>Used by:</p> <p>For me?</p> <p>Risks and hazards:</p>

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## 2.25 Workplace Diversity

### Culturally diversity

Australia is one of the most culturally diverse nations in the world. At the core of our nation is the oldest continuously living culture in the world, with Australian Aboriginal history dating from 65,000 years ago.

Australia is also home to peoples from almost 200 different countries who have added to the rich layer of culture and community.

We experience this diversity through many social and community bonds that bring people together to celebrate their culture and enjoy their democratic freedom and human rights.

This diversity is reflected, and sometimes even magnified, in vocational situations.

At work you might find that clients, customers, supervisors, colleagues, suppliers, contractors and other **workplace stakeholders** come from varied and diverse backgrounds.

It is vital that you have well-developed skills to recognise and deal with cultural diversity, i.e. cross-cultural skills.

In addition, Australian enterprises are key participants in the **global commercial world**.

This exposes employees to a new and challenging array of cultural diversity.

Some key elements of cultural diversity are shown below.

### Australian diversity (2021)

- ⇒ The median age was 38 years.
- ⇒ 29% of the population aged 55+.
- ⇒ 18% of the population aged 10-24.
- ⇒ 3.2% of the population is Aboriginal and Torres Strait Islander peoples; the median age is 23.
- ⇒ 30% of the Aboriginal and Torres Strait Islander population aged 10-24.
- ⇒ 167 Aboriginal and Torres Strait Islander languages used at home.
- ⇒ 29.3% of people born overseas, plus another 22.2% of people with at least 1 parent born overseas.
- ⇒ Top 5 origin countries for overseas-born population: England, India, China, Vietnam and the Philippines.
- ⇒ Mandarin is most common language spoken at home, followed by English, Vietnamese, Cantonese and Indonesian.
- ⇒ 67% of people lived in major cities; 33% lived in regional, rural and remote areas.
- ⇒ 10.0% of people provided unpaid assistance to others with a disability, long-term health condition, or due to old age.

Source: [www.abs.gov.au](http://www.abs.gov.au), Census 2021

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## Cultural Diversity



Image: adapted from MAJIVECKA/Depositphotos.com

1. What is cultural diversity?

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2. Why is cultural diversity important in the workplace? Give examples.

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3. Are you culturally diverse? How does that make you feel?

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4. List some issues, behaviours or attitudes that still prevent Australia from truly embracing cultural diversity. Discuss these in pairs/groups.



5. Respond to this statement. "We are more alike than we are different. And you'll really experience this when working." Report back to groups and/or to the class.



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## 2.27 Motivation and Job Satisfaction

### Job satisfaction

When building your future career pathway it is important that you are able to derive job satisfaction from what you are doing at work. Remember you are potentially going to be working for about 50 years. That's a long time to be unhappy in what you're doing! So that's why we keep encouraging you to develop a career doing things based on your likes, interests and values.

Many people mistakenly believe that income is the most important determinant in relation to job satisfaction. This may be true for someone who is just starting out working in a casual job, because now they have some income, whereas before they were broke! That's a pretty satisfying outcome.

### Intrinsic motivators

Study after study indicate that over a person's **career cycle** they are more likely to seek intrinsic motivators related to their job itself. These intrinsic factors include **satisfiers** such as:

- ✓ recognition and reward
- ✓ opportunity for advancement and career development
- ✓ enjoying a feeling of contributing positively, and
- ✓ developing a feeling of pride, self-respect and self-esteem.

The longer you stay in a job the more likely it is that these satisfiers will have greater influence on your **job satisfaction** than factors such as pay and other work-related benefits (however, a good income can help reduce job dissatisfaction (which BTW is not the opposite to job satisfaction!)).

### Starting out

When you first start to work you are likely to be motivated by money. However, you are also likely to want to show that you are able to do the job and to take pride in your productive efforts. You'd also hope to get positive feedback from your boss and perhaps get the chance for a promotion.

Consider the career pathway of an apprentice tradie. Of course the pay is going start off pretty lousy! So why do so many young people still do apprenticeships? Perhaps it's because they know that as they get closer to finishing their training their pay will improve.

Or perhaps they realise that when they make it as a registered tradesperson that the potential to build a career, in a field of work they enjoy doing (with comfortable income as well) is all in front of

### Employee expectations

Each of these employee expectations influences potential job satisfaction. How important is each to you?

- ⇒ Fair and reasonable pay.
- ⇒ Good working conditions.
- ⇒ Safe working environment.
- ⇒ Positive social interaction.
- ⇒ Freedom from harassment.
- ⇒ Recognition and reward.
- ⇒ Opportunity for advancement.
- ⇒ Career development.
- ⇒ Security of employment.
- ⇒ Feeling of contribution.
- ⇒ Development of self-esteem.



# Motivation and Job Satisfaction

## What motivates people?

What drives people to do things? What causes people to act in certain ways? Why do some students work harder than others? Why do some employees work harder than others? These are tricky questions to answer.

People are motivated by different things at work. Some people are motivated by money, income and wealth. Some people are motivated by status, recognition or respect. Some people are motivated by achievement, creativity or personal growth. Some people are motivated by family, personal, spiritual and religious beliefs or social interaction. And some people aren't motivated at all!

Many people, and younger people in particular, often argue that money is the best motivator. You might say that "if you pay me, I'll work." Students have even said to me that if I paid them for producing their assignments they would do all the work and hand it in on time. Is this the answer, just cough up the money to generate a better outcome?

## Same pay, different pay-off

Just reflect on the world around you. Those of you who already have a job work alongside other employees who are even being paid the same rate as you. However, you know they might demonstrate different productivity levels.

So why is it that two workers with the same level of training and skills, and receiving the same pay, essentially work harder or work less hard than one another?

Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated?

And why do some workers just seem to love to work? Are they a special case? They work hard and generally create good outcomes for their employer. Why is that?

Often they are being paid no more than other workers, but yet they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

## Career life cycle

A factor to consider might be that many people change over time. What might have motivated a person in their past doesn't always last for ever.

For example, as you age you might become more concerned with other matters, such as your personal lives, your social lives, your car!

You might find that you are happy to do a job, primarily just for the money... for a while. But could you see yourself doing this same job, every day, five days a week, 48 weeks a year, for the next 50 years?

## Job satisfaction and motivation

Organisations need to identify and satisfy the key factors to motivate their workers. And you need to determine the factors likely to motivate you and help you experience job satisfaction over the course of your career. Is money the only answer, or is the answer something else to do with peoples' values, attitudes and behaviours?

Consider these questions. Why do some people happily give their time and skills to do community service and volunteer work; and for no pay! What factors are motivating them to keep going day after day?

Why are you happy to do one task while your friends are just as unhappy doing the same task - yet this level of happiness may change when the task is different?



What motivates you? What motivates others? How can you motivate yourself and others?

If you can answer most of these questions then you are well on the way to making more informed career pathway choices for you!



## 2.29 Motivation and Job Satisfaction

### Factors affecting job satisfaction

It's no secret that the world of work is changing. New and emerging patterns and modes of work can be good for society, but these can also impact on the job satisfaction of workers. Four key issues that impact on job satisfaction for all workers, including young workers, are investigated below. As you work through these, consider the relevance of each to your own career.

1. Job security
2. Pay and benefits (remuneration)
3. Opportunity to use skills
4. A safe work environment.

“What would keep you satisfied and motivated at work?”



Image:  
Taavi Toomasson/  
Hemera/Thinkstock

#### 1. Job security

There no longer is any job for life. Economic conditions, industry restructuring and changing patterns of work can impact on job security. Factors to consider are:

- ⇒ increased casualisation
- ⇒ part-time instead of full-time work
- ⇒ short-term contracts and outsourcing
- ⇒ industry decline and closures of firms
- ⇒ higher youth unemployment
- ⇒ global changes in employment

You can have the 'best' job in the world, but if you don't know you will be employed next year, next month or even next week, then your job satisfaction is likely to be severely at risk.

#### 2. Pay and benefits

Pay and benefits (remuneration) is a key reason why people work, but not the only motivating factor. Pay and other work-related elements that might impact are:

- ⇒ income level, wages and salaries
- ⇒ bonuses and incentives
- ⇒ annual family and long-service leave
- ⇒ superannuation contributions
- ⇒ non-income benefits such as workplace perks, discounts etc..

A fair day's pay for a fair day's work! But younger people are generally paid less (for the same work). Casual work has a higher hourly rate, but is there long-term security in being a casual worker?

#### 3. Opportunity to use skills and abilities

We work for long time. People welcome this opportunity to both develop and use their skills in the workplace. This helps us grow as people. Workers can be more satisfied by:

- ⇒ enhancing industry-specific skills
- ⇒ workplace training and professional development
- ⇒ contributing to industry and society
- ⇒ career advancement and promotion.

A dull job is just that; dull. Will you be happy doing the same thing, with little personal or professional growth, for the next 50 years? I think not! People as workers like to be useful and also to develop and apply their skills.

#### 4. Safe work environment

Industry and workplaces have made significant safety improvements over the past 20 years, but a safe work environment is still paramount to job satisfaction. Some (of the many) key WHS issues are:

- ⇒ appropriate training
- ⇒ safe work practices
- ⇒ job rotation to reduce repetition
- ⇒ employee involvement and feedback in improving workplace WHS
- ⇒ freedom from harassment and bullying.

Hazard control and risk management drive safer workplaces. Safe workers are happier workers.

Motivating factors 2K

1. These potential **motivating factors** are commonly associated with working. **Rate each** with a score of 1 (not very important) to 5 (very important) for **your preferred future career**.

⇒ job that I find interesting	_____	⇒ good hours of work	_____
⇒ sense of achievement	_____	⇒ important/useful job to society	_____
⇒ good interpersonal relationships	_____	⇒ opportunity for promotion	_____
⇒ job security	_____	⇒ respect for position	_____
⇒ able to use my initiative	_____	⇒ lack of pressure	_____
⇒ good pay/income	_____	⇒ good holidays	_____
⇒ can use my abilities/skills	_____	⇒ job has good status in society	_____
⇒ able to meet people	_____	⇒ _____	_____
⇒ responsible job	_____	⇒ _____	_____

- Collate and **summarise** these **results** for the whole class. Have someone do this on the board and then each person should draw a graph in their workbook.
- As a class **discuss** the results. Look for **similarities** and **differences** between gender and age (if relevant).
- List 3 **reasons** why you are **enjoying** school. For each of these identify whether it is an example of a **positive** (proactive motivator) or a **negative** (reactive motivator).

**Reasons for enjoying in school include...**

i.	iii.
----	------

5. Consider a **job** that you would do **casual/part-time** while still **studying**, as well as an **occupation** you are interested in pursuing for **your future career pathway**. Explain 3 different **factors** that would most **motivate you** to do **that type of work**. Report back to the class. What do the responses suggest about motivation?

**Part-time /casual:**

i.
ii.
iii.

**Future career:**

i.
ii.
iii.

## 2.31 Assessment Task

### AT1A Nature of Work - Investigation

This investigation, AT1A, forms the first part of Assessment task 1. (You will also be directed to complete AT1B: on pp.???.)

#### Overview: Investigation - Nature of Work

For this assessment task, you are required to undertake an investigation into the nature of work.

You are also required to create descriptive examples of how factors related to the nature of work 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

##### 1. Employment types

- Outline the **advantages** and **disadvantages** of different **types of employment** (i.e. employment status).
- Describe, using **examples**, of the **potential suitability** of these different **types of employment** for **your own career pathway**.

##### 2. Work environments

- Describe the main **types of work environments** (work spaces).
- Suggest, using **examples**, of how **changing work environments** might **impact on your career pathway choices**.

##### 3. Cultural diversity

- Explain the **importance of cultural diversity** within **work settings**.
- Describe, using **examples**, of how to **apply employability skills** to **embrace cultural diversity** in **work-related situations**.

##### 4. Job satisfaction



- Describe, using **examples** from **workers**, the main **motivating factors** that influence **their job satisfaction**.
- Suggest **key factors** that could **create job satisfaction** for **you** in your future career.

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 1 AT1A	
Tasks - AT1A: Investigation - Nature of Work		Must Do?	Due Date	Done	Level
<b>Part 1: Employment types</b>					
a. Advantages/disadvantages of different types of employment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Suitability of employment types for my career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, information and multimedia.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
<b>Part 2: Work environments</b>					
a. Describe main types of work environments	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Impact of changing work environments on my career pathways choices.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, information and multimedia.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
<b>Part 3: Cultural diversity</b>					
a. Importance of cultural diversity within work settings	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. How to apply employability skills to enhance cultural diversity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, information and multimedia.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
<b>Part 4: Job satisfaction</b>					
a. Main motivating factors that influence job satisfaction of workers.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
b. Factors that could create job satisfaction in my future career.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ Appropriate use of resources, information and multimedia.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 <b>Draft my investigative report and get feedback.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
⇒ <b>Submit my final investigative report.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 <b>Present or report to the class (if required).</b>	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

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Additional information:

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

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# Being Enterprising

3

- 3.01 Being Enterprising .....
- 3.05 Enterprising Characteristics .....
- 3.09 Innovation.....
- 3.13 Innovation and Enterprise.....
- 3.17 Innovation & Enterprise in Action .
- 3.23 Assessment Task 1B.....

Activities 3	p.	Due date	Done	Comment
3A Being enterprising	<input type="checkbox"/>		<input type="radio"/>	
3B Me being enterprising	<input type="checkbox"/>		<input type="radio"/>	
3C Enterprising characteristics	<input type="checkbox"/>		<input type="radio"/>	
3D Help them out	<input type="checkbox"/>		<input type="radio"/>	
3E What is innovation?	<input type="checkbox"/>		<input type="radio"/>	
3F Types of innovation?	<input type="checkbox"/>		<input type="radio"/>	
3G Innovation and Enterprise	<input type="checkbox"/>		<input type="radio"/>	
3H Innovation and Enterprise	<input type="checkbox"/>		<input type="radio"/>	
3I The Digital Age	<input type="checkbox"/>		<input type="radio"/>	
3J Rise of the Drones	<input type="checkbox"/>		<input type="radio"/>	
AT1B Being Enterprising - Investigation	<input type="checkbox"/>		<input type="radio"/>	

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Comments:

### 3.01 Being Enterprising

#### Being enterprising

It goes without saying that enterprising behaviour is an essential component of career success. All workers need to demonstrate enterprising behaviours as these are a cornerstone of demonstrating **employability skills**.

And given the rapid speed of **technological change** and **innovation** - workers must also be **flexible** and **adaptable** so as to keep on developing new **enterprising skills-sets** so as to make them more **employable**.

But what you might not realise is that enterprising behaviour can be used to help us succeed in all aspects of life. Therefore, the idea of being enterprising should not just be confined to the business or commercial world. Individuals can develop enterprise capabilities and be more enterprising throughout their personal, social and community lives.

It used to be mistakenly believed that a person was only being enterprising if they came up with a new business or commercial idea. However, being enterprising is more than this. In basic terms, being enterprising is about coming up with better ways of doing things. This also extends to **leadership** and **innovation** as part of an enterprise culture.

An **enterprise culture** can be said to be the prevailing culture within an organisation, workplace or work setting which fosters innovation, leadership, and **flexibility** and which supports employees to be better trained, flexible, **problem solvers** to generate quality outcomes for all **stakeholders**.

The very nature of enterprise means that there is no definitive list of enterprising behaviours and skills. Some skills are common to all activities. At times different enterprising behaviours and skills take precedence for varied situations and tasks. For example, skills in planning and organising an event, and the communication and teamwork skills when the event is being staged. Enterprising people are able to effectively combine enterprising behaviours in order to achieve a desirable outcome.

If you want to be engaged as an enterprising individual who can contribute positively to your specific workplace, as well as to the industry more generally, then you need to develop your own work-related skills as part of an enterprise culture.

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#### Enterprise in personal settings

As an individual goes about their day-to-day life they participate in a range of activities that require and develop enterprising behaviours. Key tasks required in personal settings include, among others:

- ⇒ developing personal relationships
- ⇒ raising/supporting a family
- ⇒ completing (unpaid) domestic tasks
- ⇒ planning and achieving personal goals
- ⇒ managing personal finances
- ⇒ learning and mastering skills and competencies
- ⇒ maintaining health and wellbeing
- ⇒ participating in hobbies and interests
- ⇒ balancing personal and professional commitments.

At times things progress from social into personal and back again.



**Enterprise in social settings**

Human beings are, by their very nature, a gregarious lot. People have a need to seek out others in social situations. Many social situations extend from our personal experiences. These might include:

- ⇒ cultivating and maintaining friendships
- ⇒ participating in social activities
- ⇒ maintaining family relationships
- ⇒ working with others to complete tasks
- ⇒ working towards shared or team goals
- ⇒ participating in hobbies and interests with others
- ⇒ balancing personal and professional commitments.



**Enterprise in community settings**

As individuals we often have experiences within community settings that participate and contribute to everyday community life. Many of our social interactions extend into the community through sporting, family, religious, volunteer and other structured and non-structured activities.

We participate in a number of various communities including:

- ⇒ local and regional communities
- ⇒ the broader community within society
- ⇒ learning communities
- ⇒ volunteer and support agency communities
- ⇒ communities for large groups or networks
- ⇒ social networks and communities
- ⇒ online and virtual communities.
- ⇒ work-related communities.

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**Being enterprising 3A**

Based on pp.???-???, complete **word chains** for these key terms. Some key words might feature more than once.

<b>Being enterprising</b>	
<b>Enterprise in personal settings</b>	
<b>Enterprise in social settings</b>	
<b>Enterprise in community settings</b>	

### 3.03 Being Enterprising

#### Personal enterprise

In order to develop employability skills and career competencies it is important that you are personally enterprising. Some of the things that you can do to help make you more personally enterprising include:

- ⇒ developing supportive family, personal and social relationships
- ⇒ proactively managing your personal affairs such as your finances
- ⇒ participating in personal, social and recreational activities and hobbies
- ⇒ being a positive member and leader within your school and/or local community
- ⇒ building resilience to cope with unexpected events
- ⇒ contributing to your community by active participation and volunteering
- ⇒ taking responsibility for managing your own career pathway
- ⇒ building your skills and qualifications through education and training
- ⇒ completing work experience and workplace learning placements
- ⇒ working in part-time or casual jobs to build skills, experience and networks.

Notice how these are all 'ings'. That involves you doing them. Which of these could you tick off?

**Me Being enterprising**

Image: elvinstar/depositphotos.com

**“I am proactive.” a**

**“I like to initiate ideas.” b**

**“I am prepared to carefully manage risk.” c**

**“I value and learn from feedback.” d**

**“I see myself as a vital part of the community.” e**

**“I like to test new ways of doing things.” f**

**“It is important to plan and organise so as to achieve goals.” g**

**“I welcome new challenges.” h**

**“I have a responsibility to treat others with respect.” i**

**“Life is what you make of it.” j**

**“I take the opportunity to make decisions.” k**

**“I grow and learn by working with others.” l**

**“I like meeting and working with people from diverse backgrounds.” m**

1. Consider each of the **statements** opposite.  
Give them a **rating** from 1-5 (1: not-at-all, 2: rarely, 3: sometimes, 4: a lot 5: all the time), based on how much they **sound like you**.

Statement	Score	Statement	Score	Statement	Score	Statement	Score
a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		total			

2. Develop **4 more statements** that would be considered to be indicative of an enterprising individual.

3. How do you think **enterprising individuals** could **develop** their **transferable employability skills** for the **3 settings** discussed on pp.???

4. Discuss how **you** could **take steps** to be more **enterprising**. Give **examples** of the types of **tasks** and **activities** you could do.

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### 3.05 Enterprising Characteristics

#### Enterprising characteristics

Enterprising characteristics are work-related skills that are needed for a person to become an effective employee. Sometimes you might see different lists of varied behaviours or skills that make up these enterprising capabilities. But for Careers and Employability, these main skills have been classified below in six interrelated sets of enterprising characteristics.

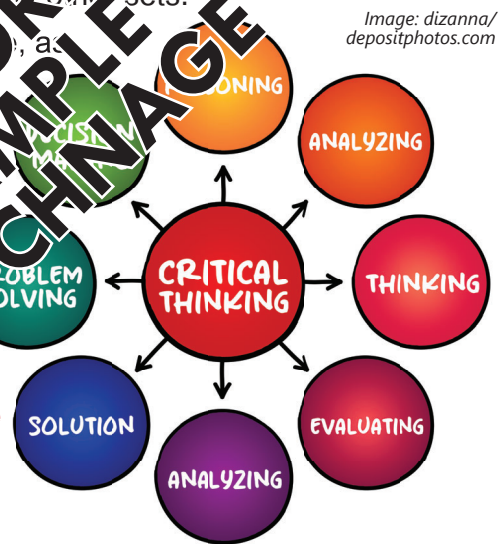
1. **Adaptability**
2. **Initiative**
3. **Problem-solving**
4. **Managed risk taking**
5. **Resilience**
6. **Critical and creative thinking**

You need to remember that the lists of behaviours in each of these six sets of enterprising characteristics are not exhaustive. By their very nature each of these sets can keep developing and evolving. Also, many of the specific enterprising characteristics and behaviours will naturally cross over into one or more of the other sets.

The other important element to understand is that people, and workers, cannot demonstrate any of these enterprising behaviours, or the employability skills, without displaying effective **communication**, nor without developing and demonstrating the ability to **work with others**.

So which of these enterprising characteristics sound like you? And what type of behaviours or skills would you expect to people, and workers, to do as part of their enterprising characteristics?

Unfortunately, the digital age and AI are stifling the ability of people to think critically.



#### 3C Enterprising characteristics



Describe examples when you have demonstrated **enterprising characteristics** in **work-related situations**. How did you know or learn what to do?

<b>Adaptability</b>	<b>Initiative</b>
<b>Problem-solving</b>	<b>Managed risk taking</b>
<b>Resilience</b>	<b>Critical and creative thinking</b>



## Enterprising Characteristics & Behaviours

### Adaptability

Includes behaviours such as:

- ⇒ being flexible
- ⇒ learning new skills
- ⇒ developing industry-specific competencies
- ⇒ embracing diversity
- ⇒ embracing change
- ⇒ accepting challenges
- ⇒ overcoming setbacks
- ⇒ embracing innovation

**and communicating and working with others.**

### Initiative

Includes behaviours such as:

- ⇒ identifying opportunities
- ⇒ being proactive
- ⇒ creating ideas
- ⇒ using new technologies
- ⇒ asking questions
- ⇒ seeking feedback
- ⇒ accepting responsibility
- ⇒ developing new skills
- ⇒ pursuing innovation

**and communicating and working with others.**

### Problem-solving

Includes behaviours such as:

- ⇒ analysing issues
- ⇒ thinking critically
- ⇒ thinking creatively
- ⇒ evaluating outcomes
- ⇒ making decisions
- ⇒ dealing with change
- ⇒ resolving conflict
- ⇒ applying innovation

**and communicating and working with others.**

### Managed risk taking

Includes behaviours such as:

- ⇒ identifying potential risks
- ⇒ accepting responsibility
- ⇒ planning and organising
- ⇒ managing oneself and others
- ⇒ using resources effectively
- ⇒ reviewing performance
- ⇒ developing back-up plans
- ⇒ working sustainably

**and communicating and working with others.**

### Resilience

Includes behaviours such as:

- ⇒ building mental and emotional strength
- ⇒ maintaining a positive attitude
- ⇒ welcoming feedback and constructive criticism
- ⇒ overcoming adversity
- ⇒ dealing from setbacks
- ⇒ coping with stress effectively
- ⇒ demonstrating perseverance
- ⇒ adapting to difficult situations.

**and communicating and working with others.**

### Critical and creative thinking

Includes behaviours such as:

- ⇒ being objective
- ⇒ seeking valid viewpoints
- ⇒ researching and analysing information
- ⇒ evaluating arguments and evidence
- ⇒ making informed decisions
- ⇒ seeking creative solutions
- ⇒ generating original ideas
- ⇒ seeking diverse perspectives.

**and communicating and working with others.**

### 3.07 Enterprising Characteristics

#### 3C Enterprising characteristics in action



Pair up. Develop examples of how **workers** would demonstrate these **sets** of **enterprising characteristics** in the following **vocational situations**. Add **2 more** for you. Tip: Focus on **enterprising behaviours**.

<p><b>Adaptability &amp; Resilience:</b> Retail worker</p>	<p><b>Problem-solving &amp; Managed risk taking:</b> Electrician</p>
<p><b>Initiative &amp; Critical and creative thinking:</b> Vet nurse</p>	<p><b>Initiative &amp; Adaptability:</b> Personal trainer</p>
<p><b>Resilience &amp; Managed risk taking:</b> Live performer</p>	<p><b>Critical and creative thinking &amp; Initiative:</b> Designer</p>
<p><b>Managed risk taking &amp; Resilience:</b> Child-care worker</p>	<p><b>Problem-solving &amp; resilience:</b> Self-employed contractor</p>

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Applied TBC

Help them out 3D

1. Each of these people has come to you for **career** and **employability advice**. But they are a bit anxious and confused as to **how** they could **transfer** their **enterprising** characteristics to **vocational options**. What would you say to each?

Henna, 16, does the family shopping and always keeps to a strict budget. She doesn't see how this is relevant when applying for hairdressing apprenticeships.

Marki, 18, is a very skilled e-gamer and often live streams his play along with tips and hacks. "But what has that got to do with me becoming an electrician?"

Milly, is very fit and plays a ton of team sports, helps coach the juniors and volunteers at her clubs as well. "I don't know - what's this got to do with me becoming a disability support worker?"

Marki would say of a family of 7, does a lot of impersonations and can do a convincing Mr Bean. "It's fun, but how could I use this to earn money on while still studying child-care at TAFE?"

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2. Pair up. Ask your partner some **questions** to find out about **their enterprising characteristics** and **hobbies** in a range of different **situations** and **settings**. They'll do the same for you. Give **advice** about how they could **transfer** their **skills** to **vocational situations**. (Apply a bit of critical and creative thinking here!)

### 3.09 Innovation

#### Innovation

Innovation is essential to Australia developing an **enterprising culture**. Innovation demonstrates a culture of **leadership** and an ability to be **proactive** and to embrace **opportunities** where they exist.

Some people wrongly believe that innovation only refers to something that is new or some type of new technology. This isn't necessarily true. New isn't always better. In order to be innovative, something must be better; usually significantly better. Sometimes innovation relates to using some existing technology in a new or better way.

The key to innovation is ensuring that Australian organisations adapt to new technological change, that they improve operational or work practices on a continuous basis, and that they also develop ways to use their people more effectively.

Technological invention is a key part of innovation; but so too is managerial improvement. Australia as an enterprising nation needs to be more innovative and invest in **research and development** so as to strive for a better future.

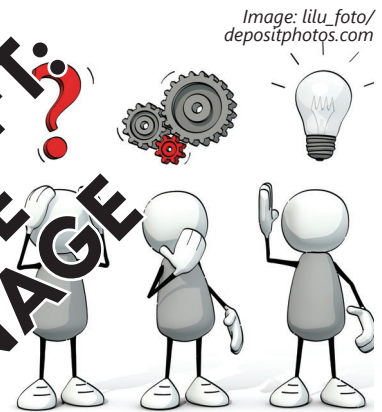
#### Definition

According to the Australian Bureau of Statistics, innovation is: *"The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes."* Source: ABS, Innovation in Australia Business, 2015.0

New goods or services or new processes may involve the development of new technology (e.g. 'Smart' watches), an adaptation of existing technology to a new use (e.g. smart phone apps), or may be non-technological in nature (e.g. a change in work practices or managerial change, as well as some changes in marketing).

Innovation can be classified into two categories.

1. A **new good** or **service**
2. A **new process**



### Innovations should be...

A central illustration of a man with brown hair, wearing a blue button-down shirt and brown pants, holding a blue power drill. He is smiling and looking towards the viewer. Surrounding him are ten rounded rectangular buttons, each containing a word in red text. The buttons are arranged in two columns of five. The words are: Newer, Better, Cheaper, Lighter, Smaller, Greener, Faster, Easier, Stronger, Safer, Cooler.



### Innovative goods and services

Innovation in goods and services refers to when new goods and services are introduced to an enterprise, or where new uses are found for existing goods or services.

If a good or service is to be considered innovative its characteristics or intended uses must be significantly different than before.

e.g. The next generation of wearable mobile devices, or services driven by AI.



### Innovative operational processes

Innovation in operational processes refers to when enterprises implement significant change in their methods of production of goods and/or services. Operational innovation refers to improving work practices by the use of new or different technologies, or new and different systems.

e.g. A global ICT firm might outsource its customer help centre to a multinational and multi-cultural specialist contractor in a overseas country.

### Innovative Managerial process

Innovation in managerial processes sometimes called organisational processes, refers to enterprises implementing significant changes in their strategies and structures that alter the way they go about doing business, with a view to improve performance.

e.g. A manufacturer might introduce self-managed work teams that have responsibility for work-related decision-making, this can result in a more innovative way of managing the enterprise as workers are able to act more autonomously.



### What is innovation? 3E

Form into pairs, discuss these questions and make notes in your work folios. Report back to the class.

- What is **innovation**? What are the **2 categories** of innovation? Give **personal** and **work-related** examples.
- Explain the **3 types of innovation** explained above, by using **examples** from **work settings** you are familiar with.
- Explain the types of **innovations** that **you** have **discovered** for the **first time** as part of your **Careers and Employability studies** this year. What makes them innovative?

## 3.11 Innovation

### Types of Innovation

#### 1. Product innovation

By definition both goods and services are products. But for the purposes of your CAE topics, this will usually refer to 'goods', i.e. physical, tangible items such as a Smart Watch. Product innovation can include **consumer products** and **producer products**.

#### 2. Service innovation

Services include both **consumer services** i.e. a haircut, and **producer services**, such as a courier pick-up delivery service. Many **digital** age innovations are based on services-based technology, e.g. communication and apps. But remember, people and organisations could use hundreds (or more) other **non-digital services** (e.g. health-care, media and utilities).

#### 3. Process innovation

A process simple refers to how 'something' is done. Most process innovations will be related to **producer goods and services** including manufacturing, management, marketing, finance, ICT, WH, environmental and so many more. Think: 'How is the organisation being more enterprising?' and 'What improvements are occurring?'

#### 4. Social innovation

These might be goods, or services, or processes, or a combination of some or all of these. Think: 'What is new or changing that **improving health** and **wellbeing** for people, for the community, for society, for the environment, or for the 'world' generally?'

Image: neyron/  
depositphotos.com



#### 1. Product innovation

Introducing a new or significantly improved physical product. Consider

- ⇒ The development of electric cars such as Tesla's Model S, which offers a new mode of environmentally friendly transportation compared to traditional gasoline-powered vehicles.
- ⇒ Australian Example: Cochlear implants developed by Cochlear Limited, which have revolutionised hearing technology and significantly improved the quality of life for individuals with severe hearing loss.
- ⇒ Development of wearable safety devices, such as smart helmets or vests, equipped with sensors that monitor vital signs and detect hazardous conditions (e.g., gas leaks, excessive heat). These devices can automatically alert workers and supervisors to potential dangers, significantly reducing the risk of accidents in high-risk environments like construction sites or factories.

#### 2. Service innovation

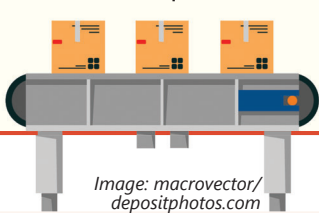
Introducing a new or significantly improved service. Consider

- ⇒ The launch of streaming services like Netflix, which revolutionized the way people consume entertainment by providing on-demand access to a vast library of movies and TV shows.
- ⇒ Afterpay, an Australian 'fintech' company that introduced a 'buy now, pay later' service, allowing consumers to make purchases and pay them off in instalments without traditional credit checks.
- ⇒ Implementing a remote tele-health platforms in regional hospitals enabling patients to consult with specialists in larger urban centers without needing to travel. This service ensures that people in remote areas have access to high-quality medical care, improving overall health outcomes for society, as well as reducing the risk of untreated workplace injuries or illnesses.

**3. Process innovation**

Implementing a new or significantly improved production process, work practice or delivery method. Consider

- ⇒ The use of autonomous haulage systems in mining operations by companies like Rio Tinto, which has improved efficiency, safety, and productivity in the mining industry; or Sydney’s Metro train system piloted by driverless trains.
- ⇒ Development of a virtual reality (VR) training program that simulates hazardous work environments, allowing employees to practice safety procedures in a controlled, risk-free setting.
- ⇒ The adoption of almost totally autonomous assembly lines in manufacturing, using AGVs, robotics, AI and computer-aided manufacturing.



**4. Social innovation**

Introducing new strategies, concepts or social or community enterprises, that meet social needs and create new social relationships or collaborations. Consider:

- ⇒ The development of microfinance institutions like Grameen Bank, which provide small loans to under-served populations, enabling them to start businesses and improve their living standards.
- ⇒ The Indigenous Rangers Program, which employs Indigenous Australians to manage protected areas, combining traditional knowledge with modern conservation techniques to preserve biodiversity and provide enterprising career pathways opportunities.
- ⇒ Launching workplace WHS program that includes mental health support, regular health screenings, and stress management workshops, helping to create a safer and healthier work environment.

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**Types of innovation 3F**

Describe an **example** of each of these **types of innovation** from **workplaces/ industries** you are familiar with. You could also source/create an **image**.

**1. Product innovation**

**2. Service innovation**

**3. Process innovation**

**4. Social innovation**

### 3.13 Innovation and Enterprise

#### Innovation and enterprise

Innovation, and being enterprising go hand-in-hand. When workplace stakeholders such as owners, managers, supervisors, employees and even volunteers demonstrate enterprising behaviours it often leads to new innovations in goods, services and process.

When industry as a whole is more enterprising, the result can be social innovations such as a shift to more sustainable ways of 'operating' such as EV buses and the use of renewables for electricity generation.

So let's take a look at how combinations of enterprising characteristics can drive innovation as well as be driven by innovation. As you go through these examples, reflect on situations you are aware of in vocational and social situations.

#### Product innovation (Goods)

⇒ **Initiative and critical thinking:** Taking the initiative to explore new product concepts and applying critical thinking to analyse their potential for success.

For example: A take-away chain investigates the appeal of a plant-based meals range for environmentally conscious consumers to enter a new market and boost sales.

⇒ **Adaptability and resilience:** Being adaptable to changing market trends and resilient in overcoming setbacks, ensures the continuous development of cutting-edge products.

For example: The new range of sensory smart mugs records the amount of liquid consumed and warn of potential concussion incidents.

⇒ **Problem-solving and managed risk taking:** Tackling real-world design challenges through problem-solving while carefully managing risk can result in successful product launches.

For example: An engineer successfully designs a new smartphone's casing. They suggest switching to a stronger alloy and test it on a small batch first. The tests prove successful, leading to a confident product launch with minimal risk.

"In my day I was the innovation!"



#### Service innovation

⇒ **Adaptability and creative thinking:** Adapting to evolving customer needs while employing creative thinking helps businesses to develop improved service offerings.

For example: A fitness studio responds to the rise of remote work by creating virtual workout classes. They think creatively by designing online classes with live coaching and personalised feedback, which attracts a new segment of clients and boost engagement.

⇒ **Initiative and problem-solving:** Identifying service gaps and solving delivery challenges enables the creation of innovative service solutions.

For example: A niche CBD café identifies a gap in providing timely deliveries during lunchtime peak hours. They take the initiative to use delivery skaters and BMX riders to offer 'zipper' delivery in high-traffic areas. This results in faster delivery times and increased customer satisfaction.

⇒ **Managed risk taking and resilience:** Taking calculated risks in service innovation and demonstrating resilience in the face of hurdles can lead to long-term success.

For example: A medical clinic adopts a new wearable device/app for chronic disease monitoring. Despite initial technical and user-issues, they refine the technology by addressing these problems. Their perseverance and resilience leads to improved patient management and successful integration into patient-care routines.



The innovation and enterprise explanations and case studies might seem to be quite complex at first. However, when you are working you might experience supervisor, managers and even customers and clients using some of this terminology. So create some **word chains** to unpack the **key words** and **terms**.

**1. Product (goods) innovation and enterprise**

Initiative	
Critical thinking	
Adaptability	
Resilience	
Problem-solving	
Managed risk taking	

**2. Service innovation and enterprise**

Adaptability	
Creative thinking	
Initiative	
Problem-solving	
Managed risk taking	
Resilience	

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**Applied:** Describe examples from workplaces/organisations you are familiar with that show innovation and enterprise in action. Report to the class.

**1. Product innovation and enterprise**

**2. Service innovation and enterprise**

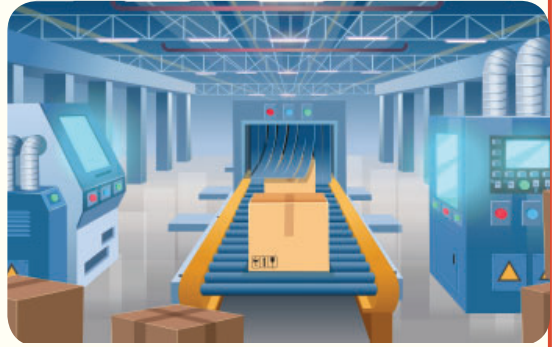
### 3.15 Innovation and Enterprise

#### Process innovation

Image: Yucalora/  
depositphotos.com

- ⇒ **Problem-solving and adaptability:** Solving operational challenges by adapting processes to new technologies can significantly improve quality and efficiency.

For example: Australian manufacturers can implement automated quality control. By integrating AI-driven inspection, they can identify defects more accurately and efficiently than manual checks, leading to fewer defects, reduced waste and lower costs.



- ⇒ **Initiative and creative thinking:** Proactively rethinking traditional processes using creative thinking can result in best-practice process innovations.

For example: Small local hospitality operators can rethink their ordering process by introducing a digital menu app. Customers can order directly from their devices, reducing wait times and allowing staff to focus on delivering better service.

- ⇒ **Managed risk taking and resilience:** Introducing new processes by supporting change, coupled with building resilience, can drive sustained improvements in operations.

For example: An emergency department tests a new triage system during off-peak. This careful trial allows for adjustments before a full roll-out, managing risks, while building staff resilience through targeted training and support.

#### Social innovation

- ⇒ **Resilience and adaptability:** Being resilient when responding to societal issues by adapting to emerging and evolving social values.

For example: Embracing cultural diversity in workplaces can be addressed by implementing diversity and inclusion training. These programs, coupled with policies that promote equitable work practices, can help organisations foster an inclusive environment that values different perspectives and varied lived experiences.

- ⇒ **Creative thinking and managed risk taking:** Using creative thinking to develop new approaches to social challenges, while managing risks, can result in innovations that benefit society at large.

For example: Addressing AI-related plagiarism and copyright concerns in education can involve developing AI systems that focus on ethical content creation and citation. Schools can use hybrid AI tools to detect plagiarism while guiding students in creating original content and properly attributing sources.

- ⇒ **Initiative and problem-solving:** Taking the initiative to address social issues and solving complex problems, can lead to meaningful improvements in community wellbeing.

For example: Responding to climate change by establishing community-based renewable energy projects. Local governments and providers can collaborate to develop sustainable solar or wind energy initiatives, reducing reliance on fossil fuels, and empowering communities to take control of their energy needs.



Image: anatoliy\_gleb/  
depositphotos.com

The innovation and enterprise explanations and case studies might seem to be quite complex at first. However, when you are working you might experience supervisor, managers and even customers and clients using some of this terminology. So create some **word chains** to unpack the **key words** and **terms**.

**3. Process innovation and enterprise**

Problem-solving	
Adaptability	
Initiative	
Creative thinking	
Managed risk taking	
Resilience	

**4. Social innovation and enterprise**

Resilience	
Adaptability	
Creative thinking	
Managed risk taking	
Initiative	
Problem-solving	

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**Applied:** Describe examples from workplaces/organisations you are familiar with that show innovation and enterprise in action. Report to the class.

**3. Process innovation and enterprise**

**4. Social innovation and enterprise**

### 3.17 Innovation and Enterprise in Action

#### 3I The Digital Age



a. Read and discuss the article, 'The Digital Age' on p.??? then complete this table.

Digital changes	Describe examples of these innovations.	Outline impact on customers/clients.	How have workers have become more enterprising?
1. Different ways of processing information			
2. Changing patterns in customer and client ordering and service			
3. Industry disruption			
4. Changing work arrangements			

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b. How might these changes **impact on my career pathways planning and actions?**

Rise of the Drones 3J

a. Read and discuss the article, 'Rise of the Drones' on p.??? then complete this table.

Industry/operations	Describe examples of these innovations.	Potential benefits	Potential costs
Construction and infrastructure			
Delivery services			
Media, photography and filmmaking			
Your choice			
Your choice			

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b. Suggest ways that the use of **drones** could **impact your career** opportunities. Create some new **innovative** uses.

## 3.19 Innovation and Enterprise in Action

# The Digital Age

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

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

Now we could devote a whole book to the digital economy and its impacts on the world of work. But in reality, we can classify these impacts into four broad areas of change.

### 1. Different ways of processing information

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

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

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

And the new-prevalent QR codes have been in use in industry for decades!

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

And of course, firms in media and communications industries have had to

innovate to keep up with changing digital technologies.

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

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

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

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

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

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

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

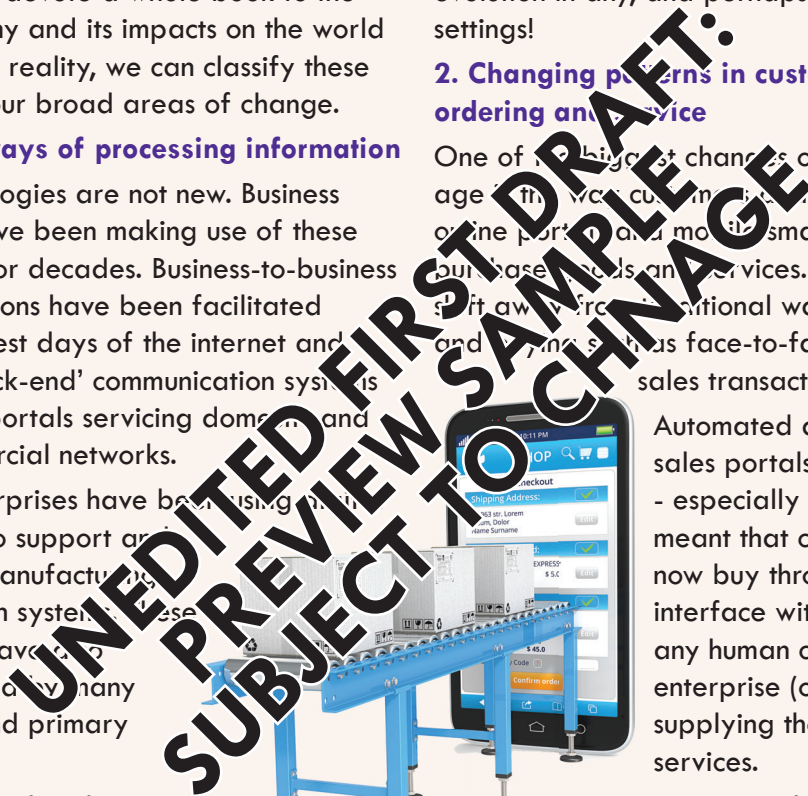


Image: JohanH/  
depositphotos.com

Communication is now usually in a 'written' (often scripted) digital format, rather than orally; using automated notifications, texts and emails - if indeed any communication happens at all! Customer service support can seem to be almost non-existent, or 'dumb' AI. Added to these ongoing trends was the significant shift to digital shopping brought about by the COVID-19 pandemic. The decline of cash was significant and digital payment methods now account for the majority of retail transactions.

### 3. Industry disruption

Many of the new digital firms position themselves as digital 'disruptors'. This means that what they do is 'disrupt' traditional ways of offering services. They claim that traditional service models are outdated, inflexible and over-regulated; and that new service models, supported by digital interfaces are better.

Consider the disruption caused by:

- ⇒ Amazon Prime to the retail industry
- ⇒ Uber to the taxi industry
- ⇒ Uber Eats and MenuLog to the food industry
- ⇒ Airtasker to manual and practical services
- ⇒ Airbnb to the accommodation industry
- ⇒ WhatsApp to telecommunications
- ⇒ Netflix to the media and entertainment
- ⇒ Facebook, Twitter, YouTube, Instagram and TikTok to media, broadcasting and advertising industries.

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

This results in substantial changes to the ways that business and commercial activities are transacted. Ongoing structural change is occurring within many 'traditional' firms leading to closures, job losses, job insecurity; and



Image: daisy-daisy/depositphotos.com

a fundamental shift toward information gathering, collation and aggregation - facilitated by a third-party provider or app. And digital disruption will continue to evolve, impacting the types of jobs that will be available.

### 4. Changing work arrangements

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

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

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

Digital ICT has led to more tele-commuting and remote working. This can help improve work/life balance for employees in information industries. This has also helped reduce business costs, i.e. less office space. However, many workers are now expected to be on-call around the clock, which is an intrusion into their personal lives.

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

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

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## 3.21 Innovation and Enterprise in Action

# Rise of the Drones

Drones, or unmanned aerial vehicles (UAVs), have revolutionised various sectors with their innovative applications, enhancing efficiency, safety, and data collection.

Originally developed for military use, drones have found diverse roles in commercial, industrial, and agricultural settings. Here's a look at how drones are being utilised across different industries.

### ⇒ Agriculture

In agriculture, drones have become vital tools for precision farming. Equipped with multispectral sensors, they provide farmers with detailed aerial imagery, enabling them to monitor crop health, soil conditions, and irrigation needs. This data helps optimise resource usage, improve yields and reduce environmental impact. Drones can also distribute seeds and fertilisers, streamlining farming operations.

### ⇒ Construction and infrastructure

Drones are transforming the construction industry by offering rapid site surveys and progress monitoring. They can quickly capture high-resolution images of construction sites, providing project managers with real-time insights. This capability not only improves project management but also enhances safety by reducing the need for workers to perform hazardous inspections. In infrastructure, drones inspect bridges, power lines, and pipelines, ensuring timely maintenance and reducing the risk of accidents.

### ⇒ Environmental monitoring

Environmental scientists use drones to monitor ecosystems, wildlife, and natural disasters. Drones can access remote and hazardous areas, capturing data on forest health, animal populations, and the impacts of climate change. They are also crucial during natural disasters like bushfires, floods and cyclones, providing real-time information to aid in emergency response and recovery efforts.

Image: depositphotos.com

### ⇒ Media, photography and filmmaking

Drones have revolutionised the photography and film industries by providing unique aerial perspectives that were once difficult and expensive to obtain. They are widely used in cinematography to capture stunning landscapes, action sequences, and real estate footage. Their agility and ease of use have opened new creative possibilities for filmmakers and photographers.

### ⇒ Public safety and law enforcement

In public safety, drones assist in search and rescue missions, surveillance, and crime scene analysis. Equipped with thermal imaging cameras, they help locate missing persons in challenging conditions. Law enforcement agencies use drones to monitor large public events, conduct aerial surveillance, and gather evidence, enhancing their operational capabilities.

### ⇒ Delivery services

Companies like Amazon and Uber Eats are exploring drone delivery services to expedite shipping times. Drones can deliver packages quickly and efficiently, particularly in urban areas and in some cases remote locations (e.g. medicines). This innovation not only promises faster delivery but also reduces traffic congestion and lowers carbon emissions compared to traditional delivery methods.

**In 2021 in the ACT, ravens attacked a coffee-carrying drone during a delivery service by Wing (a part of Google/Alphabet). And rumour has it that seagull battle squadrons are in place and ready to swoop once hot chips start being delivered.**





### ⇒ Logistics and warehousing

Drones are being integrated into logistics and warehousing to streamline inventory management and transportation. They can quickly scan barcodes and RFID tags, doing inventory counts with high accuracy and speed. In large warehouses, drones reduce the time and labour required for stocktaking and fulfilment, improving overall efficiency.

### Benefits associated with using drones

- ☺ **Efficiency:** Drones can perform tasks quickly and efficiently, such as aerial surveys and inspections, reducing the time and labour required.
- ☺ **Cost savings:** Over time, drones can save money by reducing the need for manual labour, lowering operational costs, and minimising the risk of accidents.
- ☺ **Improved safety:** Drones can access hazardous or hard-to-reach areas, reducing the risk to human workers in dangerous environments.
- ☺ **Enhanced data collection:** High-resolution imagery, real-time video, and advanced sensors enable precise data collection and analysis, improving decision-making processes.
- ☺ **Versatility:** Drones are used in a wide variety of applications across industries, from agriculture and construction to logistics and public safety.
- ☺ **Environmental impact:** Drones can help monitor environmental conditions and reduce carbon footprints compared to traditional methods, such as delivery trucks.
- ☺ **Innovative capabilities:** Drones offer new possibilities for creativity and problem-solving, from capturing unique photographic angles to developing new delivery systems.

**Drones are being used by fire services to monitor controlled burns and bushfire risk.**

*Image: photovs/depositphotos.com*



### Costs associated with using drones

- ☺ **Initial investment:** Purchasing high-quality drones and necessary accessories can be expensive, especially for advanced models with specialised sensors and cameras.
  - ☺ **Training:** Operators need proper training and certification to ensure safe and efficient drone usage, which involves time and expense.
  - ☺ **Maintenance and repairs:** Regular maintenance, repairs, and replacement parts can add to the operational costs.
  - ☺ **Regulatory compliance:** Navigating the legal requirements and obtaining necessary permits for drone operations can be complex and costly.
  - ☺ **Operational challenges:** Technical issues and malfunctions can occur, leading to downtime and additional repair costs.
  - ☺ **Privacy and security concerns:** Using drones can raise privacy issues and data security risks, necessitating measures to protect data and comply with regulations.
- While the initial and ongoing costs of implementing drone technology can be significant, the benefits in terms of efficiency, safety, data accuracy, and versatility make drones a powerful tool across various work-related applications. As technology advances, we can expect even more innovative uses of drones, further transforming industries and enhancing the way we work. From improving agricultural practices to ensuring public safety, drones are proving to be invaluable assets in the modern world.

### 3.23 Assessment Task 1B

#### AT1B Being Enterprising - Investigation

This investigation, AT1B, forms the second part of Assessment task 1. (You will also be directed to complete AT1A: on p.52.)

##### Overview: Investigation -

For this assessment task, you are required to undertake an investigation into the importance of enterprising characteristics and behaviours for contemporary workers.

You are also required to... TBC

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<b>Name:</b>	<b>Key dates:</b>	<b>UNIT 1 AT1B</b>
<b>Tasks - AT1B: Investigation - Being Enterprising</b>	<b>Must Do?</b>	<b>Due Date Done Level</b>
<b>Completed AT1A (or similar task)</b>		
<p>⇒ Appropriate use of resources, information and multimedia.</p>		
<p>⇒ Appropriate use of resources, information and multimedia.</p>		
<p>⇒ Appropriate use of resources, information and multimedia.</p>		
<p>⇒ Appropriate use of resources, information and multimedia.</p>		
<p>⇒ Appropriate use of resources, information and multimedia.</p>		
<p><b>Draft my investigative report and get feedback.</b></p>		
<p><b>Submit my final investigative report.</b></p>		

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Additional information:

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

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# Personal Management

# 4

4.01 Personal Management.....	4.17 EI in Different Contexts .....
4.05 Personal Development - Settings...	4.19 Personal Development .....
4.09 Personal Growth.....	4.23 Graduated Assessment .....
4.13 Emotional Intelligence.....	

Activities 4: Personal Management		p.	Due date	Done	Comment
4A	Personal management				
4B	Personal development skills				
4C	Personal development experiences				
4D	Social/Recreational development experiences				
4E	Education development experiences				
4F	Community/Volunteer development experiences				
4G	Personal growth				
4H	Growth mindset				
4I	Emotional intelligence				
4J	EI - Main characteristics				
4K	EI - Different contexts				
4L					
4M					
GA2					

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Comments: